East Carolina University is an equal opportunity institution and, in keeping with this policy, the University makes no distinction in the admission of students, or in any other of its activities, on the basis of race, color, sex, creed, or national origin.

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Introduction

This handbook describes our program’s mission and values as well as the requirements and various procedures established for candidates for the MPA degree. It is supplemental to policies, procedures and requirements found in the ECU Graduate Catalog and other official university policy statements.

The master of public administration (MPA) program is housed in the Department of Political Science. The MPA degree is designed to provide students with basic administrative concepts and skills that can be utilized in a variety of administrative careers in the public (including legislative, executive, and judicial agencies) and not-for-profit agencies. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and has been nationally ranked in *US News and World Reports*.

Upon admission to the program, each student assumes primary responsibility for monitoring his or her progress toward the degree. While every effort will be made to inform students of modifications in the provisions listed here (including but not exclusively limited to changes in graduation requirements) the MPA core faculty reserves the right to add to, delete, or otherwise modify any provision in this handbook. Information regarding such changes will be available from the MPA director or from the MPA program’s graduate administrative assistant (A-129 Brewster). If any program requirement imposes an unusual hardship, students may petition the MPA Committee for exemptions, substitutions, and/or modifications.

The program of study leading to the Master of Public Administration is engages graduate students in academic work which differs from undergraduate work in both quantity and sophistication. The faculty will thus be more discriminating in their assessment of graduate student work and every course involves a variety of assignments which will sharpen skills in research, problem solving, and writing as well as increasing the substantive knowledge of public administration. Faculty and staff are available to assist students as such assistance is needed. The choice of particular programs, the elective courses taken, and the success or failure of each student's program of study are, however, matters which must be left primarily to the initiative, intelligence, and persistence of the student.
Program Description

Mission Statement

Our mission statement is a dynamic guide to our actions in terms of our region, University, and the students we serve. It was adopted in 2015 by the MPA Committee and endorsed in 2016 by the MPA Advisory Council.

The mission of the Master of Public Administration Program is to maximize student success, serve the public, and lead in the regional transformation of eastern North Carolina through its:

- Preparation of students to engage effectively in the civic life of our democracy
- Scholarship on politics and public governance, and
- Partnerships within and outside the university

Our Service Area and Students

Our primary service area is eastern North Carolina, particularly the northern and central counties of the state. Nonetheless, our aim is to provide educational opportunities will enable our graduates to be competitive beyond this geographic area. We seek to enable them to be successful in local, state, and federal government positions as well as in the nonprofit sector regardless of our regional geographic boundaries.

Our student body is comprised of roughly equal proportions of in-service students and pre-service students. As with most regional programs’ in-service students, these individuals work primarily in eastern North Carolina. Our pre-service students, on the other hand, tend to come from all across the state, with some coming from other states and countries. Thus as one should expect, our graduates are employed heavily in the eastern of North Carolina, but many are also employed well outside this region at all levels of government.

We strive to have a demographically diverse student population which is reasonably reflective of our region of the state which is approximately 60 percent Caucasian, 35 percent African American, and 5 percent Hispanic/Latino. Our overall enrollment since 2007 has been between 36-40 students at any one-time with incoming fall term classes of 12-15 students. A shift in the proportion of males to females has occurred, with approximately 60 percent of our students being women. The proportion of African Americans enrolled in our program has increased over time. In any single term, approximately 20 percent of our students are of African American descent. Each year we also have one or two international students enrolled.

Our Professional Values

As a program and as professionals, these are the values we espouse and seek to instill in our students through our instruction, research and example. These are also the values we expect our students to reflect by their behavior during their time in our program and later as graduates.
These mission based values and their related competencies required to act upon them effectively form the foundation of our interpretation of what we seek to instill in our students. The MPA faculty and MPA Advisory Council also accept these values and expectations as governing their own actions with one another, our students, our graduates, and the public.

**Personal and professional integrity:**

Personal and professional integrity refers to one’s degree of honesty, credibility, and trustworthiness. These two dimensions of integrity are interrelated as individuals bring their personal experiences, beliefs, practices, and values into professional environments. As such, consistency between statements, actions and practice for both individual and organizational activities is an important component of the integrity expected from our MPA students. Moreover, we expect all MPA students to behave with integrity during their time in the program and on the job. This means such things as keeping one’s word, maintaining appropriate standards in crediting the work of others, maintaining confidentiality of the records entrusted to one, and performing at as high a level as possible.

**Respect for democratic processes, law, and values:**

MPA graduates will become trusted public servants who uphold the democratic principles inherent in our civil society. Students associated with our program should demonstrate deference to the rules, laws, and regulations associated with government as well as respect for the institutions, procedures, and individuals charged with making and enforcing them. At the same time, they should recognize that no person or organization is above the law and focus on the ideas of fairness, justice, and morality that transcend human legal systems. Any interpretation or creation of policy should be guided by legal requirements and mindful of consequences which might arise. Our students should also hold in high esteem other people and organizations as a way of ensuring equality of access and participation for all public programs, services, and goods.

**Accountability:**

A major component of public service is acknowledgement and assumption of responsibility for actions. Having the ability to answer to public officials, citizens, and other parties is a critical skill that our MPA students should carry into their professional activities. Students should understand the importance of accountability, recognizing that ethical public service includes providing feedback to interested stakeholders.
Open and accessible:
In line with previous values, an open government is transparent and accessible by people of diverse experiences and perspectives. It is also committed to a culture of respect for diversity and seeks to be inclusive of the community’s diverse people and needs. Decision-making should reflect communal characteristics in such a way that all persons or groups can be assured of their ability to have a voice in managing of public goods.

Inclusiveness and tolerance:
Without fair, objective, and permissive attitudes democratic and open government is impossible. Effective public servants are responsible for ensuring that people who are different from those in power have equitable treatment and opportunities to participate. This is a key component of upholding the values and laws espoused in the Constitution and to upholding codes of basic human morality. All people should be treated fairly and equitably, without exception, within a community, groups or organization in the public sector.

Collaboration:
Increasingly effective governance requires the development and implementation of collaborative relationships between government and non-governmental entities to carry out public policy through relationships that are more complex than traditional hierarchical designs. To be effective, they need individuals and organizations which appreciate the value of collaboration and the time required to forge solid persisting working collaborative efforts. They also require leadership skills to build the trust of the collaborating partners so together they can address the complex issues facing society today in a sustainable, effective manner.

Professionalism:
One of the distinguishing features of a profession as opposed to an occupation or job it that the members of the profession undergo specific educational experiences to prepare them for their future responsibilities, they dedicate themselves to the performance of high quality work, and a common set of values governing their personal behavior on and off the job. Our graduates will be entering the public service professions that have established codes of conduct, ethical standards, conflict of interest policies, and other definitions of the professional norms and behaviors expected of them. Therefore, our students are expected to learn about these norms, understand their purposes and accept them as the bases for their personal and professional conduct. For excellent examples of these ethical statements related to the field of public administration see the American Society of Public Administration’s Code of Ethics, http://www.aspanet.org/public/ASPA/Resources/Code_of_Ethics/ASPA/Resources/Code%20of%20Ethics1.aspx and the International City Managers Association’s Code of Ethics, http://icma.org/en/icma/ethics/code_of_ethics.

Competencies
Under the NASPAA accreditation standards adopted in October 2009, students from all accredited MPA programs are expected to possess five universal competencies upon their graduation as well as any program specific competencies which the program chooses to adopt. These competencies reflect the behavioral and skill expectations we believe the faculty and
students should possess and seek to develop throughout their careers. They are the means by which the values described above are realized.

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

Each program is expected to define or interpret what these competencies mean in terms of its mission, values, and service area. It is also expected to detail how the program seeks to instill these competencies in its students through its various instructional and extra-curricular activities. Moreover, each program must document these efforts and assess effectiveness in accomplishing this task.

Therefore, ECU’s MPA interprets these competencies as described below. Each competency is then linked to a set of core courses. While the instructional content and assignments of these courses will evolve over time, they are the primary means by which our program seeks to instill these competencies in our pre-service students and enhance those of our in-service students.

Integrating all of our interpretations of these competencies and their related skills, regardless of the skill level and experiences with which the student enters, is our belief in the value of public service and professionalism to our society. Moreover, every core course and elective course is designed to contribute to the student’s development of these competencies. The courses identified here are those courses required of each graduate.

**Lead and manage in public governance:**
Our interpretation of this competency: Developing the ability of our students to manage and lead in the broad range of public governance roles, whether in the public or nonprofit sectors, is a primary responsibility of this program. To us, managing and leading requires an acute understanding of one’s organization and its relationships with the other entities with which it must interact to achieve its mission as well as of one’s own personal abilities. It also requires a professional commitment to excellence and ethical behavior. Managing effectively requires budgetary, personnel, time management, and process skills that can be directed at the implementation of one’s assigned responsibilities.

Leading, on the other hand, requires one to be able to conceive of issues in a strategic, forward thinking manner and to accept the responsibility for achieving outcomes. It thus requires a higher order of planning and integrative capabilities beyond what are required at the managerial level. It also requires one to be able to facilitate the development of managerial and leadership skill on the part of others as well as knowing when to follow the lead of others. Effective managers can work alone or in smaller groups, but leaders can never work alone and have influence beyond their own work group.
Managing and leading are skills that must be developed personally and over time through interactive experiences. The MPA Program therefore seeks to foster a deep appreciation of the critical nature of these skills to effective public governance, a personal commitment to their continuing development, and the acquisition of a basic set of working managerial and leadership skills by our graduates through the content of the following courses.

Upon completion of the MPA degree we expect our students to be able to:
- work in an organization at the entry level
- demonstrate knowledge of how different organizational cultures and settings influence how one manages and leads
- manage the basic financial and human resources needed to accomplish assignments
- interact effectively as a member of a team
- facilitate the development of a group’s accomplishment of its task
- articulate the purposes and mission of an organization
- accomplish their responsibilities in a timely manner

Course connections:
- PADM 6100 Politics and Management in Public Agencies
- PADM 6110 Human Resource Management in Public Agencies
- PADM 6120 Public Budgeting and Finance
- PADM 6220 Leadership and Ethics in the Public Sector
- PADM 6900 MPA Professional Paper

**Participate in and contribute to the public policy process:**
Our interpretation of this competency: As employees and citizens it is critical that MPA graduates be able to participate and contribute effectively to their respective public policy processes. Their involvement must occur as public and non-profit sector employees and advisers as well as private citizens. As such, students are expected to be able to distinguish public from non-public issues, comprehend the various dimensions of public policy problems, define public policy problems succinctly, identify key stakeholders and their relationships to the issues at hand, construct policy evaluation criteria, appraise a set of reasonable alternatives to address those issues, analyze the effectiveness of the alternatives at addressing the issues and articulate the results to their administrative or political superiors and to the public as a whole.

Upon completion of the MPA degree we expect our students to be able to:
- recognize the responsibilities of their role as policy analysts and advisers
- distinguish public from non-public issues
- comprehend the various dimensions of public policy problems
- define public policy problems succinctly
- identify key stakeholders and their relationships to the issues at hand
- construct policy evaluation criteria
- appraise a set of reasonable alternatives to address those issues
• analyze the effectiveness of the alternatives at addressing the issues □ articulate the results

Course connections:
• PADM 6101 Analysis for the Public Sector
• PADM 6160 Public Policy Formulation and Implementation
• PADM 6161 Applied Policy Analysis
• PADM 6900 MPA Professional Paper

**Analyze, synthesize, think critically, solve problems and make decisions:** Our interpretation of this competency: MPA graduates are expected to think critically about their organizations, communities, the issues facing these entities, and their own capabilities. They should apply their critical thinking skills to the analysis of public issues, synthesizing clearly the dimensions of those issues, constructing appropriate alternatives for addressing them, and employing relevant processes for reaching decisions on them.

