

# Gallaudet University

A Proposal from the  
Department of Administration and Supervision in Collaboration with  
the Burstein Leadership Institute to Create a  
Master of Public Administration Program

*Preparing Deaf, Hard of Hearing, and Hearing Professionals in Public Sector  
Organizations to Lead with a Sense of Direction, to Focus on Results, to Develop  
Others' Capability to Perform, and to Serve with Integrity*



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**Degree/Program Record Form**  
*Use for adding or dropping a new degree or program.*  
*This form is to be completed by the Department Chair and attached to the proposal.*

**CGE-Graduate**

**CUE-Undergraduate**

- **ACTION:**  New Degree/Program  New Concentration **or**  Drop Degree/Program

PROGRAM TITLE: Master of Public Administration

CGE/CUE APPROVAL DATE: \_\_\_\_\_

EFFECTIVE TERM:  Fall  Summer  Spring 2012

DEPARTMENT NAME: Administration and Supervision in collaboration with the Burstein Leadership Institute

TOTAL CREDITS: **40** NUMBER OF COURSES: 7 new courses (**A Course Record Form must be completed for each course in the new degree or program.**)

- **ADMISSION REQUIREMENTS** (attach draft of catalog revision)
  1. Bachelor’s degree from an accredited university or college with a graduating GPA of 3.0 on a 4 point scale.
  2. A 500 word essay describing career goals and how this program will help achieve those goals.
  3. At least 1 year of paid professional experience in a public sector or non-profit organization.
  4. A minimum ASL-PI rating of “2.” Applicants scoring less than 2.0 on the ASL-PI will not be admitted to the program. They will be advised to enroll in ASL courses and engage in other ASL learning opportunities to improve their ASL-PI scores and then re-apply.
- **PROGRAM DESCRIPTION** (attach draft of catalog revision)

The Master of Public Administration program is designed for deaf, hard of hearing professionals, and hearing professionals working in public sector and non-profit organizations; for example, local, state, and federal government agencies, non-profit human service organizations, and non-profit professional associations. The program is designed for professionals with at least one year of paid employment in a public sector organization. This is not a Master of Business Administration program for professionals working in for-profit businesses. The program may also be taken as a simultaneous degree by students enrolled in other graduate programs on campus.



*This section to be completed after CUE/CGE and Senate review:*

**FINANCIAL AID REVIEW**

Financial Aid Director: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)



**PROVOST/BOT APPROVAL**

Provost: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)

BOT Approval Date: \_\_\_\_\_



**FOR REGISTRAR'S OFFICE**

PeopleSoft Program ID # \_\_\_\_\_ Entered into PeopleSoft Date: \_\_\_\_\_

Course #'s Assigned (see individual Course Forms): \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution: Provost, Dean, Department Chair, CUE/CGE Chair*

## Executive Summary

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The Department of Administration and Supervision in collaboration with the Burstein Leadership Institute, carrying on in a long tradition of innovative programming on campus, designed a new Master of Public Administration degree program for deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations.

The program is especially appropriate for deaf, hard of hearing, and hearing professionals working in federal government agencies. This level of appropriateness was validated by the Deaf and Hard of Hearing in Government (DHHIG) support group and re-confirmed by the Federal Office of Personnel Management's Eastern Management Development Center (EMDC) in Shepherdstown, West Virginia.

It is important to note that the Federal EMDC is very interested in and excited about the new MPA program. They see it as a vehicle that will clearly benefit the federal workforce. And, in fact, they want to create a collaborative relationship with the new MPA program that would allow MPA students from the federal workforce to take their elective courses through the EMDC.

The EMDC has American Council on Education (ACE) accredited graduate courses and programs. The ACE website is found at [http://www.acenet.edu/AM/Template.cfm?Section=About\\_ACE](http://www.acenet.edu/AM/Template.cfm?Section=About_ACE)

The EMDC has a catalog of courses offered for credit. Visit <https://www.leadership.opm.gov/certificates/academiccredit/index.aspx>

The GSPP allows students to take courses at other accredited universities and then transfer those courses into our graduate programs. We will do the same for federal employees who successfully complete graduate-level courses through the EMDC.

Finally, it is also important to note that the design of this program was based on a comprehensive market analysis (see Appendix I) of the need that this program addresses and opportunities this program can seize.

## Section I: Overview of the Master of Public Administration Degree Program

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This section of the proposal provides readers with a broad overview of the Conceptual Framework for the new Master of Public Administration Program. Subsequent sections follow the “proposal for new program” requirements of the Council for Graduate Education.

### Conceptual Framework for the MPA Program

#### Mission

The Master of Public Administration Program prepares deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others’ capability to perform, and to serve with integrity.

#### Vision

The Master of Public Administration Program is the premier graduate program in the United States and throughout the World for preparing deaf, hard of hearing, and hearing professionals who work with deaf and hard of hearing colleagues, to manage and lead in public sector organizations. Our vision for the program is driven by a set of core values.

**We value** learner-centered teaching and learning. We collaborate with our students to help them design a personalized program of studies that will support their aspirations to move up into managerial and leadership positions in their organizations.

**We value** direct communication with our students. We seek to admit students who already possess sign communication skills so they can communicate directly with their peers in classes, on campus, at work, and in social events. Students without American Sign Language skills will be advised to take ASL courses and then reapply.

**We value** diversity defined in its broadest sense to include diversity of gender, disabilities, sexual orientation, age, hearing status, among other dimensions of diversity. In valuing diversity, we expect our faculty, staff, and students to interact with each other with a high degree of civility while at the same time enforcing ethical codes of conduct that do not tolerate bigotry, hatred, violence (verbal or physical), character assassination, rumor-mongering, and illegality.

**We value** the highest principles of professional and academic integrity among our faculty and students. We strictly enforce professional and academic codes of conduct, including academic integrity policies and procedures.

**We value** a culture of teaching and learning. We take these twin dynamics seriously and we assess student learning outcomes to ensure that we are living up to this value.

**We value** faculty members who are teachers first and researchers second. We recognize that it is the teaching and learning process that will enable our students to develop or enhance their managerial and leadership knowledge and skills. Because of this value we expect our faculty members to be highly effective classroom teachers.

**We value** faculty members who have up-to-date knowledge and skills. Maintaining state of the art knowledge requires our faculty to engage in scholarly activities that create research projects, books, articles, and other media. Maintaining state of the art skills requires our faculty to participate in professional development opportunities such as workshops, advanced graduate courses, and attending national conferences.

### **Program-Level Student Learning Outcomes**

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies drive the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## Course-Specific Student Learning Outcomes

The program of study for the MPA degree is 40 credits. Each course in the program will have 3-5 course-specific student learning outcomes with accompanying learning opportunities, and learning targets.

## Student-Selected Learning Outcomes

The program is also designed to comply with principles of learner-centered teaching and learning. Students will be required to design a Personal Learning Plan soon after they are admitted to the program. That plan will include student-selected learning outcomes that must be clearly aligned with the program-level and course-specific learning outcomes (**see the rubric and scoring guide to assess how well these plans are aligned with the five Program-Level Student Learning Outcomes in Appendix 5**).

## Logic Model for the Program

Logic models provide a visual picture of the design of a program and the logic that serves as its foundation. Logic models are often used to justify a program and to demonstrate to funding agencies that the program is well-designed and intended to produce desirable outcomes.

Logic models have the following features.

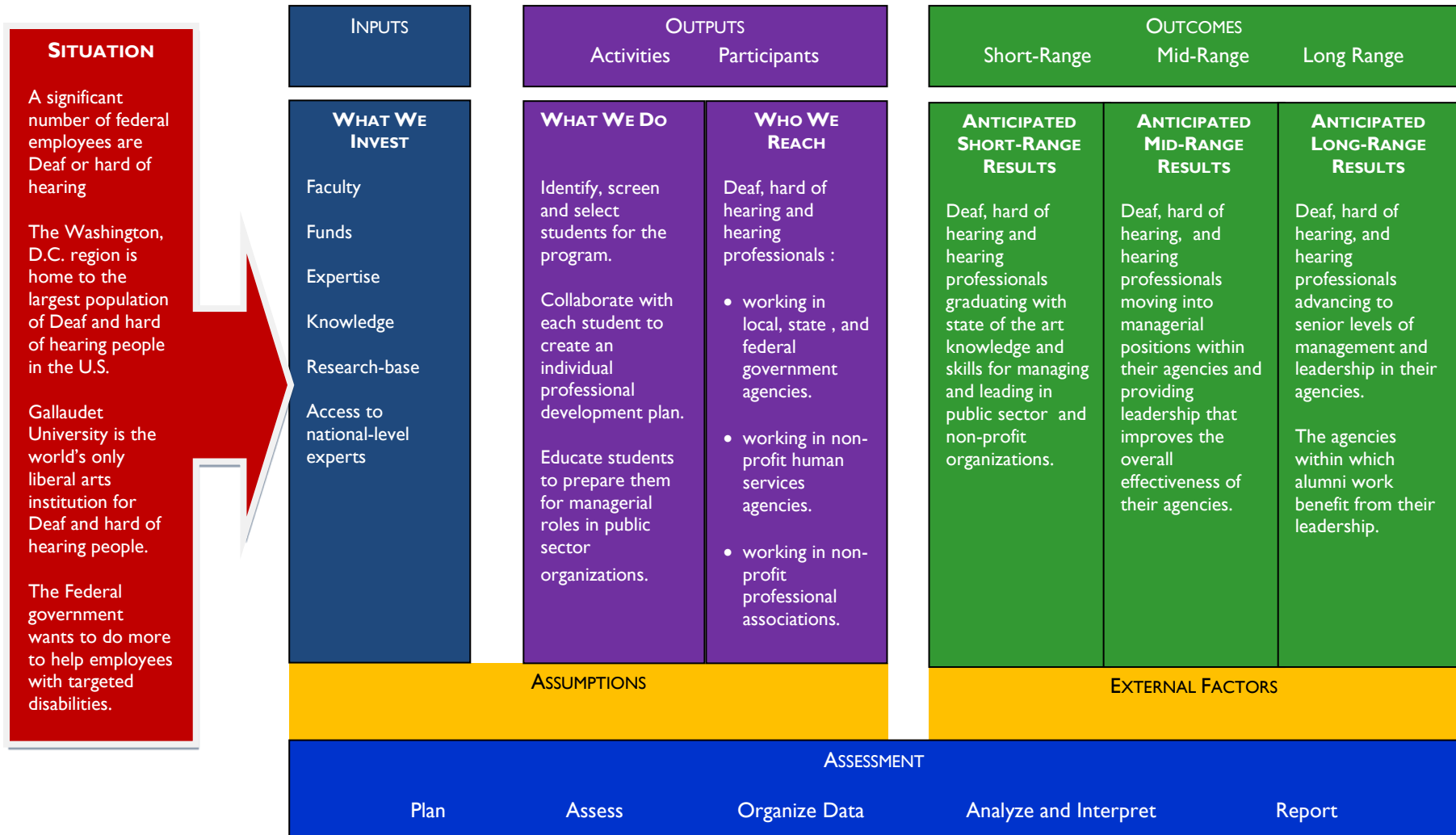
1. **Situation:** This section of the model describes the current situation that provides a rationale for creating a program.
2. **Inputs:** This is a list of the human, technical, and financial resources that the university will provide to support the program.
3. **Outputs:** There are two kinds of outputs:
  - a. Activities that university and program faculty and staff will perform in support of the program; and,
  - b. The identification of who our target audience is.
4. **Outcomes:** These are the anticipated results that we expect to see. There are three levels of program performance outcomes (not student learning outcomes):
  - a. Short-Range
  - b. Mid-Range
  - c. Long-Range
5. **Assumptions:** These are the beliefs about why the program is needed and about how we can best seize the opportunities that the program envisions. These are found in the Market Analysis Report in Appendix I.
6. **External Factors:** These are factors identifying levels of political support from internal and external stakeholders; and these factors also include data about the need for the proposed program (Also found in Appendix I).



7. **Assessment:** This information describes how the program and its outcomes will be assessed (more details about this task are found in Section 5 of this report)

The logic model for the Master of Public Administration program appears below in Figure 1, below. Information corresponding to each of these components is found throughout this proposal.

Figure 1: Logic Model for the New Master of Public Administration Degree Program



## Section II: Alignment With the University's Mission, Vision, and Strategic Goals

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A core principle for creating effective organizations is that work of individuals must be aligned with the goals of their departments, the work of departments must be aligned with the goals of their divisions or schools, and the work of divisions or schools must be aligned with the organization's mission, vision, and strategic plan. This core principle is called strategic alignment.

The proposed Master of Public Administration degree program is designed to be clearly and powerfully aligned with the mission, vision, and strategic goals for the Department of Administration and Supervision, the Burstein Leadership Institute, the Graduate School and Professional Programs, the Division of Academic Affairs, and the grand vision and strategic framework of the University.

Because each of the units identified above are already moving into alignment with the university's mission, vision, and strategic goals, the focus of this section is on highlighting how the proposed program is aligned with the university's mission, vision, and strategic goals.

### **Gallaudet's Official Mission**

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world. —*Approved by the Board of Trustees November 2007*

#### ***How the MPA Program is Aligned With This Mission***

The MPA program is designed to respond to the professional development needs of deaf and hard of hearing professionals working in public sector and non-profit organizations and for the hearing people who work with these deaf and hard of hearing professionals.

The core values of the new program include those that focus on high quality teaching, research, and scholarly productivity.

## The Vision for Gallaudet University

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation and outreach related to deaf and hard of hearing people. Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication
- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide —*Approved by the Board of Trustees, May 2009*

### *How the MPA Program is Aligned with the University's Vision*

The new MPA program is designed to prepare deaf, hard of hearing, and hearing professionals to provide superior management and leadership in public sector and non-profit organizations. The program is designed on a core value for using effective American Sign Language and English.

Further, the curriculum for the program uses a hybrid design that delivers traditional classroom-based courses, on-line courses, and week-end courses.

Finally, another of the core values for the program is based on a foundation of learner-centered teaching and learning that builds learning experiences and activities on the learning needs of each student.

## Gallaudet University's Guiding Principles

- *Gallaudet is committed to academic excellence, leadership, and remaining relevant in tomorrow's higher education landscape.*

It is vital to the university's continued survival and relevance that enrollment grow to meet and/or exceed previously-funded levels.

1. To meet this enrollment goal, Gallaudet will accept all qualified students, including a diverse pool of students from varied educational backgrounds and communication modalities, and support them so they can realize the full academic and personal benefits of a Gallaudet education; and,
2. Gallaudet will aggressively recruit and support students from traditionally-underrepresented groups (TUGs).

Gallaudet will adjust its own programs and support services as necessary to meet the needs of a changing student population – rather than expecting students to adapt to Gallaudet's construct of the ideal student/methodologies.

Gallaudet will engage and embrace the larger world beyond our walls through partnerships and outreach on all levels, encouraging our students, faculty and staff to be fully engaged participants in their local, national and global communities.

#### *How the MPA Program is Aligned With The Above Guiding Principle*

The program is designed for deaf, hard of hearing, and hearing professionals working in public sector organizations such as local, state, and federal government agencies; non-profit human service agencies serving deaf and hard of hearing people; and non-profit professional associations for deaf and hard of hearing people.

Further, the members of the target population for the new program are already employed in public sector and non-profit organizations. These are working people who cannot attend daytime courses. So, the program is designed using evening courses on campus, on-line courses, and weekend courses.

The program is also building collaborative ventures with other organizations. In particular, we are forging a relationship with the Federal Office of Personnel Management's Eastern Management Development Center in Shepherdstown, West Virginia.

- *Gallaudet is committed to the development and success of the whole student*

Gallaudet will capitalize upon the advantages of its small size to ensure personal attention and care for each student, not only academically, but also in personal development and career exploration.

1. Every student will be offered a faculty or staff mentor/advocate to guide them to the completion of their educational experience; and,

2. Gallaudet will differentiate itself by a high level of student access and involvement with faculty/staff in their academic and non-academic experiences.

Gallaudet will make real the connection between a liberal arts education and professional career success, through relevant majors/programs that meet the demands of the employment market, challenging internships, and a robust career center focused on lifelong support for our students and graduates.

Gallaudet will foster an environment of respect for the full diversity of people and ideas, and be known as a community that practices zero tolerance for discriminatory and/or disrespectful behavior of any kind towards any one for any reason—including but not limited to gender, race, sexual orientation, ethnicity, religion, background, hearing status, or communication preferences.

#### *How The MPA Program is Aligned with The Above Guiding Principle*

The MPA program is designed to support the career success of deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations. The focus of the program on management and leadership in the public administration arena has been validated as a critical need for deaf and hard of hearing professionals working in the public sector. One of the core values for the program focuses on valuing and managing diversity.