Upon completion of the MPA degree we expect our students to be able to:
• explain the causes, effects, impact, and scope of problems
• assess the problems or obstacles to addressing the problems
• differentiate the multiple components of problems and their relationships
• construct criteria for optimal solutions
• prioritize evaluated steps for resolving the problems
• recommend alternative solutions
• articulate the basis of their recommendations

Course connections
• PADM 6100 Politics and Management in Public Agencies
• PADM 6101 Analysis for the Public Sector
• PADM 6102 Quantitative Methods for Public Administration
• PADM 6120 Public Budgeting and Finance
• PADM 6161 Applied Policy Analysis
• PADM 6900 MPA Professional Paper
Articulate and apply a public service perspective:
Our interpretation of this competency: A vital capability of MPA graduates must be the ability to articulate and apply a public service perspective concerning the issues facing their communities and organizations. As professionals, whether as employees of public entities or of non-profits, our graduates have a responsibility to speak for the public interest through the quality of their work products and through their communications. In doing so, they must also comprehend the complexity of their communities as well as the perspectives presented by different stakeholders. This also means appreciating the values and interest behind these perspectives. At the same time graduates must be capable of synthesizing these differing points of view while they act on the basis of a broader public perspective.

Upon completion of the MPA degree we expect our students to be able to:
- delineate the basis of their own public service values and perspective
- distinguish between the differing perspectives and values behind them of various public stakeholders
- synthesize the differing perspectives on public issues
- articulate a public perspective in written and oral communication

Course connections
- PADM 6220 Leadership and Ethics in the Public Sector
- PADM 6900 MPA Professional Paper

Communicate and interact productively with a diverse and changing workforce and citizenry:
Our interpretation of this competency: In any employment setting, graduates from our program must understand the diversity of the communities within which they live and work well as the changing demographics of the workforce. Graduates must thus also understand how to communicate with this diverse and changing workforce and citizenry.

This means being able to employ appropriate means of communication to receive and seek public input as well as to disseminate information. It also means that graduates should be capable of making clear, concise public presentations and of expressing themselves effectively in writing.

Upon completion of the MPA degree we expect our students to be able to:
- assess the nature of diversity of the communities within which they live and work
- articulate how the changing demographics of the workforce affects the motivation of public employees and the delivery of public services
- function effectively within the diverse communities in which they live and work
- demonstrate how to communicate with a diverse, changing workforce and citizenry
- employ all appropriate means of communication for receiving and seeking public input as well as to disseminate information
- apply contemporary forms of electronic communication and data storage
- make clear, concise public presentations to express themselves effectively in writing
Course connections

- PADM 6100 Politics and Management in Public Agencies
- PADM 6101 Analysis for the Public Sector
- PADM 6110 Human Resource Management in Public Agencies
- PADM 6220 Leadership and Ethics in the Public Sector
- PADM 6260 Management of Public Information Technology

MPA Faculty and Administrative Staff

The following faculty members have primary responsibility for the instruction and administration of the MPA Program.

Dr. Carmine Scavo
- Professor and Program Director
- Ph.D., University of Michigan
- Brewster A-135
- 252-737-2335
- scavoc@ecu.edu
- Courses: PADM 6160, 6161, 6170, 6900
- Current research interests: state streamlining commissions; federalism, public electrical power

Dr. Casey Fleming
- Assistant Professor
- Ph.D., North Carolina State University
- Brewster A-134
- 252-
- flemingca17@ecu.edu
- Courses: PADM 6100, 6170, 6220
- Current research interests: effective bureaucracy, organization behavior, inter-organizational relationships

Dr. Bonnie Mani
- Professor
- Ph.D, Virginia Commonwealth University
- Brewster A-136
- 252-328-1060
- manib@ecu.edu
- Courses: PADM 6110, 6111, 6112, 6115, 6116, 6900
- Current research interests: federal gender-based pay gap issues, citizen engagement, human capital development, women in politics
Dr. Olga Smirnova
• Associate Professor
• Ph.D., University of North Carolina, Charlotte
• Brewster A-116
• 252-328-2348
• smirnovao@ecu.edu
• Courses: PADM 6123, 6160, 6161, 6325, 6900
• Current research interests: public policy dimensions of urban and regional economic
development, transportation policy, institutional stability, social networks, and
performance measurement

Our administrative assistant is:
Ms. Lillian Butler, MPA Administrative Assistant
• Brewster A-129
• 252-328-1055
• butlerli17@ecu.edu

Admission to the MPA Program

There are several pathways for admission to ECU’s graduate programs. These are discussed
below. The prerequisites for admission to the MPA Program are few. They are discussed in the
last sub-section below.

The great bulk of our students are admitted through the Regular or Professional Admission
processes. Most students begin their studies in the fall, although spring admissions are permitted.
For the fall 2013 academic year, our incoming students admitted via the Regular Admission
Process (as opposed to the Professional Admission) had average GRE scores of the 35th
percentile on the quantitative test and 61st percentile on the verbal test and undergraduate GPAs
of 3.00.

Our admission process is fairly straightforward. We use the ECU Graduate School standards as
our working admission guidelines. Once a student has submitted all of the required application
documentation to the Graduate School this information is made available to the MPA Program.
The MPA Director reviews this material and makes an initial recommendation to the Graduate
School. If there are any questions about a student, the Graduate Director will consult with the
other members of the MPA Committee before making a recommendation to the Graduate
School. As the MPA Program is a relatively small program, it acts as quickly as feasible in
making admissions decisions and can process applications even later than the Graduate School’s
deadlines assuming the formal application process has been begun prior to those deadlines.

We advise students that the program can be completed in two calendar years (24 months)
assuming they take a full-time academic load, including summers. Part-time students taking only
one course per regular academic year and only one course per summer can expect to complete the program in five calendar years. Our graduation rate is 79 percent and most students, even part-time students, complete the program within three years of their initial enrollment.

**Regular admission**

For regular admission to the MPA Program applicants must have a satisfactory score on the Graduate Record Examination (GRE) and a grade point average (GPA) of at least 2.7 on all undergraduate work or a graduate degree from an accredited institution. A minimum satisfactory score on the GRE of at least the 30th percentile on each the verbal and quantitative sections is expected. Applications may be obtained online from the Graduate School. A completed application consists of:

- Completed graduate study application form
- Official copies of all college transcripts
- Three letters of recommendation
- A statement of purpose
- Official copy of GRE scores
- A personal data sheet from MPA Program

**Admission by exception**

Students not meeting regular admission requirements may be considered for admission by exception with the support of the MPA Program, plus review and approval by the Graduate School.

- The program will assume the responsibility for assessing and documenting the admissibility of any applicant who does not meet the regular admission standards of the Graduate School.
- The program’s admission recommendation with a brief justification will be forwarded to the Graduate School for review using the Graduate School’s Accept / Reject form. If the Graduate School is not in agreement with the program’s recommendation, the program may appeal the admission decision to the Graduate Council.
- Applicants not meeting regular admission requirements will be required to earn a minimum overall GPA of 3.0 on the first 9 semester hours attempted. If the student fails to earn an overall GPA of 3.0 by the end of that period, he/she will not be permitted to continue in the program of study.
- Units may establish higher or additional academic standards for continuation for students that do not meet regular admission standards.

**Provisional admission**

An applicant may be granted provisional admission pending receipt of official transcripts from all schools attended provided the applicant has all other required admission documents on file and at least one official transcript from a regionally accredited university showing a) an earned degree in a relevant field of study or b) the applicant is
currently enrolled and has completed the equivalent of at least three years of undergraduate coursework. International students are not eligible for provisional admission.

- The credentials that have been received must be strong enough to warrant a provisional admission decision pending receipt of all required transcripts.
- The provisional admission letter will list all pending transcripts and final transcripts required for regular admission.
- An administrative hold will be placed on provisionally admitted student’s records preventing further course registrations until all required transcripts are received. The student’s graduate student status may be revoked if the all required transcripts are not submitted or if the transcripts, when received, do not meet admission criteria.
- Provisionally admitted students awaiting transcripts are not eligible for financial aid.
- The student will acknowledge the conditions of his/her provisional admission by signing and returning a copy of the admission letter to the Graduate School.
- It will be the sole responsibility of the student to take actions necessary to submit all required transcripts.
- As soon as all official transcripts have been received, the graduate program will review the student's completed file. The faculty will then confirm the student’s admission or request that the student withdraw from the program at the end of the first term.

**Professional admission**

Individuals whose baccalaureate degree is more than ten years old and who have extensive professional experience related to the intended program of study may be eligible to seek admission through the professional admissions policy upon recommendation of the MPA Director. Individuals seeking professional admission should indicate this on the application form.

**Non-degree admission**

Non-degree admissions is an enrollment category in which the student is not accepted into a specific degree or certificate program but is approved to take courses that have no catalog restrictions. This is intended for applicants interested in taking one or more courses at ECU, but not necessarily interested in obtaining an ECU degree or certificate at the time of application.

It may be used by students matriculated at another institution who wish to enroll as visiting students, individuals wanting to take courses for personal/professional enrichment, and individuals wanting to take prerequisite course work for later application to a degree program. See [http://www.ecu.edu/cs-acad/grcat/admission.cfm#nondegree](http://www.ecu.edu/cs-acad/grcat/admission.cfm#nondegree) for further information. Non-degree students are not eligible for assistantships or federal financial aid.
**MPA Prerequisites**

A working understanding of American political institutions and policy processes is required. Students in need of a review may be required to enroll in POLS 5000, an individualized introductory survey course of readings in American government and politics that does not count toward the 45-semester-hour requirement. An understanding of statistics is also strongly recommended.

**Residency and Transfer Credit**

Up to 15 s.h. of appropriate credit earned at any regionally accrediting college or university or an accrediting body recognized by either the U.S. Department of Education (USDE) or the Council of Higher Education Accreditation (CHEA) may be transferred to the MPA program, with the approval of the MPA director. The Graduate School Catalog outlines exact requirements/procedures and should be examined carefully by all students who wish to request a transfer of credits. All incoming graduate students should make such a request at the time of applying for admission. Hours completed as a non-degree student are treated as transfer hours by the Graduate School. No credit taken through correspondence courses or by examination will meet degree requirements.

**Advising and Course Registration**

1. Students admitted to the MPA program are required to have a conference with the MPA Director to discuss their overall study plans prior to their first registration. Please call or email the MPA Director or the program administrative assistant to set up an appointment. The MPA Director is available for conferences throughout the year.

   Students should determine their preferred area of emphasis as soon as feasible. The MPA Director is available throughout the year for advice on course selection and career guidance.

2. The MPA Director serves as the advisor for all MPA students.

3. Orientation Sessions: The Graduate School has an orientation session at the beginning of each term for incoming graduate students. Beginning with the fall 2012 semester each new student will be directed to an Orientation Course on Blackboard which will provide them with a great deal of information helpful to new students. This information will continue to be accessible to these students during their careers. In addition to information, this site also contains links to policy statements and forms that incoming students must complete.
The MPA Program will also conduct brief orientation sessions to the program each term.

4. Our courses are offered in both face-to-face and online venues depending on the nature of the course. Please note that one cannot complete our program solely via an online venue.

5. Syllabi for MPA courses are on file for student reference in the Political Science Departmental office.

6. The appendices to this manual provide additional information on the courses offered in the program, the areas in which they count, their descriptions, and an example of a typical student schedule.

7. Information about MPA Program activities is distributed in several ways. The Department maintains several bulletin boards in the A-wing of the Brewster Building, next to BA-135 and BA-101 on which program information is regularly posted. In addition, MPA Director regularly emails program information via a distribution list while information may also be posted online on the program website or on the Facebook page.

8. We also maintain a permanent Black Board course: mpa: MPA: Master of Public Administration Program to which every MPA student has access. As long as you are in the program, you will have access to this “course”. This site becomes the primary site for schedules, syllabi, internship opportunities, job listings and a wide variety of other program information.