- *Gallaudet is committed to managerial and fiscal accountability and delivering value to our stakeholders*

Until enrollment, retention and graduation targets are met, these areas, along with teaching and learning, will be the accountable strategic priorities for all administrators, faculty and staff.

Gallaudet takes seriously its role as a responsible steward of the funding provided by the federal government, our students, and other stakeholders, constantly creating the case for continued support through achievement of value-added outcomes.

University resources, including financial and human capital, will be examined annually and re-allocated as needed to support strategic priorities. All programs will face ongoing assessment of their cost/benefit to the university, and decisions about continuation, expansion or closure will be made annually as part of the budget process.

***How The MPA Program is Aligned with The Above Guiding Principle***

The MPA program is designed on a foundation of assessment and accountability that will engage faculty and staff in periodic and rigorous assessment of the program's viability and effectiveness in producing desirable programmatic and student learning outcomes.

Program faculty will also seek external funding to support either partially or fully the operations of the program, including finding dollars to support student tuition.

**Gallaudet University's Goals and Strategies That Are Supported by the New Master of Public Administration Degree Program**

The new MPA program supports the following university-wide strategic goals:

**Goal A:** Grow Gallaudet's enrollment of full-time undergrads, full- and part-time graduate students, and continuing education students to 3,000 by 2015

Expand domestic recruiting to become "top of mind" for all deaf and hard of hearing students, and hearing students seeking deaf/HH-related careers

- Recruit non-traditional students through targeted programs
- Actively recruit international students to achieve the current 15% cap
- Increase enrollment of traditionally-underrepresented groups (TUGs)
- Increase and broaden accountability for student enrollment

**Goal C:** By 2015, secure a sustainable resource base through expanded and diversified funding partnerships and increased efficiency of operations

- Increase breadth and depth of local and federal government relations
- Grow revenue from grants, auxiliary enterprises, and private fundraising
- Increase student-related income through enrollment growth
- Improve efficiency and effectiveness of all programs and services

**Goal D:** By 2015, refine a core set of undergraduate and graduate programs that are aligned with the institutional mission and vision, leverage Gallaudet's many strengths, and best position students for career success

- Optimize undergraduate majors and graduate programs to justify costs and outcomes
- Develop five new comprehensive academic partnerships
- Strengthen students' preparation for employment and career success
- Increase faculty accountability for student learning and development

**Goal E:** Establish Gallaudet as the epicenter of research, development and outreach leading to advancements in knowledge and practice for deaf & hard of hearing people and all humanity

- Establish Gallaudet's research agenda and set targets for externally-funded research proposal submission, funding, and completion by 2015 and beyond
- Create the infrastructure needed to support a world-class research enterprise
- Enhance outreach integrating research and practice, particularly to benefit deaf/HH PK-12 students



## **Section III: Council on Graduate Education's Program Proposal**

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This section of the proposal provides information required by the Council on Graduate Education for new programs.

### **1.0: Department**

This proposal is submitted by the Department of Administration and Supervision in collaboration with the Burstein Leadership Institute

### **2.0: Degree**

The name of the new degree is Master of Public Administration

### **3.0: Name of Program**

The name of the new program is Master of Public Administration program

### **4.0: Formal Program Description (appropriate for Catalog)**

The Master of Public Administration program is designed for deaf, hard of hearing, and hearing professionals working in public sector or non-profit organizations; for example, local, state, and federal government agencies, non-profit human service organizations, and non-profit professional associations. The program is designed for professionals with at least one year of paid employment in a public sector organization. This is not a Master of Business Administration program for professionals working in for-profit businesses. The program may also be taken as a simultaneous degree by students enrolled in other graduate programs on campus.

### **5.0: Anticipated Starting Date**

We anticipate accepting our first cohort of students for the fall semester, 2012.

### **6.0: Rationale for proposed program**

#### **6.1: Evidence of potential students for the proposed program. Also, see the comprehensive Market Analysis document in Appendix I.**

- The Washington, D.C. region is home to one of the largest populations of deaf and hard of hearing professionals in the world.
- The number of federal, state, and local governmental agencies and non-profit agencies serving deaf and hard of hearing people in this region is significant. Examples of these agencies can be found at [http://www.gallaudet.edu/clerc\\_center/information\\_and\\_resources/info\\_to\\_go/resources/directory\\_of\\_national\\_organizations\\_of\\_and\\_for\\_deaf\\_and\\_hard\\_of\\_hearing\\_people.html](http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/resources/directory_of_national_organizations_of_and_for_deaf_and_hard_of_hearing_people.html)

- According to Dr. Kendra Duckworth, the Disability Program Manager in the Federal EEOC office, 1.16% of the total civilian federal workforce has targeted disabilities. Of that 1.16%, 18.69% are deaf and hard of hearing. Considering that there are more than 2 million federal government civilian employees that percentage is significant.
- The program is important to Gallaudet University because of its potential to attract new students and to serve the professional development needs of deaf and hard of hearing people working in public sector and non-profit organizations.
- The Federal Office of Personnel Management's Eastern Management Development Center wants to collaborate with the program to provide deaf, hard of hearing and hearing federal civilian employees with advanced graduate education opportunity that will prepare them for managerial and leadership positions and that will help them to manage employees with targeted disabilities.
- We have a strong letter of support from the Deaf and Hard of Hearing in Government support group (DHHIG) stating that there is a need.
- We interviewed deaf Federal and Gallaudet employees, including the liaison between the U.S. department of education and Gallaudet, the director of the Captioning Institute for the U.S. Department of Education, the DHHIG president and board of directors, Provost Weiner, Professor Jay Innes.
- We have survey data from Tammy Weiner that included deaf federal employees. The survey results are summarized below.

Weiner's surveyed a couple thousand deaf and hard of hearing adults on their interest in adult learning opportunities at Gallaudet--opportunities that included degree programs. It is important to note that the survey sample also included the Deaf and Hard of Hearing in Government support group. Here are some highlights from the attached report:

1. 255 respondents (55%) said they are federal employees.
2. 89% of the respondents were deaf and hard of hearing.
3. 61% had a 4-year degree.
4. 44% said they wanted knowledge and skills to stay up-to-date or to upgrade their skill-set. The following responses are particularly relevant to the MPA program:
5. Staying updated in my current field (247 or 60%)
6. Receiving a promotion (167 or 40%)
7. Changing careers (136 or 33%)

8. Increasing my supervisory responsibilities (82 or 20%)
9. Areas of study most interested in: Organizational Management and Behavior (70 or 20%; Human Services 76 or 19%)
10. Interest in an online degree in liberal studies with a concentration in organization management, human services, or interdisciplinary studies from Gallaudet University (Yes 160 or 40%; No 72 or 18%; Maybe 173 or 43%)

Also, regarding the external viability of the program please remember the following facts:

The Federal OPM's Eastern Management Development Center says there is a need for the program and they want to collaborate with us to help deaf and hard of hearing and other federal employees with targeted disabilities to participate in the program. The President and Board of Directors of the Deaf and Hard of Hearing in Government says there's a need for it, the liaison between the U.S. Department of Education and Gallaudet University says there is a need for it and Tammy Weiner's survey has data that point to the need for it.

Given that there are about 5800 deaf and hard of hearing employees in the federal government alone and given that our enrollment goals for the early years of the program is to recruit 10 students per year, we would only need to recruit about .00172% of that population each year--that is .002%. And then, there are deaf and hard of hearing people working in local and state government agencies and in non-profit agencies serving deaf and hard of hearing people (see list of agencies at [http://www.gallaudet.edu/clerc\\_center/information\\_and\\_resources/info\\_to\\_go/resources/directory\\_of\\_national\\_organizations\\_of\\_and\\_for\\_deaf\\_and\\_hard\\_of\\_hearing\\_people.html](http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/resources/directory_of_national_organizations_of_and_for_deaf_and_hard_of_hearing_people.html))

### **6.2. Evidence of the employment prospects for graduates of the proposed program.**

The program is for professional development of currently employed professionals. Also, see “**Recruitment and Hiring of Individuals with Disabilities**” and “**Opportunities for Promotion and Advancement**” (both found below in this section of the proposal).

### **6.3. Other evidence of need for the program.**

The following evidence is extracted primarily from a report titled *Federal Employment of People With Disabilities* (2009, March 31).

### ***Number of Employees with Disabilities in the Federal Government***<sup>1</sup>

From FY 1998 to FY 2007, the total Federal Government workforce increased by 128,973 employees, a net change of 5.20 percent. However, the number of federal employees with targeted disabilities **decreased** (emphasis added) from 28,035 in FY 1998 to 23,993 in FY 2007, a net loss of 14.42 percent. This represents 0.92 percent of the Federal Government's total workforce of 2,608,172.

Increasing the number of employees with disabilities in the Federal Government is made more difficult by the fact that employees with targeted disabilities leave the Federal Government **at nearly twice their rate of hire** (emphasis added). In FY 2006, there were 1,298 new hires with targeted disabilities, while 2,096 employees with targeted disabilities left the Federal Government.

### ***Number of Supervisors and Senior Executive Service Members with Disabilities in the Federal Government***<sup>2</sup>

**Supervisors.** In FY 2007, employees with targeted disabilities made up 0.49 percent of the 50,038 first-level managers (GS-12 level or below); 0.49 percent of the 65,792 mid-level managers (GS-13 or GS-14); and 0.43 percent of the 38,837 senior-level managers (GS-15 or Senior Executive Service).

**Senior Executive Service.** The Civil Service Reform Act of 1978 established the Senior Executive Service (SES) as a separate personnel system covering a majority of the top managerial, supervisory, and policymaking positions in the executive branch. In FY 2007, the SES had 7,720 members; **only 35 (0.45 percent) were people with targeted disabilities** (emphasis added).

On November 26, 2008, the Government Accountability Office issued a report on diversity in the SES that included a review of the representation of career SES members who reported having targeted disabilities. Government-wide, the representation of career SES members reporting targeted disabilities **declined from 0.52 percent in FY 2000 to 0.44 percent in FY 2007** (emphasis added). Government-wide includes civilian employees of all Cabinet-level departments, independent agencies, commissions, councils, and boards in the executive branch except the intelligence agencies, the Postal Service, and the Foreign Service. In both 2000 and 2007, **12**

<sup>1</sup> Federal Employment of People With Disabilities (2009, March 31). Retrieved on December 11, 2010 at, <http://www.ncd.gov/publications/2009/MArch312009>, pp.24-25.

<sup>2</sup> Federal Employment of People With Disabilities (2009, March 31). Retrieved on December 11, 2010 at <http://www.ncd.gov/publications/2009/MArch312009>, pp.26-27.

**of the 24 Chief Financial Officer Act agencies did not employ any SES members with targeted disabilities** (emphasis added).

Given the above situation, President Obama issued **Executive Order 13548—Increasing Federal Employment of Individuals with Disabilities (Issued July 26, 2010)**.<sup>3</sup> Relevant sections of this executive order are presented below.

### **Section 1. Policy**

Approximately 54 million Americans are living with a disability. The Federal Government has an important interest in reducing discrimination against Americans living with a disability, in eliminating the stigma associated with disability, and in encouraging Americans with disabilities to seek employment in the Federal workforce. Yet Americans with disabilities have an employment rate far lower than that of Americans without disabilities, and **they are under-represented in the Federal workforce** (emphasis added). Individuals with disabilities currently represent just over 5 percent of the nearly 2.5 million people in the Federal workforce, and individuals with targeted disabilities (as defined below) currently represent less than 1 percent of that workforce.

### **Section 2. Recruitment and Hiring of Individuals with Disabilities**

(c) Each agency shall designate a senior-level agency official to be accountable for enhancing employment opportunities for individuals with disabilities and individuals with targeted disabilities within the agency, consistent with law, and for meeting the goals of this order. This official, among other things, shall be accountable for developing and implementing the agency's plan under subsection (b), **creating recruitment and training programs** (emphasis added) for employment of individuals with disabilities and targeted disabilities, and coordinating employment counseling to help match the career aspirations of individuals with disabilities to the needs of the agency.

(d) In implementing their plans, agencies, to the extent permitted by law, shall increase utilization of the Federal Government's Schedule A excepted service hiring authority for persons with disabilities and increase participation of individuals with disabilities in **internships, fellowships, and training and mentoring programs** (emphasis added).

<sup>3</sup> Executive Order 13548 (2010, July, 26). Available at <http://www.whitehouse.gov/the-press-office/executive-order-increasing-federal-employment-individuals-with-disabilities>

### **Section 3. Increasing Agencies' Retention and Return to Work of Individuals with Disabilities**

- (a) The Director of the Office of Personnel Management, in consultation with the Secretary of Labor and the Chair of the Equal Employment Opportunity Commission, shall identify and assist agencies in implementing strategies for retaining Federal workers with disabilities in Federal employment including, but not limited to, **training** (emphasis added), the use of centralized funds to provide reasonable accommodations, increasing access to appropriate accessible technologies, and ensuring the accessibility of physical and virtual workspaces.

#### **Opportunities for Promotion and Advancement <sup>4</sup>**

Although barriers to employment persist for disabled people working in the federal government, there are promising paths to employment for persons with disabilities to pursue (Note: this statement reflects “potential opportunities” not “actual opportunities”).

**Vacancies Due to Retirement.** OPM and the Partnership for Public Service estimate that about 550,000 federal employees will leave the government in the next five years, the majority through retirement. OPM has estimated that of the 956,613 employees who are eligible to retire through FY 2016, a predicted 586,339 employees (61.3 percent) will retire during that period. Turnover will affect some agencies and occupations more than others. For example, in OPM projections through 2010, three agencies will have a disproportionate number of workers eligible for retirement: the Department of Housing and Urban Development (48.3 percent), the Federal Aviation Administration (47.1 percent), and the Social Security Administration (40 percent). These retirements will create a significant number of job opportunities.

**Senior Executive Service.** A survey of senior executive officers conducted in early 2008 confirmed OPM’s projections of high turnover among the senior ranks in the near future: 41.6 percent of career respondents plan to leave in the next three years, and 62 percent plan to leave in the next five years. A majority (66 percent) of those planning to leave in the next year are under age 60. **The need to replenish the senior ranks provides an opportunity for advancement and emphasizes the need for new**

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<sup>4</sup> Federal Employment of People With Disabilities (2009, March 31). Retrieved on December 11, 2010 at <http://www.ncd.gov/publications/2009/MArch312009>, pp. 36-37.

**approaches to attract new employees with the requisite skills to fill these vacancies** (emphasis added).

### **The Number of Deaf and Hard of Hearing People in the Federal Government**

According to Dr. Kendra Duckworth, Disability Program Manager for the Equal Employment Opportunity Commission (EEOC), in a presentation at a Deaf and Hard of Hearing in Government seminar on June 15, 2010:

1. 1.16% of the total civilian federal workforce has targeted disabilities.
2. Of that 1.16%, 18.69% are deaf and hard of hearing.

Since the total federal civilian workforce is about 2.5 million people (as reported above in the section about the July, 2010 Executive Order). Using the above statistics, this means that roughly 29,000 employees have targeted disabilities. And, of that number, roughly 5400 employees are deaf and hard of hearing.

The proposed MPA program will help address the problems described above by educating deaf, hard of hearing, and hearing professionals about how to manage and lead in public sector and non-profit organizations. Further, the Office of Personnel Management trains federal employees to move into entry and mid-level managerial positions at two centers—one in Colorado and the other in West Virginia. Both centers offer fully accredited, for-credit courses to government employees. The OPM Eastern Management Development Center in Shepherdstown, West Virginia, is very excited about creating a collaborative relationship with our new MPA program. Dr. Duffy and Ms. Latonia Parham are forging that relationship at the time that this proposal is being written. With this relationship, deaf and hard of hearing government employees could enroll in selected courses at the Eastern Management Center and then transfer those courses into their MPA programs of study as electives.

Further, when an OPM administrator first responded to our inquiry about creating a collaborative effort with their training centers, she said,

*“I am so glad we were able to figure this out... This does fit perfectly with our efforts to attract, advance and retain employees with disabilities government wide in compliance with the Executive Order. When the details have been worked out please let me know.”* (a quote from personal e-mail correspondence)

We have also had numerous email messages from deaf and hard of hearing professionals about their perception of the need for this kind of program including a strong letter of support from Mark McKay, the current president of the Deaf and Hard of Hearing in Government support group.

**6.4 Evidence of support from other University units that will or could be involved in the program.**

The proposed program is a collaborative effort between the Department of Administration and Supervision and the Burstein Leadership Institute. Possibilities for future collaborations may emerge and program faculty will seek ways to create and nurture these relationships.