9. All students should register during the early registration week, even if their plans are not definite. Because the MPA Program may be forced to cancel a class which has too low a pre-enrollment, early registration will help reduce the inconvenience of canceled courses. Changes to class schedules can be made during the drop and add period.

10. Students needing courses offered by the College of Business must first notify the MPA Director of the courses in which they wish to enroll. The College of Business requires that graduate directors of other programs grant permission to students before they will grant permission for a non-MBA to enroll in one of their courses. They also require that all communication regarding these courses go through the MPA Director. This means that students should anticipate course needs early in order to get in their preferred courses.

11. After logging into PiratePort, and ensuring that you are on the tools tab, go to Banner
Self Service, click Student, then Registration, then click look up classes, select the appropriate term, select the appropriate subject (public administration, etc), check the selected courses, then click add to schedule. If difficulties arise, please contact the MPA Director or Administrative Assistant.

12. During the registration period, students should obtain the following items from the MPA Program office: a list of suggested MPA courses for the semester along with course descriptions (please note that a prior approval by the instructor or the MPA Director is required for some courses).

13. Students whose admission applications have not been fully processed may register as non-degree students. They should make sure, however, that their applications are completely processed before the end of their first semester to ensure that the credits earned can be counted toward their degree program. If admission has not been granted sometime during that semester, credit will not be given for courses taken in that semester toward the MPA degree without a petition to the Graduate School. Only nine semester hours of credit taken as a non-degree student can routinely count towards the MPA degree. Non-degree application forms can be obtained from the Graduate School and there is a processing fee. Non-degree students should also be aware that degree-seeking students will be given preference in registering for classes.

14. Registration for more than 12 credit hours of graduate work taken in any one semester requires permission from the Dean of the Graduate School. No more than a total of 12 credit hours may be taken in the two sessions of summer school.

15. Nine credit hours are considered to be full-time enrollment during a regular semester and three hours during a summer session.

16. Graduate assistants may take a maximum of 12 hours per semester during the academic year, but a minimum of nine hours is required for classification as a full-time student.

**Academic Progression**

1. All students are expected to maintain a 3.0 GPA.
2. Students whose GPA falls below 3.0 may be dropped from the MPA Program.
3. No one may graduate with less than a 3.0.
4. Graduate students who take an Incomplete in a course have 1 calendar year to complete the work. Failure to complete the work satisfactorily in this time frame will receive an “F.” Many instructors require students to sign a “contract” specifying how and by when incomplete grades will be made up.
5. The University Calendar lists the deadlines for making up incompletes, dropping courses, and filing for graduation.
MPA Degree Requirements

The MPA degree requirements were changed during the 2012-12 academic year. These changes are effective August 1, 2013, with the start of the 2013-14 academic year. Students who enrolled under the old requirements will be permitted to complete their programs under those requirements if they so choose.

Overall degree requirements:

Core public administration courses............................................................................ 27 s.h.
Electives courses ........................................................................................................ 12 s.h.
Internship .................................................................................................................... 3 s.h.
MPA professional paper .............................................................................................. 3 s.h.

Total s.h...................................................................................................................... 45 s.h.

Curriculum Planner: This form is intended to help you keep track of the courses you have taken, the professors who taught the course, the semesters the course were taken, and the grades received. The form can be found at the end of this manual as Appendix H.

See also Appendix D for a typical MPA full time student schedule and a projected annual departmental course schedule.

Core Public Administration Courses: 27 s.h.

This requirement is to be met by completing the following nine courses. There are several pre-requisites noted following the course names (P:XXXX).

- PADM 6100  Politics and Management in Public Agencies
- PADM 6101  Analysis for the Public Sector
- PADM 6102  Quantitative Methods for Public Administration (formerly 6230) (P: 6101)
- PADM 6110  Human Resource Management in Public Agencies
- PADM 6120  Public Budgeting and Finance
- PADM 6160  Public Policy Formulation and Implementation
- PADM 6161  Applied Policy Analysis (P: 6101 & 6102)
- PADM 6220  Leadership and Ethics in the Public Sector
- PADM 6260  Management of Public Information Technology
Electives Courses: 12 s.h.

This requirement can be met by completing courses from the following list of recommended PADM courses. All of these PADM courses are 3 s.h. courses.

Frequently Offered

6111, Contemporary Problems in Public Personnel Administration
6112, Productivity in the Public Sector
6123, Economic Development
6124, State and Local Government Finance
6140, Administrative Law and Ethics
6150, Seminar in Public Administration
6165, Program Evaluation
6170, Intergovernmental/Interagency Relations
6210, Organization Theory in the Public Context
6240, Management of Non-Profit Organizations
6325, Transportation Policy
6400, Health Policy
6410, Health Policy Analysis

Less Frequently Offered

6115, Readings in Public Personnel Administration
6116, Women, Public Policy and Administration
6122, Local Government Budgeting and Financing
6125, Readings in Public Budgeting and Finance
6130, Urban Policy and Administration
6162, Environmental Administration
6163, Environmental Policy Analysis
6164, State and Local Environmental Policy
7003, Coastal, Maritime, and Environmental Law
7004, Coastal and Marine Policy

With permission, students can complete PADM 6898 or 6899 for a maximum of 6 s.h. of credit for independent study. These courses must be completed under the direction of a public administration professor in the Department of Political Science and are open only to students who have completed a minimum of 12 s.h. of coursework. Both the faculty adviser and the MPA director's written approval are required prior to registration. Forms for this purpose are available online.
**Graduate Certificate Programs**

As noted, students enrolled in a graduate certificate program may count their courses for the certificate toward the Public Policy area of emphasis, but may need to take an additional 3 s.h. to meet the certificate requirements.

The following are the accepted graduate certificates (with their respective websites). The requirements for these certificate programs can be found on the web pages below.

- Geographic Information Science and Technology ([http://www.ecu.edu/cs-cas/geog/Certificate_Programs.cfm](http://www.ecu.edu/cs-cas/geog/Certificate_Programs.cfm))
- Management Information Systems ([http://www.ecu.edu/cs-bus/grad/optcerts.cfm](http://www.ecu.edu/cs-bus/grad/optcerts.cfm))
- Public Health Foundations and Practice ([http://www.ecu.edu/publichealth/upload/PHFP-Flyer-Final-Overview-Program-Website.pdf](http://www.ecu.edu/publichealth/upload/PHFP-Flyer-Final-Overview-Program-Website.pdf))
- Security Studies ([http://www.ecu.edu/polsci/sec/gc.html](http://www.ecu.edu/polsci/sec/gc.html))
- Web Site Developer ([http://www.ecu.edu/cs-cet/techsystems/cert-grad-program.cfm](http://www.ecu.edu/cs-cet/techsystems/cert-grad-program.cfm))

**Other electives**

With approval courses from other departments may be substituted or counted as elective hours. Please note that some courses may have pre-requisites that will not count toward the degree and may require permission from the offering program prior to registration.

**Internship: 3 s.h.**

Pre-service students seeking the MPA are required to complete a 3 s.h. internship in a local, state, federal, or approved not-for-profit agency (approximately 300 hours of work). Students with relevant work experience in excess of one year may apply to the director of the MPA program for exemption from this requirement. Students with existing relevant professional service will be asked to document those experiences prior to a final waiver being approved. Those students who are exempted from this requirement will complete 42 s.h. instead of 45 s.h.; however, no academic credit will be awarded for work experience. Please see Appendix E for more information.

**MPA Professional Paper - 3 s.h.**

All students must enroll in PADM 6900 (P: 6101, 6102, & 6161) and complete an MPA professional paper in which they identify a public management problem or policy issue and develop a problem-resolution strategy. The completed paper must be presented to the MPA faculty and relevant stakeholders.
Additional Academic Information

MPA Writing Standards

As of January 1, 2012, all MPA courses will use the APA writing style and formatting of papers. The MPA Committee has adopted this writing style to ensure consistency across our courses and to facilitate the development of clear writing and communication on the part of our students.

An abbreviated style manual is attached as Appendix F to this manual. This document is only an abbreviated guide intended to be only a quick overview to common writing and formatting issues. Students should secure access to the most current official APA Style Manual as a basic reference.

Internship Requirements

• The internship is an integral part of the pre-service student's program. Participation in an internship helps develop a student's awareness of the internal dynamics of a public organization (government agency, non-profit professional organizations, or private firms doing public sector work) and the values and attitudes of public administrators toward their clientele, their substantive responsibilities, and their administrative and political superiors, co-workers and subordinates.

• All MPA students are required to serve an internship with the exception of students with substantial prior or current administrative experience.

• Students have the primary responsibility for securing an internship position in a timely manner, albeit with the assistance and advice of the MPA director or the MPA internship coordinator. Internship positions may be secured at any level of government, in non-profit professional organizations, or in private firms doing public sector work. In order to receive academic credit, an internship must have prior approval by the MPA internship coordinator.

• Beginning in 2015, ECU registration practices for internship courses changed. When a student wants to enroll in PADM 6887 (1 semester hour of credit), 6888 (2 sh), or 6889 (3 sh), the student must meet with the MPA director who will initiate a request for such registration that will need to be signed by the chair of the Department of Political Science and the Associate Dean for Graduate Studies of Harriot College of Arts and Sciences. This process all takes place online—the MPA Director or Internship Coordinator begins the process by completing an online form that contains
the requirements of the course, etc. The student will then receive an email directing him or her to an ECU website on which the student must agree with those requirements. Once that is accomplished, the form goes on for departmental and college approval. Only after all the approvals are granted will the student be allowed to register for the Internship course.

• Students must meet with the MPA internship coordinator no later than the third week of the semester preceding the one in which the internship is to be performed. Students should formulate their internship plans with the internship coordinator prior to registering for PADM 6887-6889 to receive academic credit. Written guidelines and more detailed information will be available from the MPA internship coordinator. At a minimum, each student will be expected to prepare a major paper related to their internship experience.

• For Guidelines for the Internship Program, See Appendix D.

**MPA Professional Paper**

• An MPA Professional Paper is required for the successful completion of the MPA degree program. Preferably during the last semester of a student's degree program, each student must enrolled in the Professional Paper Seminar, PADM 6900, successfully complete the paper, and defend it before the MPA Core Faculty.

• The MPA Professional Paper provides an opportunity for students to integrate the course-work for the MPA degree into a practical application of their problem solving skills. This research requirement is designed to encourage students to incorporate broader theoretical propositions and defend practical implications in their work efforts. Therefore, in the oral presentation of the paper students may be asked to demonstrate how public administration principles aided them in the development of their paper.

• For this requirement, students must analyze a real management problem or policy issue that concerns some level of government or quasi-government agency and develop problem-resolution strategies to resolve the problem or substantially ameliorate the situation. In this sense, the students will be expected to develop a set of alternative strategies and evaluation criteria, and analyze them in order to determine a preferred alternative based on selected criteria. In the MPA Professional Paper experience, students will be expected to demonstrate that they have acquired the skills necessary to solve problems in a practical sense and so are ready to begin work in the public sector or to improve work conducted by those already in the public work force.
• MPA Professional Papers will be presented to the MPA core faculty, student colleagues, and relevant stakeholders. Presentations will be announced publicly so that other students, faculty, and individuals who might find the topic interesting and valuable can attend the paper defense.

• Beginning with the 2014-15 academic year, MPA papers became a group exercise rather than an individual one. Students enrolled in PADM 6900 are divided into groups who all work on a common project which results in a group-authored paper as well as a presentation as described above.

• Problem definition is highly critical for the MPA Professional Paper. The project on which the students will work generally will be fairly broad in scope. This broad project will need to be narrowed down so as to make it amenable to analysis. The institution or agency that has been targeted for action should have sufficient legal jurisdiction and authority to initiate and undertake corrective action. The problem should be substantially significant such that students could honestly encourage a decision-maker to reallocate scarce resources to the analysis and potential resolution of the problem.