**6.5 Evidence or support for the proposed program by outside groups and organizations, particularly accrediting bodies, professional organizations, potential consumers, and other programs and experts in the field.**

As noted earlier, we have a strong letter of support from the president of the Deaf and Hard of Hearing in Government support group (see Appendix 3). We also have encouraging support from the Federal Government's Office of Personnel Management, Eastern Management Development Center (see the summary of a meeting with an EMDC representative in the Appendix 3).

The accrediting body for graduate programs in public administration is the National Association of Schools of Public Affairs and Administration (NASPAA). The MPA degree program is designed to help students satisfy a set of "universal required competencies" developed by the NASPAA. These competencies are a reflection of the program's mission and they clearly support public service values.

**7.0: Mission and Student Learning Outcomes**

**7.1 Provide the mission statement of the originating Department.**

The Department of Administration and Supervision teaches professionals about the physics of management and the chemistry of leadership.

The Gerald "Bummy" Burstein Leadership Institute (BLI) is a comprehensive entity dedicated to improving the quality of the personal and professional lives of deaf and hard of hearing individuals through programming designed to enable them to reach their full potential in their chosen communities. BLI is committed to developing and enhancing the leadership abilities of individuals who administer programs and



services in deaf-centric, non-profit and for-profit agencies and corporations. Using a multi-faceted approach to training and development, BLI provides an array of quality and innovative program offerings that incorporate engaged learning formats with a focus on experiential learning, problem solving, and transformation.

7.2 Provide the student learning outcomes (SLOs) for the proposed program, demonstrating consistent standards of academic rigor across different courses and course formats. SLOs are statements about the specific skills and abilities students should have upon completion of the program. Describe how the SLOs for the proposed program align with the mission statement of the originating Department.

Table I, below, presents the program-level student learning outcomes, learning opportunities and assessment strategies.

Table 1.0: Program-Level Student Learning Outcomes <sup>5</sup>

SLO Domains	Program-Level Learning Opportunities (by course)	Assessment Strategies
<p><b>Domain 1—Leadership and Management:</b> Students demonstrate the ability to lead and manage in public governance.</p>	<ul style="list-style-type: none"> <li>• ADM 837 Interpersonal and Group Behavior in Organizations</li> <li>• ADM 714-OL Strategic Leadership and Management</li> <li>• ADM 713 Budgeting in Public and Non-Profit Sectors</li> <li>• ADM 710 Introduction to Public Administration</li> <li>• ADM 715 Economics for Managers</li> <li>• ADM 716 Quality Management in the Public Sector and Non-Profit Organizations</li> <li>• ADM 717 Capstone Experience</li> </ul>	<p>Each course will have course-specific student learning outcomes, learning opportunities, learning targets, and assessment strategies.</p> <p>Data from these course-level assessments will be used to assess how well students meet these program-level student learning outcomes.</p> <p>Post-graduation survey data will also be collected from graduates’ and their employers about their perceptions of the quality of the program and its outcomes.</p> <p>Please refer to our comprehensive assessment plan in Section V of this proposal for additional details.</p>
<p><b>Domain 2—Public Policy Process:</b> Students demonstrate the ability to participate in and contribute to the policy process.</p>	<ul style="list-style-type: none"> <li>• Graduate-level elective courses selected by the student</li> <li>• ADM 713 Budgeting in Public and Non-Profit Sectors</li> <li>• ADM 710 Introduction to Public Administration</li> <li>• ADM 716 Quality Management in the Public</li> </ul>	<p><b>Please refer to the specific rubrics and scoring guides to assess Program-Level Student Learning Outcomes that are found in Appendix 5.</b></p>

<sup>5</sup> These program-level student learning outcome domains are derived from National Association of Schools of Public Affairs and Administration which is the agency that accredits Master of Public Administration degree programs.

Table 1.0: Program-Level Student Learning Outcomes <sup>5</sup>

SLO Domains	Program-Level Learning Opportunities (by course)	Assessment Strategies
	Sector and Non-Profit Organizations • ADM 717 Capstone Experience	
<b>Domain 3—Critical Thinking and Decision-Making:</b> Students demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.	• ADM 712: Decision Support systems for Managers • ADM 716 Quality Management in the Public Sector and Non-Profit Organizations • ADM 715 Economics for Managers • ADM 717 Capstone Experience	
<b>Domain 4—Public Service Advocacy:</b> Students demonstrate the ability to articulate and apply a public service perspective.	• ADM 710 Introduction to Public Administration • ADM 716 Quality Management in the Public Sector and Non-Profit Organizations • ADM 717 Capstone Experience	
<b>Domain 5—Communication:</b> Students demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.	• ADM 837 Interpersonal and Group Behavior in Organizations • ADM 796 Executive Communication Skills • ADM 717 Capstone Experience	

7.3 Table 2 displays how the program-level student learning outcomes will be achieved (learning opportunities as activities) and assessed.

Table 2: Learning Outcomes, Opportunities, and Evaluation		
Program Student Learning Outcomes (SLOs)	Learning Opportunities (by activities)	Assessment Tools
<b>Domain 1—Leadership and Management:</b> Students demonstrate the ability to lead and manage in public governance.	<ol style="list-style-type: none"> <li>1. Reading reviews</li> <li>2. Course-specific projects</li> <li>3. Analysis papers</li> <li>4. In-class presentations</li> <li>5. In-class discussions</li> <li>6. Capstone Experience</li> </ol>	Rubrics and scoring guides for assessing each of the learning opportunities are found in Appendix 5.
<b>Domain 2—Public Policy Process:</b> Students demonstrate the ability to participate in and contribute to the policy process.	<ol style="list-style-type: none"> <li>1. Reading reviews</li> <li>2. Course-specific projects</li> <li>3. Analysis papers</li> <li>4. In-class presentations</li> <li>5. In-class discussions</li> <li>6. Capstone Experience</li> </ol>	
<b>Domain 3—Critical Thinking and Decision-Making:</b> Students demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.	<ol style="list-style-type: none"> <li>1. Reading reviews</li> <li>2. Course-specific projects</li> <li>3. Analysis papers</li> <li>4. In-class presentations</li> <li>5. In-class discussions</li> <li>6. Capstone Experience</li> </ol>	
<b>Domain 4—Public Service Advocacy:</b> Students demonstrate the ability to articulate and apply a public service perspective.	<ol style="list-style-type: none"> <li>1. Reading reviews</li> <li>2. Course-specific projects</li> <li>3. Analysis papers</li> <li>4. In-class presentations</li> <li>5. In-class discussions</li> <li>6. Capstone Experience</li> </ol>	
<b>Domain 5—Communication:</b> Students demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.	<ol style="list-style-type: none"> <li>1. Reading reviews</li> <li>2. Course-specific projects</li> <li>3. Analysis papers</li> <li>4. In-class presentations</li> <li>5. In-class discussions</li> <li>6. Capstone Experience</li> </ol>	

In addition to the program-level and course-specific learning outcomes, the MPA program is designed to be learner-centered. The learner-centered paradigm requires students to define their personal learning outcomes. Tables 3a, 3b, and 3c below, illustrate how the learner-centered approach will contribute to our assessment of student learning outcomes.

**Table 3a: A Learner-Centered Assessment Plan**

Name of New Program	Master of Public Administration (MPA)
Instructional Philosophy	Learner-Centered. This philosophy <u>places accountability for learning squarely on the shoulders of each student</u> . Within the context of learner-centered program an instructor becomes the “guide on the side” instead of the “sage on the stage.” Students take full responsibility for their learning or failure to learn.
Goal	To design the new MPA degree program to be learner-centered instead of instructor-centered.
Program Design Strategy	In addition to program-level and course-specific student learning outcomes, each student will design his or her own personal learning plan that includes student-selected learning outcomes. This personal learning plan will be designed in collaboration with program faculty.
Course Design Strategy	In addition to instructor-selected course-specific learning outcomes, students will develop personal learning outcomes for each course they take. These personal learning outcomes will be incorporated into the students Personal Learning Plan.
Assessment Strategy	In addition to faculty assessment of program-level and course-specific student learning outcomes, students will create their student-selected learning outcomes. They will identify or design assessment tools to evaluate their personal learning in each course. They will compile and present their assessment data for faculty review and approval. Self-assessment data will be shared with the instructor for each course and uploaded into a an assessment data-base.

Table 3b: Master of Public Administration Program-Level Personal Learning Plan

Student:		Advisor:		Date:		Comments
(1)	(2)	(3)	(4)	(5)	(6)	
Program-level learning objectives  (What?)	Level of importance for your career?  (Why?)	Assessment tools or methods  (How?)	Assessment product (e.g., report, portfolio, project, presentation)  (What?)	Support needed to achieve objectives  (Who?)	Expected date to complete the program  (When?)	<p>This form will be accompanied by a set of definitions for each numbered column (1-6). Examples of how to write effective learning objectives will be provided to each student.</p> <p>Assessment data from individual students will be used to guide student learning (formative evaluation). Summative evaluation of program effectiveness will be conducted by compiling individual assessment data and then using those compiled data to evaluate overall program effectiveness.</p> <p>This plan will be designed by each student in collaboration with his or her program advisor and with a peer or supervisor selected by the student.</p> <p><b>See the rubrics and scoring guidelines for assessing the quality of these Personal Learning Plans found in Appendix 5.</b></p>

Table 3c: Master of Public Administration Course-Specific Personal Learning Plan

Student:		Advisor:		Date:		Comments
(1)	(2)	(3)	(4)	(5)	(6)	
Course-specific learning objectives  (What?)	Level of importance for your career?  (Why?)	Assessment tools or methods  (How?)	Assessment product (e.g., report, portfolio, project, presentation)  (What?)	Support needed to achieve objectives  (Who?)	Expected date to complete the program  (When?)	<p>This form will be accompanied by a set of definitions for each numbered column (1-6). Examples of how to write effective course-specific learning objectives will be provided to each student.</p> <p>Assessment data will be used to guide student learning (formative evaluation). Summative evaluation of each course will be conducted by compiling individual assessment data and then using those compiled data to evaluate overall course quality and effectiveness.</p> <p>This plan will be designed by each student in collaboration with his or her course instructor. The learning objectives that each student creates must be <u>aligned with and in addition to</u> the expected course outcomes established by the instructor; that is, the specific objectives should not simply be a reiteration of the instructor's expectations.</p> <p>Each instructor will be advised to assign this activity as a course assignment in the first meeting of the course. A deadline will be set for completing the plan. The instructor will evaluate the quality of the assessment data to calculate a student's final grade for the course.</p>

## 8.0: Admissions Requirements and Standards

1. Bachelor's degree from an accredited university or college with a graduating GPA of 3.0 on a 4 point scale.
2. A 500 word essay describing career goals and how this program will help achieve those goals.
3. At least 1 year of paid professional experience in a public sector or non-profit organization.
4. A minimum ASL-PI rating of "2." Applicants scoring less than 2.0 on the ASL-PI will not be admitted to the program. They will be advised to enroll in ASL courses and engage in other ASL learning opportunities to improve their ASL-PI scores and then re-apply.

## 9.0: Graduation Requirements and Standards

### 9.1 Graduation Requirements

- Grade point average of 3.0 or higher.
- No more than one grade of B- in any course.
- No grades of F.
- Completion of 40 credit hours of course work, which includes a 3 credit capstone experience.
- A comprehensive portfolio documenting the student's achievement of student learning outcomes.

### 9.2 Comprehensive Examinations and/or Program-Required Assessment Measures.

- There is no candidacy or comprehensive examination. Although we will not have a candidacy examination at the end of the first year of study, we will be monitoring students' performance in the program to ensure that they maintain a level of academic performance that meets graduate school standards (B or better in courses). Students who earn below B in more than one course will be given careful attention and, if necessary, they will be advised out of the program.
- ADM 717: Capstone Experience replaces the traditional comprehensive examination. ADM 717 is a field-based, behavioral assessment that replaces a traditional paper and pencil comprehensive examination. Since learning outcome statements are written in terms of "being able to..." the "able to" verb requires assessments of actual behavior rather assessments of cognitive knowledge. For ADM 717 we require each student to design and compile evidence of his or her achievement of student learning outcomes. This evidence will be submitted as a professional portfolio. Students will receive guidance on how to create these portfolios soon after being admitted to the program (**see the rubrics and scoring guide for assessing portfolios that is found in Appendix 5**).
- The program is designed on a foundation constructed of five learning domains that are the part of the accreditation body that assesses the quality of public administration programs (that is, the National Association of



Schools of Public Affairs and Administration, NASPAA) (See Appendix 4). The portfolios described above will contain evidence documenting how well each student has satisfied those NASPAA program-level standards.

- Additionally, each course in the program will have course-specific learning outcomes that will be created by the instructors. The course-specific learning outcomes must be aligned with the program-level outcomes and program assessment activities will determine if this alignment exists.
- Finally, each student will be required to design a personal learning plan to help him or her achieve program-level and course-specific learning outcomes.

### 9.3 Thesis, Dissertation, and/or Non-Thesis Requirements (e.g., Capstone Projects)

There is no thesis or dissertation required for this program. Instead, as part of the core curriculum, each student spends a semester implementing a capstone experience that requires him or her to engage in field-based activities that require the application of theory to practice under the guidance of a program faculty member and a field-based mentor. The capstone experience can take many forms, including designing it as an internship, an action research project, or as a qualitative research study. Students may also design their capstone experience in collaboration with other MPA students to create a team experience. Prerequisites: Completion of all required courses and two of the three elective courses, and a 3.0 grade point average (**see the rubrics and scoring guide for assessing the Capstone Experience that are found in Appendix 5**).

### 9.4 Residency Requirements

The program of study is 40 credits long. Students must take all of their required courses and the Capstone Experience through the MPA program. These required courses have a compiled credit hour count of 31 credits. There are four options for taking the remaining 9 elective credits, all of which must be graduate-level:

- Select electives from existing Department of Administration and Supervision courses
- Select electives from existing or new courses in other departments within Gallaudet University
- Select electives from the Washington, DC Consortium of Colleges and Universities
- Select electives from the Federal Office of Management Personnel's Eastern Management Development Center.

### 9.5 Other Graduation Requirements

According to university policy, students must be enrolled at Gallaudet during the semester in which they intend to graduate.

## 10.0: Program Curriculum

### 10.1 Course Sequence By Semester

Appendix 2 contains a spreadsheet that displays the course sequence by semester. The sequence is organized to bring students into the required courses first, followed by their electives. The glue that holds the course sequence together to create a coherent learning experience is the set of program-level learning outcomes (presented earlier). Throughout the program and in all courses taught by program faculty students will be reminded about the conceptual framework of the program (the five domains that comprise the program-level learning outcomes) and they will be expected to use that framework to guide their learning.

For the nine credits of graduate-level electives there is no prescribed sequence of courses for the students to complete. This provides the students with significant scheduling flexibility for completing the electives.

### 10.2 Provide information and rationale regarding credit hour requirements for the proposed program.

A comprehensive review of existing Master of Public Administration degree programs and a careful review of the accreditation policies of the National Association of Schools of Public Affairs and Administration (see Appendix 4) indicated that the credit hour range for MPA programs was 36-45 credit hours.

Further, our target student population is composed of deaf, hard of hearing, and hearing professionals in the Washington, D.C. Region who are currently employed in public sector and non-profit organizations. In response to their need for programs of study that do not require prolonged study over many years, we decided to organize our MPA program using a 40 credit hour requirement. This limit makes it possible for some, perhaps most, students to complete the program in 2-2.5 years.

### 10.3 Features of the Proposed Program that Qualify it as a Graduate Program

- Applicants must have a Bachelor's degree prior to applying.
- Applicants must have at least one year of paid employment prior to applying.
- Courses are offered on campus in the evenings, on-line, and on Saturdays.
- Assessments focus on the learning needs of professionals working in public sector and non-profit organizations.
- Students are expected to exercise a significant level of self-directed learning and personal responsibility for managing their program of study.
- Some courses use principles of collaborative learning that requires students to work in teams to create and present a team project.
- A capstone experience is required that expects a significant level of self-directed learning and personal responsibility for managing the experience.

#### 10.4 Promoting the Use of a Variety of Information and Technology Resources

- All courses require students to use information and technology resources to complete course projects. There is one course (Decision Support Systems) that has a heavy emphasis on using technology.
- Since the target population for this program is composed of working professionals, we assume that they will enter the program with a significant level of skill for accessing information and technology resources.
- Students who demonstrate a lack of skill for accessing information and technology resources will be provided with opportunities to learn these skills by using support services that are available on campus (e.g., through the university library).

10.5 Provide appropriate assurances of cooperation (letters of support) with other departments providing course work in the proposed curriculum.