• If students intend to conduct a survey for their project, they must obtain the University and Medical Center Institutional Review Board (UMCIRB) approval. The course instructor will assist this IRB approval process. Further details on UMCIRB policies and procedures are stated in the UMCIRB website.

• The suggested style guideline for the Professional Paper will be provided based on the American Psychological Association (APA) style manual, which has been adopted as the standard format for all MPA papers.

• Students are also expected to assess any ethical issues associated with the proposed recommendations and implementation strategy.

Important University Academic Regulations

This manual is supplemental to the university’s official policies. Please consult the Graduate Catalog, the Academic Calendars, and website for complete official information. Unlike undergraduate students at ECU who can remain in a past catalog when academic changes occur, changes in graduate programs take effect immediately upon being passed. Typically, however, the MPA program has allowed students to graduate under “old” regulations or “new” regulations as the individual student might choose.
Academic Integrity

Absolute academic integrity is expected of all MPA students. Plagiarism of any type, or any other academic dishonesty, will not be tolerated. The ECU policy on academic integrity is discussed in the Graduate Catalog. Violations of this policy—and any other unethical, dishonest, or otherwise dishonorable behavior will be penalized according to the severity of the violation. This can include failure on assignments, failure in courses, termination of a student’s academic program, or expulsion from the university.

Academic Probation

Students must maintain a “B” or better average throughout the program to remain in good academic standing and to graduate. Individuals whose GPA falls below 3.0 will be placed on academic probation. Students who receive two “F's” will have their program terminated. Student academic progress is monitored by the Graduate School and the MPA director and those students who are not making adequate progress (as evidenced by several Incomplete grades or low numerical averages in classes—even if those averages qualify the individual student for a grade of “B”, etc.) risk having their academic programs terminated.

Appeals Procedures

Graduate students may appeal decisions concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and conditions applicable to graduate assistant appointments, or dismissal from the graduate program. This policy does not apply to the appeal of decisions regarding course grades. The full Graduate School policy may be found at: http://catalog.ecu.edu/content.php?catoid=3&navoid=185#Grading_System

Grade Appeals Procedures

The goal of this grade appeal policy is to establish a clear, fair process by which graduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and, notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:
• An error was made in grade computation.
• Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.
• The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

The full Graduate School policy may be found at: http://catalog.ecu.edu/content.php?catoid=3&navoid=185#Grading_System

**Application for Graduation**

Students must be registered for a university course(s) the semester in which they plan to graduate (excepting summer sessions).

Application for graduation must be made at least one semester before the students register for the final semester of their graduate program. Application is made online through Pirate Port. The Registrar's Office does not automatically move a student's name to the succeeding graduation list if he or she fails to complete requirements before the end of the designated semester. To be placed on a succeeding list, students must advise the Registrar's Office of their planned completion date. Students *should not apply for graduation* until they are reasonably certain that they will complete all requirements for graduation in the semester in which they seek to graduate. See your adviser before you apply for graduation and refer to your MPA Curriculum Planner.

Students enrolled in certificate programs must also submit a separate application for graduation for that program as well.

Graduation ceremonies are held twice a year at the end of the Fall and Spring semesters.

**Incompletes**

Graduate students who receive an Incomplete have one calendar year in which to complete the missing work, have it graded, and the appropriate forms submitted to the Registrar’s Office. Incompletes that are not removed in time will turn into “Fs.” The Academic Calendar sets the dates by which Incompletes must be removed for each semester.
**Last Day to Drop**

Prior to the fall 2012 semester graduate students were permitted to drop classes as late as one week before the end of the term. This policy was changed and now students may drop a graduate course up to the 45th class day of the term (and a proportional number for summer courses). Please see the official university Academic Calendars for the specific dates.

**Time for Degree Completion**

The time limit for completing all credit toward the MPA degree is six years, but the Graduate Council Executive Committee will review and act upon requests for an extension of the time limit, pursuant to favorable written recommendations of the MPA Program faculty. Students who need a time extension should make a petition to the MPA Director in writing at least one semester before the time limitation expires. No graduate credit will granted for courses taken 10 or more years previous to the semester in which the student plans to graduate.

**Affiliated Organizations and Programs**

**MPA Committee**

The MPA Committee is the sub-committee of the Department of Political Science with responsibility for overseeing the MPA degree. Its members are the core faculty members of program and the president of the ECU Students for Public Administration.

**ECU Students for Public Administration**

The purpose of ECU Students for Public Administration is to network with fellow Master of Public Administration students, disseminate information about the program and opportunities that may be of interest to MPA students, advise MPA faculty when asked, and provide an outlet for MPA students to get involved with our community.

Membership in this organization is open to graduate students pursuing a Master in Public Administration at East Carolina University and will not be restricted on the basis of race, color, creed, national origin, religion, gender, age, sexual orientation, disability, or veteran status.

The president of the student organization serves as the student member of the MPA Committee.

The full constitution ECU Students for Public Administration is attached as Appendix H.
ICMA Chapter
ECU also hosts a chapter of the International City Management Association (ICMA). More information about this organization can be obtained from the president of the association who is Josh Tatum for the 2016 – 2017 academic year. The chapter has its own email address: ecuicma@gmail.com and Josh can be reached at tatumj10@students.ecu.edu.

MPA Advisory Council
The MPA Program Advisory Council is a committee composed of practicing public administrators and non-profit leaders who advise the MPA faculty on the program’s structure and curriculum as well as provide support to the students through their activities. Its mission of the East Carolina MPA Program Advisory Committee is to provide community among students, faculty, alumni, and friends in order to promote and extend the core values and goals of the MPA Program by:

1. providing leadership in an advisory role to faculty and staff members of the MPA Program;
2. identifying, promoting and securing scholarship opportunities for the MPA Program; and,
3. hosting and supporting network and professional development opportunities for MPA students and alumni.

Pi Alpha Alpha
Pi Alpha Alpha is the national honor society for the field of public affairs and public administration. The purpose of this society is to encourage and recognize outstanding scholarship and accomplishment in public affairs and administration. As a member of the National Association of Schools of Public Affairs and Administration (NASPAA), East Carolina University Department of Political Science has a Pi Alpha Alpha Chapter.

Membership is open to undergraduate and graduate students in schools of public affairs and administration, faculty members, alumni and public officials and scholars who have made significant contributions to the field. Individuals interested in joining should contact the MPA Director who will also nominate students for membership during the fall and spring semesters.
National Association of Schools of Public Affairs and Administration (NASPAA)

Our program is fully accredited by the National Association of Schools of Public Affairs and Administration. We received confirmation of our last re-accreditation in August 2015. We endeavor to ensure that our program meets all of NASPAA’s academic standards. Please visit their website at www.naspaa.org for information on this organization.

American Society for Public Administration (ASPA)

The American Society for Public Administration (ASPA) is the professional association for public administration practitioners and professors. Full-time students are eligible for student membership at a substantially reduced fee and encouraged to join ASPA. Members receive the Public Administration Review and PA Times. These meetings represent an outstanding opportunity for students to meet local officials and become familiar with local management issues.

Inter-University Consortium for Political and Social Research (ICPSR)

East Carolina University is a member institution of the Inter-University Consortium for Political and Social Research (ICPSR). ICPSR hosts a summer methodology program in Ann Arbor, Michigan. Graduate students are invited to apply to this program which will sharpen their research and methodology skills. For further information, please contact the MPA Director.

Financial Assistance

Graduate Assistantships

Graduate assistantships are awarded to students whose undergraduate records are outstanding or to those who prove themselves outstanding students after they enter the graduate program. Graduate assistants are required to provide assistance for members of the Department faculty in fulfilling their teaching and research responsibilities. Normally, a student will be awarded an assistantship for a maximum of two academic years.

Students who wish to apply for an assistantship should write the MPA Director who will make the appointments in consultation with the MPA core faculty. Some assistantships are open for a spring semester and students would be well-advised to keep an application on file with the MPA Program Administrative assistant.
Graduate assistants are expected to be examples for other graduate students and undergraduate students in scholarship, diligence, and behavior. A graduate student may be relieved of an assistantship by the MPA Director if the student fails to maintain a “B” average with at least a nine-hour load, if the student accumulates an excessive number of Incomplete grades in courses, or if, in the view of the MPA Committee, the student’s behavior reflects adversely upon the Department and the University.

The MPA Director exercises general supervision over graduate assistants. He or she will assign assistants, equalize workloads, and so forth. Individual professor to whom graduate assistants are assigned exercise specific supervision over graduate assistants. This extends to such things as specific assignments, weekly schedules, etc. Each professor to whom a graduate assistant is assigned will make an evaluation of the assistant's effectiveness at the end of each semester or summer session and submit his or her evaluation to the MPA Director.

The University pays graduate assistants at regular intervals during the year. The payment schedule is announced by the Business Office at the beginning of the fall semester.

Graduate Assistants must agree not to accept any other employment without the approval of the MPA Director and of the Graduate School. Assistants are expected to enroll in three graduate courses (nine s. h.) during a regular academic semester.

Graduate Assistants employed during summer sessions must have been enrolled as regular graduate students in either the semester preceding or following the summer in which they are awarded an assistantship. Summer graduate assistants need not be enrolled in summer session classes unless the student is an incoming graduate student.

The document, “Guidelines for Graduate Assistants and Faculty” was to govern the working relationship between graduate assistants and professors in the department. The document is included at the end of this manual as Appendix G.

**Scholarships**

The MPA Program has several independent scholarship funds of its own, including $5,000 per year from the Roger Sharpe Political Science Scholarship which provides up to five $1,000 grants to graduate students in the Department of Political Science. The North Carolina City County Managers Association (NCCCMMA) provides one scholarship per year of about $2,000 to each accredited MPA program in the state. The scholarship is intended for a student interested in working at the local government level within North Carolina. Once the MPA director has been notified of this scholarship opportunity, he or she notifies the faculty and the program students soliciting applications.
Financial Aid

All students seeking financial aid should complete the federal aid application available via the Office of Financial Aid website. The MPA Program is never informed of any student’s financial aid status unless the student conveys such information to us.

Work Study

Graduate students are eligible for federal work study funds. Should you receive such funding, please consult with the MPA Director. The Program can hire you to perform graduate assistant tasks using these funds. This work can be done in conjunction with a graduate assistantship.

Assessment

All NASPAA accredited program and all ECU programs are expected to engage in an active continuous assessment program to measure how well they are meeting their stated mission and student learning objectives. This is the equivalent of program evaluation for the MPA Program. We believe each student and faculty member has a responsibility to participate in this process and to give feedback that will be used to evaluate our progress and to improve the MPA Program. All student participation in these assessment processes is confidential and independent of grades. It is also in the end voluntary.

We do ask your assistance, though, in completing the student opinion of instruction surveys that are available at the end of each course. The feedback you give faculty via these surveys is quite useful in revising courses and in faculty evaluations. The university will also send you links to surveys on various university services. This information helps us know what services are useful to our students.

In addition, you will be asked to evaluate your own knowledge and skills coming into the MPA Program, midway through the program, and upon leaving it. This information will be used to help us evaluate how we are contributing to the development of student knowledge and skills. You may also be asked to participate in other kinds of surveys and evaluation exercises during your time with us.

We hope you will be an active participant in these various assessment activities. Our aim is to make the program even better for the next cohort of students.
Appendix A: PADM Course Descriptions

6100. Politics and Management in Public Agencies (3)
P: Consent of instructor. Study, functions, structures, and processes of public administration at all levels of government. General management issues in public agencies. Emphasis on political institutions and their impact on policy process.

6101. Analysis for the Public Sector (3)
P: Consent of instructor. Introduction to communication and analytical skills used in the public sector.

6102. Quantitative Methods for Public Administration (3) Formerly PADM 6230
P: PADM 6101 or consent of instructor. Case-based approach to methods of data collection, statistical modeling, and empirical analysis applied to problems in public management and administration.

6110. Human Resource Management in Public Agencies (3)
P: Consent of instructor. Assessment skills for recruitment and maintenance of personnel in public sector. Comparative study of all phases of human resource management in federal, state, and local governments.

6111. Contemporary Problems in Public Personnel Administration (3)
Problems faced by public personnel administrators stemming from changes in social, political, and technological environment. Focus on merit system.

6112. Productivity in the Public Sector (3)
P: PADM 6110. Various approaches that increase efficiency with which resources (especially human resources) may be converted into products or services. Barriers to productivity. Emphasis on motivation of public employees.

6115. Readings in Public Personnel Administration (3)
P: PADM 6110, 6111. Intensive study of an area in the field.

6116. Women, Public Policy, and Administration (3)
Significant works, discussion of timely problems, and guided individual research on women, public policy, and administration.

6120. Public Budgeting and Finance (3)
P: Consent of instructor. Comparative study of US budgetary and revenue systems.
6121. Financial Management in State and Local Governments (3)
   P: Consent of instructor. Introduction to financial and managerial accounting and
   reporting, the use of accounting and financial information in managing state and local
   governments, capital budgeting and the market for tax-exempt debt.

6122. Local Government Budgeting and Financing (3)
   P: PADM 6120. Intensive study of theory and practice of government budgeting and
   finance at local level. Topics may include operating and capital budget making, revenue
   sources and forecasting, intergovernmental transfers, accounting and auditing systems,
   borrowing, and cash management.

6123. Economic Development (3)
   Theory, practice, and history of local government economic development policies in US.

6124. State and Local Government Finance (3)
   P: Consent of instructor. Expenditures and revenues of state and local governments plus
   fiscal aspects of intergovernmental relations. Determinants of state and urban economic
   development and local government fiscal behavior.

6125. Readings in Public Budgeting and Finance (3)
   P: PADM 6120. Intensive study of an area in the field.

6130. Urban Policy and Administration (3)
   Policy-oriented study of urban government, leadership styles, and problems.

6140. Administrative Law and Ethics (3)
   P: Consent of instructor. Structure and processes of administrative agency rule making
   and adjudication in US. Emphasis on administrative ethics and role of values in practice
   of public administration.

6150. Seminar in Public Administration (3)
   May be repeated. May count maximum of 6 s.h. toward MPA degree with change of
   topic. Intensive study of various topics.

6160. Public Policy Formulation and Implementation (3)
   P: Consent of instructor. Formulation and implementation of public policy at federal,
   state, and local levels of government. Application of various models and theories of
   policy formation and implementation to substantive policy areas.
6161. Applied Policy Analysis (3)
P: PADM 6101, 6102 or consent of instructor. Public policy at all levels of government. Program charting, budget examination, management analysis, systems analysis, implementation analysis, and cost-benefit analysis.

6162. Environmental Administration (3)
P: Course or other background in public policy. Political and bureaucratic constraints reflecting conflicting objectives of energy independence and pollution-free environment.

6163. Environmental Policy Analysis (3)
P: Consent of instructor. Political, economic, and regulatory issues associated with protection and enhancement of quality of physical environment. Formation, implementation, and evaluation of environmental and natural resource policies. Emphasis on development of research skills to facilitate reasonable knowledgeable about formulation and termination of environmental policies.

6164. State and Local Environmental Policy (3)
P: PADM 6162 or consent of instructor. Comparative study of state and local government structures and processes related to environmental laws, regulations, organizational structures, and implementation results.

6165. Program Evaluation (3)
P: PADM 6101 or consent of instructor. Theory and practice of program evaluation with attention to the conceptualization and design of an evaluation, as well as the methods of measurement.

6170. Intergovernmental/Interagency Relations (3)
Patterns of relations between officials of various US governmental units and agencies.

6210. Organization Theory in the Public Context (3)
Behavior and interaction of individuals and groups in complex organizations in public context. Analysis of processes, conditions, and constraints in formulation and implementation of public policy.

6220. Leadership and Ethics in the Public Sector (3)
Study of leadership and ethical issues facing policy makers and public administrators, including leadership and management skills, ethical dilemmas and challenges, conflicts of interest and values, and professionalism.

6240. Management of Non-Profit Organizations (3)
Analysis of nonprofit organizations in the US with attention to their purposes, organization, management, and roles in public policy development and implementation.
6260. Management of Public Information Technology (3)
Fundamental concepts of information management in the public sector. Examination of planning and implementation of information technology and e-government projects.

6325. Transportation Policy (3)
Analysis of US public policy toward transportation issues at both the state and federal levels.

6400. Health Policy (3) Same as COHE 6971 and NURS 6971
Overview of health policy, law and regulation that relate to the delivery of health care in the United States.

6410. Health Policy Analysis (3)
Development of policy analysis and assessment skills needed in the health policy field.

6887, 6888, 6889. Internship in Public Administration (1,2,3) Formerly PADM 6187, 6188, 6189
Approximately 100 hours per semester per credit hour.
P: Consent of instructor.
Experiential learning in public agency setting under academic supervision.

6898, 6899. Independent Research (3,3) Formerly PADM 6189, 6199
P: Completion of 12 s.h. of degree requirements; consent of instructor. Individualized.

6900. MPA Professional Paper (3)
P: PADM 6161 or consent of MPA program director. Identification of public management or policy issue and development of problem-resolution strategy. Completed paper defended before MPA faculty.

6901. Professional Paper: Summer Research (1)
May be repeated. No credit may count toward degree. Students conducting professional paper research may only register for this course during the summer.

7004. Marine Policy, Governance, and Law (3) Formerly PADM 6300
P: Consent of instructor. Processes, politics, laws, and institutions as they affect marine, coastal, and climate policy in the United States.

7009. Coastal, Maritime, and Environmental Law (3)
P: Consent of instructor. Role of law and the judicial system as these affect coastal, marine, climate, and environmental policy.
Appendix B: Typical Schedule of Program Offerings

**Fall**
- PADM 6100 Politics and Management in Public Agencies
- PADM 6101 Analysis for the Public Sector
- PADM 6120 Public Budgeting and Finance
- PADM 6160 Public Policy Formulation and Implementation
- PADM 6161 Applied Policy Analysis
- PADM 6260 Management of Public Information Technology
- PADM Elective(s)
  - PADM 6140 Administrative Law and Ethics
  - PADM 6124 State and Local Government Finance
  - PADM 6400 Health Policy

**Spring**
- PADM 6102 Quantitative Methods for Public Administration
- PADM 6110 Human Resource Management in Public Agencies
- PADM 6220 Leadership and Ethics in the Public Sector
- PADM 6900 MPA Professional Paper
- PADM Electives
  - PADM 6123 Economic Development
  - PADM 6170 Intergovernmental/Interagency Relations
  - PADM 6240 Management of Non-Profit Organizations
  - PADM 6410 Health Policy Analysis

**Summer Courses:** Specific courses offered during the summer terms will vary depending on faculty availability to teach in summer sessions. We generally offer three four elective courses each summer divided between the two 5.5 week summer terms. Some courses may also be offered across the 11 weeks of both summer sessions. Summer courses are also generally offered online as opposed to on-campus. PADM 6900 is not offered during the summer terms.
Appendix C: Typical Full-Time MPA Student Schedule

This schedule is based on a full-time schedule. Students enrolled on a part-time basis should consult the schedule for information on the projected time frame for course offerings.

Year One:

Fall
- PADM 6100 Politics and Management in Public Agencies
- PADM 6101 Analysis for the Public Sector
- PADM 6110 Human Resource Management in Public Agencies

Spring
- PADM 6102 Quantitative Methods for Public Administration (previously 6230)
- PADM 6160 Public Policy Formulation and Implementation
- PADM 6220 Leadership in the Public Sector

Summer Session I
- PADM Elective or Internship**

Summer Session II
- PADM Elective or Internship**

YEAR TWO:

Fall
- PADM 6120 Public Budgeting and Finance
- PADM 6161 Applied Policy Analysis
- PADM 6260 Management of Public Information Technology

Spring
- PADM Elective or Internship**
- PADM 6900 MPA Professional Paper Elective

Summer Session I
- Elective or Internship**

** Course offered will depend on faculty available to teach summer session
Appendix D: MPA Internship Program

All students without significant work experience are required to complete a public service internship. The MPA Committee will review each student’s work history at the time of admission to determine if an internship will be required. The requirements of the internship are: 300 hours of work (for 3 semester hours of credit) in a position approved by the Internship Coordinator, a written report and an oral presentation (described below). Students who successfully complete the requirements of the internship will be awarded three semester hours of academic credit. A student who accepts a full-time position involving significant administrative or policy making responsibilities after admission to the MPA program may petition for a review of the internship requirement.

Placement

Entering students who are required to complete the internship requirement should arrange to meet with the Internship Coordinator as soon as possible after entering the MPA program. While it is ultimately the student’s responsibility to secure an internship position with an acceptable employer, the Internship Coordinator will assist students whenever possible, and maintains a file on potential employers. Internships should be either with government agencies or not-for-profit organizations. Internships in the private sector may be granted academic credit only after prior approval by the MPA core faculty.

Below are some important web sites listing various internship opportunities.

- Our accrediting body, NASPAA (National Association of Schools of Public Affairs and Administration), [www.naspaa.org](http://www.naspaa.org), maintains a site on which various internships are posted. [http://www.publicservicecareers.org/](http://www.publicservicecareers.org/)

Compensation

Although compensation is not a required element of the internship program, students are strongly encouraged to pursue paid internship positions. Compensated internships more closely replicate the true workplace relationship. Where possible, the intern should be paid directly by the employer, without the involvement of East Carolina University or the MPA program.

Confidentiality and Privacy

Some internship experiences (military, health or medical, etc.) can involve issues of access to confidential materials and clients’ rights to privacy. Students should take every
precaution not to invade clients’ rights in the internship presentation, the internship report, and in their daily conversations with friends, fellow students, and professors. Students who have access to health and medical records are covered under provisions of the Federal Health Insurance Portability and Accountability Act of 1996. This act requires those who have access to certain patient health and medical information to undergo training before they can access these records. The web site: http://www.ecu.edu/cs-dhs/hiss/training.cfm has further information for ECU students and staff on this requirement.

**Internship Report**

Each student must prepare an internship report which will describe how his or her internship experience has enhanced his or her understanding of the knowledge and skills required in public sector management. The internship report should be regarded as a major paper of an applied nature with quality and length appropriate for graduate-level academic credit.

The internship report is designed so that the student intern can synthesize his or her practical experience with theoretical learning. The outline of a typical report should take the following form:

A. **Agency Setting:**
   - A description of the organization’s goals and objectives
   - Major programs and activities of the organization
   - Organizational chart of the agency showing the intern’s place in the organization
   - List of names, titles, and addresses of administrative officials who are significantly related to the student intern’s work

B. **The Internship Projects, Duties, and Responsibilities:**
   - List all projects assigned and completed by the student intern
   - Description of duties and responsibilities
   - A journal kept by the intern during the internship period
   - Description of skills, knowledge and methods used in resolution of problems assigned
   - Interns are encouraged to observe and assess the management behaviors (positive and negative) in summary fashion of all supervision. The actual names or precise identification of individual should not be included in the report in order to protect the privacy of all parties.

C. **Annotated Bibliography:**
   List of books, government documents, articles, and other literature the student has read relating to his or her internship projects, duties, and responsibilities with a brief summary of each.
D. Evaluation Summary:
   • Assessment of the degree of personal growth experienced by the student as well as difficulties encountered
   • Discussion of the intern’s personal views, career goals, and perceptions of the public sector management
   • Suggestions on any aspect of the internship

E. Appendix:
   Any additional information that will help the evaluation process such as a sample of work produced during the internship

The following documents are the:
   • Guidelines for Master of Public Administration Internship Paper
   • Academic Internship Contract
   • Student Intern Evaluation Report
Appendix E: Guidelines for Master of Public Administration Internship Paper

**Purpose:** The purpose of a public administration internship is to provide the student with experience in a practical setting of a public or non-profit agency. The student is to experience the real life day to day dynamics of the organization for which he or she is assigned.