**The new program does not need courses from other departments.**

10.6 Provide appropriate assurances of cooperation (letters of support) with consortium units providing course work in the proposed curriculum.

See Appendix 3 for a letter of support from the Deaf and Hard of Hearing in Government support group and a summary of a planning meeting with Ms. Latonia Parham, Executive-in-Residence in the Federal Office of Personnel Management's Eastern Management Development Center.

#### **11.0: Fieldwork.**

The program does not have a field work component organized as an internship, practicum, or externship. The program, however, does have a Capstone Experience that requires students to design and implement a semester-long learning project in their current organizations. These projects will be designed in collaboration with a faculty member from the MPA program and an on-site mentor. Some students may be willing and able to design their capstone experience as an internship within their agency. In these specific situations, students will follow a set of program-specific guidelines for designing internships.

#### **12.0: Resources**

Provide evidence that necessary resources are available to support the proposed program, including letters of support where appropriate.

## 12.1 Financial Resources.



### MEMORANDUM

To: Council on Graduate Education  
University Faculty Senate

From: Stephen F. Weiner, Provost

Date: December 15, 2011

Subject: Resources for the proposed Master of Public Administration program

In this memorandum, I confirm my intention to commit resources to the Master of Public Administration (MPA) program, consistent with the Gallaudet Strategic Plan, the recommendations of the Program Prioritization Task Force, and the recommendations of the Committee on Restructuring the Division of Academic Affairs.

My commitment of resources to the MPA program is contingent on the successful implementation of the restructuring of the Division of Academic Affairs by the beginning of the 2012-2013 academic year. I give my assurance that this commitment will not impact other high-priority commitments. Deans Agboola and Erting are working with me to ensure that high-priority academic programs (those in PPTF Tiers 1 and 2) are sustained with adequate faculty resources, including replacements for the expected large number of retiring faculty.

1. The Department of Administration and Supervision will close on August 15, 2013. The department currently has two tenured faculty members: Dr. William J. A. Marshall, who plans to retire at the end of the 2012-2013 academic year, and Dr. Francis M. Duffy, who will continue.
2. The Committee on Restructuring the Division of Academic Affairs has submitted its final report to me. Their recommendations will guide my thinking as to the ultimate placement of the MPA program after the Department of Administration and Supervision closes.
3. I will authorize two full-time temporary faculty positions for the MPA program, giving the program one tenured faculty member (Dr. Duffy) and two full-time temporary faculty members at the outset.

4. Like all new programs, the MPA program is subject to periodic review. In particular, there is a sunset provision attached to this review. If, at the end of the sunset period, the program is determined to be successful and sustainable, I will re-assess program staffing for the longer term, taking into account available resources at that time.
5. By authorizing full-time temporary positions rather than tenure-track or non-tenure-track positions, I make it possible to recover resources quickly should the MPA program be discontinued.

## 12.2 Personnel Qualifications and Resources

After the program receives initial approval by the Board of Trustees in the spring, 2012, it will have one full-time faculty member and several adjuncts. We will need to use our department's financial resources to pay adjunct faculty to design and teach courses in the program.

Full-time and adjunct faculty must have the necessary credentials to teach graduate-level courses in the program. In some cases, highly skilled and experienced practitioners from governmental agencies who do not have advanced degrees may be considered as instructors.

After the program is approved by the Board of Trustees in the spring, 2012, it is also our intention to request two new tenure-track faculty positions. The professionals hired for these positions must have a terminal degree in public administration or a related area.

We will also need one full-time executive-level secretary to provide logistical and budgetary services to the program.

We will need one ½ -time staff person to manage the assessment process. This will be an important position considering the significant escalation of assessment and accreditation requirements. Assessment and accreditation requirements are so significant that they detract from a faculty member's attention to teaching, they reduce the time available for faculty members to participate in service activities, and they distract faculty members from attending to their scholarly productivity.

Of course, faculty members will be expected to be involved in the assessment and accreditation processes. They must be! However, we want to hire a full-time person to manage those processes.

At the graduate level, faculty members are expected to teach a minimum of two three-credit courses per semester. This teaching load represents 50% of each faculty member's workload. Additional workload assignments include program

coordination, supervising capstone experiences, service assignments, and engaging in sponsored research and other scholarly research.

Because this program will be using existing financial resources within the Department of Administration and Supervision and because faculty members will be seeking extramural funds to support the growth of the program, there is no impact on other programs or departments.

### 12.3 Facility Resources.

The MPA program prepares deaf, hard of hearing, and hearing professionals to serve as effective managers and leaders in public sector and non-profit agencies. The University library has significant holdings focusing on management and leadership. The following inventory of library holdings devoted to public administration was conducted by Laura Jacobi, Manager, Library Instruction and Reference Services:

Gallaudet Library Holdings In Public Administration and Related Areas			
ALADIN Catalog Items	Print	Electronic	Total
Public administration	109	142	251
Public sector	23	64	87
Public sector and leadership	0	2	2
Leadership	288	624	1912
Change management	1	31	32
Ethics	1105	859	1964
Public policy	337	205	542
Budgeting	59	24	83
Program assessment	8	2	10
Program evaluation	110	12	122
Staff training	21	0	21
Staff development	31	5	36
Professional communication	5	1	6
Team management	0	0	0
Project management	16	152	168
Organization theory	5	6	11
Organization design	1	3	4
Performance evaluation	3	4	7

## Gallaudet Library Holdings In Public Administration and Related Areas

### On-Line Journal Titles—Keyword Search

Titles	Total
Public administration	6
Public sector	5
Leadership	20
Change management	1
Ethics	50+
Public policy	30+
Budgeting	3
Program assessment	0
Program evaluation	0
Staff training	0
Staff development	2
Professional communication	2
Team management	2
Project management	0
Organization theory	3
Organization design	1
Performance evaluation	0

### Related ALADIN Databases

ABI/Inform  
 Accounting and Tax  
 Dissertations and Theses  
 Ebscohost: Academic Search Complete  
 Education Journals (ProQuest)  
 Educator's Reference Complete  
 ERIC  
 JSTOR  
 Lexis-Nexis  
 ProQuest Research Library  
 Social Science Journals (ProQuest)  
 Social Services Abstracts  
 Social Work Abstracts  
 Wall Street Journal

### Facilities

Most of the classes in the MPA program will be conducted in Fowler Hall, Rooms 209 and 211. Our department currently uses those classrooms to teach our courses and we have never had difficulty scheduling our classes in those rooms. Some of the elective courses will be offered by other departments and those faculty members will select the buildings and rooms for those courses. Some courses will

also be offered on-line. Those courses do not require building or room assignments. At some point in the future, we recommend finding dedicated space where the MPA program, the Burstein Leadership Institute, and the new Change Leadership Academy that the department designed in collaboration with the BLI can all be situated.

**13.0: Evaluation**

The program will be evaluated using a four-factor evaluation strategy. This 4-factor evaluation is illustrated in table 13.1. Additional program evaluation strategies are found in Section V of this proposal:

Table 13.1: 4-Factor Program Evaluation		
	Program Processes	Program Learning Outcomes
Formative Evaluation	Beginning in the first year of the program, there will be periodic evaluation of program processes such as admissions, advisement, curriculum review, preparing for accreditation, and so on.	Beginning in the first year of the program, there will be periodic evaluation of program learning outcomes.
Summative Evaluation	This evaluation will happen during program accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA) (see Appendix 4). This accreditation body requires the program to be functioning for a minimum of two years before they will conduct the first accreditation review.	Conducted by collecting evaluation data from students near the end of their programs of study and after they graduate.



## Section IV: Proposals for New Courses

The new MPA program requires seven brand new courses and uses four existing courses. Other existing courses within the Department of Administration and Supervision may be used as electives and these do not require modification. Additional elective courses may be taken in other departments within Gallaudet University, through the Washington, DC Consortium of Colleges and Universities, or through the Federal Office of Personnel Management’s Eastern Management Development Center.

The list of seven new required courses and the four existing courses that comprise the core curriculum for the MPA program is found in Table 4.1. The proposals and syllabi for the new courses are found in this section.