**Daily Journal:** It is important that the student keep a journal of each day working within the agency. It is significant to note the assignments given by supervisors and how you accomplished them. If you develop a policy or other written product as part of your assignment is important to include this within your internship paper. It is important to observe and note the management styles of superiors and other supervisors and record your observations.

**Objectives of Internship:** When you were given permission to take an internship with a specific agency, the permission form lists the projects and work assignments that the agency has agreed to provide. Your paper should reflect and emphasize these projects and assignments. Once you are actively involved in the internship, should these assignments or projects change, you should discuss this change with the Graduate Internship Coordinator promptly!

**Writing the Paper:** As with any professional paper presented to the faculty, the paper should be typed and bound in some manner. The initial section of the paper should describe the setting and structure of the agency of which you have been assigned. The objectives you were assigned and how you went about accomplishing them should be described. A typed version of your daily journal should be included (see above for content). Finally, the paper should include an assessment of what you learned. What management styles did you observe (positive or negative) and what did you learn from this observation? Were there political influences that you observed? Also assess from your perspective the efficiency or effectiveness of your element of the agency and what you learned. Interject your value system and what you have been taught by the faculty in this assessment. Detail how this internship experience will help you become an effective and productive public or non-profit employee and how you believe it will advance your career. Do not copy policies and procedure not developed by you for inclusion within the paper unless they have some direct relevance to a theme you are using in your paper! An additional copy of the final internship paper must be submitted to the Internship Coordinator in an electronic format that will allow long term storage.
Internship Agreement

MPA Program
Department of Political Science
East Carolina University

This is a three party agreement between:

1. ___________________________________________ (the "Student")
   Name of intern

2. ___________________________________________ (the "Agency")
   Name of institution or agency hosting the internship

   Represented by ___________________________________(the "Supervisor")
   Name of intern's supervisor at the Agency

3. MPA Program, Department of Political Science, East Carolina University
   ("Department")

   Represented by ___________________________________(the "Faculty Member")
   Name of faculty member directing the internship

The purpose of this agreement (the "Agreement") is to define the responsibilities of the parties in connection with the Student's internship at the Agency (the "Internship"), in order to provide an appropriate educational experience for the Student.

1. The Student agrees to report to the Supervisor for a total of _____clock hours between:

   Starting date of the Internship______

   Ending date of the Internship______

2. To enroll in ECU course _______________(the “Internship Course” in the
   Fall Spring Summer I Summer II semester of ____ , for ____ hours of academic
   credit.

3. To perform the tasks designated by the Supervisor, as described in Appendix A for this
   agreement.

4. To perform the academic work described in Appendix A, and any other academic work
   assigned by the Faculty Member.

5. To provide to ECU a written evaluation of the Internship experience.

6. That he/she is not made an employee or agent of the Agency or of ECU by this Agreement.
The Agency agrees:

1. To assign educationally meaningful tasks to the Student, as described in Appendix A, and to oversee and instruct the Student as necessary in the completion of these tasks.

2. To have the Supervisor confer with the Faculty Member during and after the Internship in connection with the Student's progress.

3. At the end of the Internship, to submit to the Faculty Member a written evaluation of the Student's performance.

Department agrees:

1. To assess the Student's work based on conferences between the Supervisor and the Faculty member, and all written and other work to be submitted by the Student as described in Appendix A of this agreement.

2. To submit a grade for the Student in the Internship Course that reflects the Student's performance of the Internship and any other requirements of the Internship Course.

3. To assess the academic quality of the Internship, and to provide the Agency upon request with a written evaluation of the assessment.

Signatures:

Student:______________________________________ Date:_________

For the Agency:

Supervisor:___________________________________ Date:_________

For the MPA Program, Department of Political Science:

Faculty:______________________________________ Date:_________
Appendix A:

1. (To be completed by Supervisor). Tasks to be performed by the Student in connection with the Internship include, but are not limited to:

2. (To be completed by the Faculty Member) other work to be submitted to the Faculty Member by the Student.

Accepted and approved:

Student:______________________________________________________

Supervisor: ___________________________________

Faculty Member:_______________________________________________
STUDENT INTERN EVALUATION REPORT

Student:__________________________________________________________

Agency Supervisor:_________________________________________________

Reporting from: __________________________to:________________________

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<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<td><strong>Promptness:</strong> (reports on time; completes assignments on schedule, etc.)</td>
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<td><strong>Reliability:</strong> (carries out assignments as instructed; detail oriented, etc.)</td>
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<td><strong>Initiative:</strong> (carries out tasks with minimum detailed explanation and supervision)</td>
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<td><strong>Quality of Work:</strong> (relating to substance rather than timeliness)</td>
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<td><strong>Communication Skills:</strong> (both oral and written skills)</td>
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<td><strong>Cooperation:</strong> (ability to work effectively with others to achieve mutual goals)</td>
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<td><strong>Judgment:</strong> (relating to ethical behavior and sense of responsibility)</td>
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Agency Supervisor’s Signature: ________________________________ Date: ______________

East Carolina University is a constituent institution of the University of North Carolina, an equal opportunity/affirmative action university, which accommodates the needs of individuals with disabilities.
Internship Placements, 2009-2017

Fall, 2017
• Campus Recreation and Wellness, ECU Greenville, NC
• Johnston County Manager’s Office, Smithfield NC
Summer, 2017
• NC Medical Society, Raleigh, NC
Spring, 2017
• Carolina Gateways Partnership, Rocky Mount, NC
Fall 2016
• NC Coordinated Campaign, Elizabeth City, NC
• City of Greenville Department of Planning, Greenville NC
• Office of Information and Communication Technology, United Nations
Summer 2016
• Susan G. Komen Foundation, Charlotte NC
• Office of Information and Communication Technology, United Nations, NY, NY
Spring 2016
• Urban Ministries of Wake County, Raleigh NC
Summer 2015
• Hope and Glory Mission, Greenville NC
Summer 2014
• Chamber of Commerce, New Bern, NC
• City of Rocky Mount, NC, Finance Office
• City of Fuqua-Varina, NC, Manager’s Office
• Greene County, NC, County Manager’s Office
• City of Greenville, NC, Office of Community Development and Manager’s Office
Spring 2014
• Village of Frankfort, IL, Village Administrator’s Office
Fall 2013
• Congressional Sportsman Foundation, Washington, DC
Summer 2013
• City of Greenville, NC, Manager’s Office
Spring 2013
• Pitt County Health Department & City of Greenville Planning & Development Department
• Pitt County Finance & Personnel
Fall 2012
• Appalachian Regional Commission
• Food Bank of Eastern North Carolina
• City of Greenville Planning & Development
• City of Washington – Manager’s Office
• STRIVE of Pitt County Spring 2012
• PORT Human Services – Finance Office
• Alamance County Sheriff’s Department

Fall 2011
• Pitt County Finance
• Center for Family Violence Prevention

Spring 2011
• Pitt County Manager’s Office
• ECU Office of Engagement, Innovation & Economic Development
• City of Washington – Manager’s Office

Fall 2010
• Town of Grifton – Manager’s Office
• Bladen County Office of Emergency Services

Spring 2010
• Town of Winterville – Human Resources
• Lawrence Academy Administration, Merry Hill, NC

Fall 2009
• Town of Farmville – Manager’s Office – Economic Development
• REAL Crisis Center
• PORT Human Services – Finance Office
• Cabarrus County Chapter of the Red Cross
• Town of Farmville – Manager’s Office – Economic Development

Spring 2009
• REAL Crisis Center
• Pitt County Manager’s Office
• Pitt County Office of Public Information

Summer 2009
• City of Greenville Planning & Development
• Nash County Planning & Finance
• Town of La Grange Manager’s Office
• City of Greenville Fire Department
Appendix F: Guidelines for Writing

These guidelines are for use while you are in the MPA Program. As of January 1, 2012, all MPA courses will use the APA writing style and formatting of papers. This document is only an abbreviated guide intended to be only a quick overview to common writing and formatting issues. More complete references are cited below. The MPA Committee has adopted this writing style to ensure consistency across our courses and to facilitate the development of clear writing and communication on the part of our students.

General Writing Tips
The aim of your writing should be to communicate your thoughts and results clearly to your readers, so consider the following tips as you write for your courses and your professional paper. Be consistent in style and format. The specified guidelines for style create a smoother, more professional presentation.

- **General Formatting** The entire document should be accurately typed and double-spaced. All textual pages should be numbered, beginning with the first page of the text. You may begin the actual numbering on the first page or on the second page – just be sure you use the appropriate page number. Textual pages do not include title pages, abstracts, executive summaries or tables of contents. Use only a basic, widely available font like Arial, Courier or Times New Roman, 12 point.
  - Do not use extra large spaces after paragraphs. Do not justify or break words at the right margin.
  - Use proper, consistent format styles for section headings, citations within the text, quotations, tables and figures, endnotes and footnotes, appendixes, and references.
  - Use the Spelling and Grammar check before submitting your work. The red and green lines indicate problems and you should address them. Please note that the system misses correct spelling of an inappropriate word and often offers suggestions you might not wish to take.
  - Avoid placing two spaces after the periods at the end of a sentence. This spacing pattern used to be what we were taught in typing or keyboarding to enable the reader to identify clearly where one sentence ended and another began, but contemporary word processing software does this spacing automatically. If you do this out of habit, a simple way to fix it is to use the “find/replace” feature to eliminate the additional spaces when you are done.
  - Reading a paper aloud often helps you find ways to improve your writing.
  - Proofread and proofread again. And then, perhaps, proofread once more.
• **Be Specific**
  o Be specific about all references to time, quantity, etc.
  o Instead of using *currently* or *recently*, specify *last spring*. Often when *now* and *currently* are implied, these words can be deleted without loss of meaning. Instead of saying several units were added, give a number or a rough estimate, such as *almost 100*.

• **Use Shorter Words**
  o Choose short, familiar words whenever possible.
  o When more than 15 percent of your words (except verbs and proper nouns) are three or more syllables, readers work too hard to understand your message.

• **To reduce larger words, consider these tips:**
  o Use ‘about’ instead of ‘approximately’; use ‘use’ rather than ‘utilize’.
  o Convert nouns ending in -ion into verbs. For example, use "We considered..." instead of "We took into consideration ...."

• **Delete Extra Words**
  o Making your point without extraneous words helps readers clearly understand your message.
  o Evaluate every "that" in your text. Often "that" can be deleted without loss of meaning. o Avoid starting sentences with "In order to ...." By deleting the words "in order," you lose no meaning.
  o Rarely is the word "very" needed. Consider deleting it or choosing another word. Very good can be excellent, and very important can be key.

• **Use Shorter Sentences**
  o Keep at least 75 percent of your sentences an average length of 10-20 words. If a sentence is longer than three typed lines, consider shortening it.

• **Use Shorter Paragraphs**
  o If a paragraph is more than ten typed lines, consider shortening it.
  o Each paragraph should have at least three sentences.

• **Avoid Clichés & Jargon**
  o Choose original ways of writing your message, avoiding well-known phrases such as, *When push comes to shove, In order to*, and *By the same token*. These clichés and well-worn phrases will bore your readers.
  o Avoid the use of jargon whenever possible. This type of language or terminology will serve only to confuse readers who may be unfamiliar with your field of study. Be sure to define any such terms when used.

• **Watch Use of "It" and "There"**
  o Following the advice to use words intentionally and sparingly, avoid introductory clauses that have little value in the sentence. For example, limit use of *there*.
  o *It* can be vague.
  o Avoid starting a sentence or clause with *It* unless the pronoun has a clear antecedent.
Avoid starting sentences with “There” to prevent the use of empty introductory language.

- **Verb Tense**
  - Choose a verb tense and maintain its use throughout the document.
  - Carefully consider use of the future tense, as often it is unnecessary.
  - In discussions of the literature, use the past tense, as in "Valauskas (1990) remarked that ....“

- **Use Strong Verbs**
  - Use "strong" verbs whenever possible. Forms of the verb to be (e.g. am, is, are, was, were) do not maintain readers’ interest.
  - Instead of saying, "The meeting was productive," consider, "The meeting generated ideas for ....”

- **Favor the Active Voice**
  - Favor the active voice over the passive voice to avoid vagueness unless the action is more important than the doer of the action. When the verb of a sentence is in the active voice, the subject is doing the acting.
  - Use of the imperative is a good technique for attracting readers and minimizing the use of passive voice constructions. Imperatives are verbs used to give orders, commands and instructions.

- **Avoid contractions**
  - Do not use such contractions of verbs in formal writing
  - Avoid “don’t, isn’t, won’t, etc.”
  - Remember “It’s” is the contraction for “it is” and, therefore, does not belong in a paper.

- **Avoid beginning sentences with “However, But, or And”**
  - Each of those words implies a continuation of the previous sentence’s main thought.
  - These words should only be used when one wishes to make a very strong point about something being an exception to the main point of the preceding sentence. If you use them too often they lose their power to signal the reader of the significance of your exception.

- **Using hyphens**
  - If you use hyphens, like this “Alterative 1-the”, do it like this “Alternative 1 – The”.
  - While this seems petty, the hyphen without spaces means that it is all part of the same word like “over-drawn.”

- **People deserve proper pronouns**
  - Do not refer to people by the word “that”. “That” is a reference to an inanimate object.
  - Use “who” or some other appropriate pronoun when referring to people.
  - Be sure to use singular pronouns to refer to singular nouns and plural pronouns for plural nouns.
A common error involves using “they” and “their” to refer to individuals as opposed to groups of individuals.

- **Ask "So what?"
  - After you've written your text, evaluate every sentence by asking yourself, *Why is this particular piece of information important to my readers?*
  - If you cannot answer the question adequately about a sentence, consider deleting it.

- **Acronyms
  - Acronyms and abbreviations should be spelled out the first time they are used. Any that are in languages other than English should be spelled out in the original language and in English.
  - For example, state World Intellectual Property Organization (WIPO), allowing the use of WIPO later in the manuscript.
  - After you introduce an acronym use it. Be consistent in its use. Do not introduce and acronym only to repeat the full term throughout the remainder of your document.

- **Dates
  - Dates should appear in day-month-year format
  - For example, November 30, 2004 would appear as 30 November 2004.

- **Electronic Mail and Internet
  - Refer to electronic mail as e-mail or E-mail, but not email or Email.
  - The Internet should be called the Internet, not the internet, the net, the Net, or the Net
  - Use the Web or the World Wide Web, but not the web.

- **Other Languages
  - Correct diacritical markings are essential in all languages that have them.
  - Commonly used foreign words do not require italics.

- **Numbers
  - The numbers zero through nine should be spelled out except when referring to data or measurements, such as "The figure measures 3 pixels by 2 pixels ...." All whole numbers above nine should appear as Arabic numerals, such as 10, 11, 12
  - Ordinal numbers should be spelled out, as in twentieth.
  - A number at the start of a sentence should be spelled out, as in "Fourteen search engines were examined"

- **Percentages
  - Write percent, not %.
  - Do not repeat % in every cell of a table. Use it once in the title of the column. Use only numbers in the cells.
• **Person**
  - Favor the use of the second-person pronoun, *you*, over the indefinite third-person singular pronoun, *one*.
  - Do not assume that the pronoun for a third-person singular noun is *him* or *he*.
To avoid awkward constructions like *he/she*, revise sentences.

• **Tables & Figures**
  - Capitalize all references to your own tables and figures, such as "see *Figure 1*" or "see *Table 2* below".
  - Always spell out the words *Figure* or *Table* in reference to illustrations in the course of the paper.
  - Cite the sources of the data in your tables and figures even if you are the source.
  - Use lower case for references to figures or tables in cited literature, such as (*Kokomo, 1999, figure 8*) or (*Dolton, 1968, table 5*).

**In Text Quotations**

• A quotation is a reproduction word for word of material directly taken from another author’s work.
• If you are basically using the same words as the original author, you need to cite this material. Changing a few words does not make the material your own. To make it your own, incorporate the ideas into your own words and organization. Even so, you should cite the original source material if you use it to frame your own thinking on a subject.
• When quoting, always provide the author, year and specific page citation or paragraph number for non-paginated material in the text.
• Include a complete reference in the reference list.
• Credit direct quotations of online material by giving the author, year and page number in parentheses.
• Many electronic sources do not provide page numbers. If paragraph numbers are visible, use them in place of page numbers and use the abbreviation *para*.
• If a quotation comprises fewer than 40 words, incorporate it into the text and enclose the quotation with double quotation marks.
• If the quotation comes in the middle of a sentence, end the passage with the quotation marks, cite the source in parenthesis immediately after the quotation marks and continue the sentence.
• **EXAMPLE:**
  According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers? If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation. She stated, "Students often had difficulty using APA style," but she did not offer an explanation as to why (Jones, 1998, p. 199).
• If a quotation comprises 40 words or more, display it in a freestanding block of text and omit the quotation marks.
• Start the block quotation on a new line and indent the block about a half inch from the left margin in the same position as a new paragraph.
• Type the entire quotation on the new margin, & indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double spacing throughout.
• EXAMPLE:

  Jones's (1998) study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

References Format
• Endnotes in the manuscript should be consecutively numbered and collected at the end of the paper after the conclusion and before the References section.
• Footnotes are placed at the bottom of each manuscript page.
• Additional APA citation resources can be found at http://owl.english.purdue.edu/owl/resource/560/01/
• Each reference cited in the text must appear in the reference list and each entry in the reference list must be cited in the text. These must also be identical in spelling of author’s names and year.
• After the first line of each entry in your reference list, all other lines should be indented one-half inch from the left margin. This is called hanging indentation.
• Reference list entries should be alphabetized by the last name of the first author of each work.
• General Formatting for In-Text Citations
  • The last name of the author of a cited work should appear in the paper, followed by the year of publication of the book, paper, report, or document, as in (Jones, 1990).
    o If there are several references to authors with the same surname, initials should be used to differentiate between the authors, as in (C. Jones, 1990; D. Jones, 1985).
    o Two Authors
      ▪ For references containing two authors, list the authors in order of their appearance in the original publication, followed by date of publication.
        ▪ Example (Smith and Jones, 1986).
    o Three or More Authors
      ▪ If a reference contains three or more authors, list only the lead author, the abbreviation et al., and the date.
        ▪ Example a paper written by Gene Rodgers, Joe Smith, Dana Eisner and Sandra Jacobson in 1980 would appear as (Rodgers et al., 1980).
• **Unknown Author**
  - If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses.
  - Titles of books and reports are italicized or underlined; titles of articles and chapters are in quotation marks.
  - Example: A similar study was done of students learning to format research papers ("Using APA," 2001).

• **Publications in Press**
  - Cite publications in press (i.e. those documents accepted for publication but not yet published)
  - Example: (Rivers, in press).

  o **Direct Quotations**
    - Cite direct quotations and include the page number from which the quotation was derived.
    - Example: (Merrell, 1994, p. 98).

  o **Indirect Quotations**
    - A citation can refer to text written by one author embedded in the text of a book or paper written by another author
    - Example: (Ransmayr in Rothenberg, 1995).

  o **Multiple Quotations**
    - Multiple citations can appear in whatever order the author deems relevant, such as alphabetical, numerical, or significance.

• **Personal Communication:**
  - For interviews, letters, e-mails, and other person-to-person communication, cite the communicator's name, the fact that it was personal communication, and the date of the communication.
  - Do not include personal communication in the reference list.
  - A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

• **The DOI System**
  - Developed by a group of international publishers, the DOI System provides a means of persistent identification for managing information on digital networks.
  - Often times trying to get to a source using a URL doesn’t work because the “link” in no longer working.
  - The DOI System is implemented through Cross Ref which provides the citation-linking service for scientific publishing.
• A DOI is a unique alphanumeric string assigned by the registration agency to identify content and provide a persistent link to its content location on the Internet.
• The DOI is typically found on the first page of the electronic journal article near the copyright notice in the upper right corner but can be found in various places depending on the journal.
• DOIs can also be found in the data base page for an article when searching. It is midway down the page and is labeled “Digital Object Identifier.”
• The DOI in your reference list functions as links to the content you are referencing.
• When a DOI is used, no further retrieval information is needed to identify or locate the content!

Article From an Online Periodical with DOI Assigned.

• **Other Resources**
  • To assist you in editing process your own work, please consult the following resources.
  • **APA**
    • *APA Formatting and Style Guide*, OWL Materials from The OWL at Purdue
    • Retrieved August 9, 2007, from [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
    • This is a magnificent resource.
  • **APA Style Homepage**
    • Content includes: APA style, style tips, electronic resources, frequently asked questions, what's new and ethics of publication.
  • **APA Style Online: Electronic Resources**
  • **APA Documentation**
    • The Writing Center of the University of Wisconsin - Madison
• **Webgrammar**
    - This site offers advice and guidance for writers at all levels of scholarship as well as a portal to other sources of help for writers.

• For general Internet writing style and usage, authors are encouraged to consult *Wired Style: Principles of English Usage in the Digital Age*, edited by Constance Hale (San Francisco: HardWired, 1996).

• **The Blue Book of Grammar and Punctuation**
  - [http://www.grammarbook.com](http://www.grammarbook.com)
    - This site is online companion to the print version of *Jane Straus's The Blue Book of Grammar and Punctuation*, an excellent resource for examining the rules of punctuation.

• **Common Errors in English**
  - [http://www.wsu.edu/~brians/errors/errors.html](http://www.wsu.edu/~brians/errors/errors.html) Written by Paul Brians, Professor of English at Washington State University this informational page examines the most common errors in the English language. While the site focuses on the proper use of American English, it also offers valuable tips for anyone writing in English.

Acknowledgements: This style guides owes much to multiple sources, including the Guidelines for Submission to the *Journal for Nonprofit Management* prepared by the School of Social Work at Rutgers University and the APA Concise Rules of Style(2010) and from the OWL at Perdue University: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
Appendix G: Guidelines for Graduate Assistants and Faculty

This document provides departmental policies for the relationship between professors and graduate assistants. The Master of Public Administration Program recognizes that MPA students need to develop critical thinking, computer, and writing skills and also a proper work ethic in order to succeed as administrators in careers they follow after graduation. The graduate assistant experience is designed to assist students in the development of these skills while also providing valuable research, teaching, and service assistance to professors in the Department of Political Science.

Graduate assistant awards are by semesters. Typically, GA’s appointed in the fall semester will be renewed for spring assignments; however, less-than-satisfactory performance on GA assignments in the fall semester is grounds for non-renewal for spring. While it has been the practice of the MPA Program to renew GA’s for a second year, there is absolutely no guarantee of a second year assignment implicit in an initial first year assignment.

Below are listed the expected responsibilities of both graduate assistants and professors who supervise them.

Any violations of these expected responsibilities or problems arising out of the GA professor relationship need to be brought to the attention of the Director of the MPA Program who is the overall supervisor of the GA program in the Department of Political Science.

These responsibilities have been developed based on the idea of mutual respect—professor for student and student for professor.

<table>
<thead>
<tr>
<th>Graduate Assistant Responsibilities</th>
<th>Professorial Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Responsibilities:</strong></td>
<td><strong>General Responsibilities:</strong></td>
</tr>
<tr>
<td>GA’s need to recognize that they are students first and employees second. Neither the amount nor the schedule of work should interfere with a student’s ability to move successfully and expeditiously through the MPA Program. If work interferes with a GA’s academic studies, the number of</td>
<td>Professors need to recognize that GA’s are students first and employees second. Neither the amount nor the schedule of work should interfere with a student’s ability to move successfully and expeditiously through the MPA Program. If work interferes with a GA’s academic studies, the number of</td>
</tr>
</tbody>
</table>
hours (and pay) for the GA will be reduced.

GA’s need to recognize that their work for professors should be of the highest quality. Much of a professor’s academic reputation is dependent on the quality of his or her research. Research is also part of a professor’s normal work load and so is valued as highly as teaching or service. Research conducted by GA’s of less than the highest quality will not be tolerated and is grounds for dismissal.

GA’s should provide the professors who supervise them with class schedules, hours they are available to work, and contact information in case the professors might need to call them.

GA’s should keep specific hours as agreed upon with supervising professors. If assigned projects that are to be completed out of the office, the GA may be required to keep records of hours spent working on the project.

Assignments:

GA’s must bring the highest integrity to the work they do for professors. Some work will be confidential and needs to be treated as such.

If an assignment is beyond the capabilities of the GA, the GA should discuss this with the supervising Professor. In this case, the GA may be required to attend training sessions on the area in question.

GA’s should recognize that specific assignments have dates and times when
hours (and pay) for the GA will be reduced.

Personal work for a professor is beyond the scope of the GA contract and professors should not ask GA’s to perform personal tasks. Professors should take care not to assign tasks to GA’s that are not within the capabilities of the individual GA.

Length of Contract/Hours:

Professors should not make assignments to GA’s that will extend their work past the last day of the GA’s contract. Professors should not make assignments to GA’s that would require the GA to work longer than the number of hours per week the GA is assigned, without specific GA approval.

Professors may require GA’s to keep a log of the hours they work for the individual professor.

Professors need to be respectful of the time commitments of GA’s when setting meetings and should inform GA’s early if there is a problem with a scheduled meeting.

Assignments:

Professors are encouraged to make regularly timed assignments to GA’s with specific deadlines for completion of the assignment. Professors should not ask GA’s to ‘bank’ hours and so to ‘owe’ the professor hours that will be worked later in the semester.

GA’s are not required to work weekends and/or evenings.
they are due and should make all efforts to deliver assignments at the time they are due. If this cannot be accomplished, it is the responsibility of the GA to communicate with the individual supervising professor to allow for additional time to complete the project.

GA’s should recognize that the computer in A-123 is for official departmental business only. Work supporting the research, teaching, and service roles of individual professors is considered official departmental business but of lower priority than projects for the department as a whole (newsletters, mass mailings, etc.).

| Professors can make arrangements for GA’s to have keys to the professor’s office. Departmental secretaries need to be kept informed of these arrangements. Professors can also make arrangements with the library for GA’s to be able to check books out on the professor’s library card. These arrangements need to be renewed each semester. |  |
Appendix H: ECU Students for Public Administration

Constitution

ECU Students for Public Administration
March 13, 2012

Article I-Name of Organization
The official name of this organization shall be ECU Students for Public Administration. It may also be identified by the acronym, SPA.

Article II-Purpose of Organization
The purpose of ECU Students for Public Administration is to network with fellow Master of Public Administration students, disseminate information about the program and opportunities that may be of interest to MPA students, advise MPA faculty when asked, and provide an outlet for MPA students to get involved with our community.

Article III-Membership

Section 1. Membership in this organization is open to graduate students pursuing a Master in Public Administration at East Carolina University and will not be restricted on the basis of race, color, creed, national origin, religion, gender, age, sexual orientation, disability, or veteran status.

Section 2. Master of Public Administration students in good standing with the University (3.0 cumulative G.P.A.) and are enrolled in at least one course counting towards a MPA are eligible for membership after attending or participating in an organization event/meeting. As a member, one is required to attend organization meetings regularly, pay dues if required, and actively support organization projects. Due to the nature of the program, some students may not be able to attend meetings regularly. If a student works full time or lives out of town, students may be considered an active member if they participate via email and attempt to come to at least two meetings or events a semester. Membership will be revoked by 3/4 vote from members of the organization if actions are deemed inappropriate by the membership.

Section 3. Faculty or Staff members may participate in organization as associate or guest members. Associate members may participate in meetings and events, but may not hold voting rights or be considered for office.

Section 4. Members wishing to vote must maintain an active status in the organization. In order to accommodate those who are not able to attend meetings, students who live out of town or who work full time will be required to meet a minimum standard of service points as approved by the Service Coordinator to maintain an active role in the organization. These students will also be required to attend at least one business meeting.
Article IV-Officers

Section 1. Election of officers will require a majority vote from the general membership. If a candidate fails to receive a majority of votes, a run-off election will be held within the top two candidates that received the most votes. Members interested in becoming an officer must meet the following academic requirement: 3.0 cumulative G.P.A., and enrollment in at least 6 credit hours at East Carolina University, with the exception of the President and Vice President who are required to be enrolled in at least 9 credit hours at ECU. No officer may hold more than one office at a time.

Section 2. With the exception of Spring Semester 2012, officer elections will be held on the second meeting of the spring semester, so that they may have time to learn necessary procedures from the currently serving officers. The officers shall be nominated by members of the organization and cannot nominate themselves. The officers shall be elected by ballot to serve for one year (May to April), beginning their term at the end of the final meeting of the spring semester. A member may only hold an office for two consecutive terms.

Section 3. All officers shall comprise the Executive Committee of the organization. The Executive Committee may meet in addition to regular organization meetings. The Executive Committee shall appoint such committees that are needed to carry out organization goals. The officers and individual duties shall be:

A. President
   • Preside over all meetings
   • Prepare the agenda for each meeting
   • Call on members to speak
   • Act as a mediator when necessary
   • Make the final decision in the case of a tie vote
   • Serve on the MPA committee as the student representative
   • Represent the organization on campus
   • Ensure that the organization is operating in conformity with the standards set forth by East Carolina University and the Student Activities and Organizations
   • Cosign organization checks with Treasurer
   • Maintain communication with organization advisor

B. Vice-President
   • Preside over meetings in the absence of the President
   • Preside over all committee heads
   • Schedule meetings/events with appropriate University offices
   • Coordinate organization promotion and publicity of events

C. Secretary
   • Maintain an accurate record of all organization meetings and post for members Notify members of the place and time of upcoming meetings
• Maintain accurate records of meeting attendance
• Maintain membership and alumni directory
• Correspond when necessary with University administration and other recognized organizations

D. Treasurer
• Maintain accurate record of organization transactions
• Collect dues if required
• Develop organization budget and present to membership for 3/4 vote
• Cosign organization checks with President
• Arrange fundraising opportunities for the organization
• Solicit additional funding if needed from the Student Government Association in conjunction with the President

E. Service Coordinator
• Coordinate service and outreach opportunities for the organization
• Seek out opportunities for the organization to serve the community
• Build report with directors/leaders of other organizations that we may coordinate with in service projects

Section 5. Officers may be removed from office by 3/4 of members of the organization if actions are deemed inappropriate by the membership. The officer is permitted to speak before the Executive Committee and the general membership about the charges made concerning his/her performance. The officer is not permitted to participate in deliberation of the Executive Committee regarding the charges. In the event of an officer vacancy, a special election will be held at the next meeting to fill the open position.

Article V-Advisors
The advisors shall be full time faculty or staff members in the MPA program at East Carolina University. Advisors will assume those responsibilities as outlined in this constitution. Advisors will be selected by a 1/4 vote of the Executive Committee and then presented to the general membership for a 3/4 vote. Advisors not fulfilling responsibilities or abiding by the organization’s purpose may be removed from the position by a 1/4 vote of the Executive Committee. Responsibilities of advisors are as follows:

• Attend at least two meetings each semester
• Provide support on campus events sponsored by the organization
• Sign any contracts established by the organization with an off-campus entity

Article VI-Meetings

Section 1. The organization shall hold regular monthly meetings during the academic term except when holidays, examination periods or other events make meeting impractical.

Section 2. Additional meetings may be called by the President or by the Executive Board. At least three days’ notice shall be given to membership concerning additional meetings.
Section 3. Events outside of regular meetings (social events, community service projects, etc.) are not required meetings and are for the sole purpose of fulfilling the mission of the organization. SPA encourages all members to participate in these events to encourage comradery and networking.

Article VII - Finances

Section 1. The organization may establish reasonable dues that must be paid by all the members. The amount of the dues will be determined in the beginning of the academic year by the Executive Committee and presented to the general membership for a 3/4 vote. Dues must be paid by the 7th week of the semester.

Section 2. The treasurer will be required to update members of the status of the budget at the beginning of each semester. This should include a summary of expenditures and credits during the past semester.

Article VIII - Committees

Special committees shall be appointed by the President at a given time as the Executive Board sees necessary. The Vice-President shall oversee and support committee heads.

Article IX - Hazing

Students for Public Administration, in keeping with the ECU’s expectations for a positive academic and social environment, unconditionally oppose hazing. No individual member of the group itself may engage in or plan any activity that may be defined as hazing.

SPA opposes any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment or ridicule to its members or potential members. In addition, no individual or recognized organization may by physical or mental stress or by subtle or covert technique, impair, make captive, or destroy an individuals’ freedom of thought and choice.

According to N.C. Gen. Stat. § 14-35, it is unlawful for any student in attendance at any university, college, or school in this State to engage in hazing, or to aid or abet any other student in the commission of this offense. For the purposes of this section hazing is defined as follows: “to subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group.” Any violation of this section shall constitute a Class 2 misdemeanor.

It is hereby incorporated as part of this constitution and will serve as a guide for action by the university and Students for Public Administration if there is an instance of hazing by this organization or any of the members of this organization. It will be the duty of the officers of Students for Public Administration to educate the membership of this policy.
Article X-Amendments
Amendments to this constitution must be submitted in writing at a regular meeting of the organization. Said amendment(s) will be voted on at a subsequent meeting. In order to adopt the amendment, a vote of 2/3 of the general membership is necessary.

Article XI-Ratification
This constitution shall become effective upon approval by 3/4 vote of the membership. Ratified constitutions must be submitted to the Student Organization Center within 10 days for final approval.

Article XII-Robert’s Rules of Order
Robert’s Rules of Order will be used when conducting official SPA business. In order to establish quorum, no official decisions requiring 3/4 vote of the active members will be passed without offering an online voting option.
Appendix I: MPA Curriculum Planner

Name: ________________________  Beginning Date: ________________________
Banner ID: ____________________  Expiration: ________________________

Additional Graduate Certificate: _______________________________________

<table>
<thead>
<tr>
<th>COURSE AND TITLE</th>
<th>INSTRUCTOR</th>
<th>SEMESTER YEAR</th>
<th>GRADE</th>
<th>CREDIT</th>
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<td>PADM 6100</td>
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<td>PADM 6101</td>
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<td>Internship (1)</td>
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<td>PADM 6888</td>
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<td>Internship (2)</td>
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<td>PADM 6889</td>
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<td>MPA Professional Paper (3)</td>
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<tr>
<td>PADM 6900, Professional Paper</td>
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<td>Electives (12)*</td>
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</table>

* Participation in a graduate certificate program may require an additional 3 s.h. course.
NOTE: If you receive an “Incomplete,” it is your responsibility to complete the required work before the extension date or contact your professor to discuss the possibility of an extension before the “Incomplete” converts to and “F”

Students must maintain a “B” or better average throughout the program. Students who receive 2 “F’s” will have their program terminated.

Credit Requirements:

<table>
<thead>
<tr>
<th>Type of Requirement</th>
<th>Professional Admission w/Internship Waiver</th>
<th>Regular Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Public Administration Hours</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Elective Hours</td>
<td>12</td>
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<td>MPA Professional Paper</td>
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<td>3</td>
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<tr>
<td>Internship</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>42</strong></td>
<td><strong>45</strong></td>
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</tbody>
</table>