Table 4.1: Course Proposals for the MPA Program		
Required Courses—31 credits		
New Required Courses		Other Required Courses— No Revisions Needed
ADM 710.01: Introduction to Public Administration (3 credits)		ADM 796.01: Executive Communication Skills (3 credits)
ADM 712.01: Decision Support Systems for Public Managers (3 credits)		ADM 837.01 Interpersonal and Group Behavior in Organizations (3 credits)
ADM 713.01: Budgeting in the Public and Non-Profit Sectors (3 credits)		ADM 860.01: Ethics in Management (3 credits)
ADM 714.01: Strategic Leadership and Management (3 credits)		
ADM 715.01: Economics for Managers (3 credits)		
ADM 716.01: Quality Management in Public Sector and Non-Profit Organizations (3 credits)		
ADM 717.01: Capstone Experience (3 credits)		
Elective Courses—9 credits		
Students will select their graduate-level electives from four sources: <ol style="list-style-type: none"> <li>1. Existing courses within the Department of Administration and Supervision</li> <li>2. Existing and new courses in other programs within the university</li> <li>3. The Washington, D.C. Consortium of Colleges and Universities</li> <li>4. The Federal Office of Personnel Management’s Eastern Management Development Center (we are forging a collaborative relationship with the EMDC).</li> </ol>		

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**  
(\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)

#### **ACTION (✓) :**

- New Course (Complete Sections A & B.)
- Drop Course (Complete Section A only.)
- Change Course (Complete Section A and only areas that will change in Section B.)

**DEPT NAME: Administration and Supervision**     Dept Prefix/Nbr/Title: **ADM 710.01 (3 credits)**

**EFFECTIVE TERM:**    **XX** Fall     Spring     Summer    2012

**IMPACT:**    **XX** Major     Minor    **XX** Curriculum

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

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### SECTION B (Complete only areas that will change.)

**COURSE TITLE: Introduction to Public Administration (3 credits)**

**COURSE DESCRIPTION (Attach revised description for catalog.)**

This course is a basic introduction to public administration for professionals working in public sector and non-profit agencies. Topics include the role of bureaucracy in the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. This course is designed to use lectures, student presentations, group discussion, and field assignments. The ultimate goal of the course is to help students develop a solid understanding of public administration theory and practice.

- Cross-Listed with: Not applicable
- Pre-Requisites: None \_\_\_\_\_
- Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC **XX** P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department **XX** \_\_\_\_\_ Instructor **XX** \_\_\_\_\_ None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture **XX** \_\_\_\_\_ Laboratory \_\_\_\_\_ Seminar **XX** \_\_\_\_\_ Field Studies \_\_\_\_\_ Self-Paced \_\_\_\_\_  
Supervision \_\_\_\_\_ Thesis Research \_\_\_\_\_ Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### **FOR REGISTRAR'S OFFICE ONLY:**

**People Soft Course ID#** \_\_\_\_\_ **Entered into PeopleSoft Date:** \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*

## **CGE PROPOSAL FOR NEW GRADUATE COURSES**

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### CGE Course Proposal Components:

All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.

1.0: Department: **Administration and Supervision**

2.0: Course Number: **ADM 710.01**

3.0: Course Title: **Introduction to Public Administration**

4.0: Course Credits

4.1 **Offered for 3 credits**

4.2 If the course includes non-classroom instruction or lab sessions, or if the credit hours vary in some way from the standard, provide an explanation. **Not applicable**

4.3 If variable credit is proposed (e.g., 1-3 hours), explain how this will be utilized and determined. **Not applicable**

5.0: Formal (Catalog) Description

**This course is an introduction to public administration for professionals working in public sector and non-profit agencies. Topics include the role of bureaucracy in the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. The ultimate goal of the course is to help students develop a solid understanding of public administration theory and practice.**

6.0: Prerequisites

6.1 List the prerequisites and/or co-requisites for this course.

**None**

6.2 Provide a brief rationale for prerequisites and/or co-requisites,  
**Not applicable**

6.3 If prerequisites and/or co-requisites involve other departments of instruction, provide evidence of acknowledgement and cooperation from these departments (e.g. letters of support). **Not applicable**

7.0: Rationale for proposed course

7.1 Why is this course being proposed? Provide a rationale.

**In order to perform effectively as administrators in the public and non-profit sectors, students must have a solid grounding in the history, theory, and practice of public administration.**

7.2 Describe any actual or apparent overlap with current course offerings. If other departments are impacted by this course, provide evidence of consultation with and support from those departments (e.g. letters of support).

**No overlap**

8.0: Grading System

State whether letter-grade or pass/fail system will be utilized; if the latter, provide a brief rationale.

**Letter Grade**

9.0: Course Characteristics

9.1 If the course is to be cross-listed (within a single department, or across more than one department), provide a rationale and full documentation of steps taken to assure such listings.

**Not applicable**

9.2 If the course is open to both undergraduate and graduate students, provide a rationale for doing so and explain any differences in requirements for undergraduate and graduate students.

**Not applicable**

9.3 Explain how this course fits with the other department offerings. Is this course a required course (in which case it must be accompanied by a proposal for Change to Existing Program) or an elective course?

**This is a required course.**

9.4 Describe the intended student-audience for this course. If substantial numbers of students from outside the department are expected to enroll in this course, provide evidence of support and cooperation from these departments in terms of enrollment and compatible scheduling.

**The MPA program and its courses are intended for experienced professionals working in local, state, and federal government agencies and in non-profit agencies primarily in the Washington, DC region.**

9.5 What is the anticipated starting date for this course? How frequently and in which semester(s) will the course be offered in the future? How many sections of this course will typically be offered simultaneously?

**We expect to offer this required course in the fall, 2012.**

10.0: Instructor

**The instructor for this course must be well-versed in the history, theory, and practice of public administration. A terminal degree in public administration is required.**

11.0: Course Format and Procedures

**We expect that this course will be initially offered on campus. The instructor we hire to teach the course will design its format and procedures.**

12.0: Evaluation of Course and Course Instructor

**The course and instructor will be evaluated using current GSPP course and instructor evaluation procedures and forms. Evaluation feedback will be provided to the instructor.**

13.0: Resources

**The Department of Administration and Supervision and the Graduate School and Professional Programs are expected to have the financial resources needed to hire an adjunct instructor to teach this course. These resources will be available because of impending faculty retirements and program closures within the department.**

14.0: Alignment of proposed course goals with those of academic program

14.1 Program mission statement

**The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

## 14.2 Program Student Learning Outcomes

### Program-Level Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## 14.3 Course Student Learning Outcomes

**Course-Specific Learning Outcome 1:** Students will be able to explain and evaluate alternative theoretical approaches to the examination of public administration.

**Course-Specific Learning Outcome 2:** Students will be able to describe the historical development of public administration.

**Course-Specific Learning Outcome 3:** Students will be able to identify the major thinkers underlying modern public organizational theory.

**Course-Specific Learning Outcome 4:** Students will be able to describe in their own words the complexity of public administration in terms of value conflicts and competing interests and the impact those variables have on policy-making.

**Course-Specific Learning Outcome 5:** Students will demonstrate the ability to explore public administration issues and to present the results of those explorations in written form.

## 14.4 Learning Opportunities

1. **Reading assignments**
2. **Analysis papers**
3. **Class discussions**

## 14.5 Assessment Methods

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to explain and evaluate alternative theoretical approaches to the examination of public administration.</p>	Domain 4—Public Service Advocacy.	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	<p><b>See the rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to describe the historical development of public administration.</p>	Domain 2: Public Policy Process.	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to identify the major thinkers underlying modern public organizational theory.</p>	Domain 2—Public Policy Process	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to describe in their own</p>	Domain 4—Public Service Advocacy.	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
words the complexity of public administration in terms of value conflicts and competing interests and the impact those variables have on policy-making.			
<p><b>Course-Specific Learning Outcome 5:</b> Students will demonstrate the ability to explore public administration issues and to present the results of those explorations in written form.</p>	Domain 4—Public Service Advocacy	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	

15.0: For Professional Education Program (PEP) proposals only: Alignment with PEP  
**This section is not applicable**



# Syllabus

## Master of Public Administration Program

### ADM 710.01: Introduction to Public Administration

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#### Course Identification

- Course number: **ADM 710.01**
- Course title: **Introduction to Public Administration**
- Course credits: **3 credits**
- Pre-requisites, co-requisites, or other course admission requirements **None**

#### Professor: (to be determined)

- Name:
- Office hours (TBA is acceptable)
- Contact information (TBA is acceptable)
- Department phone (TTY/V/VP)
- Professional email address
- Office location

#### Course Information

Catalog Description: **This course is an introduction to public administration for professionals working in public sector and non-profit organizations. Topics include the role of bureaucracy in the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. The ultimate goal of the course is to help students develop a solid understanding of public administration theory and practice.**

#### Student Learning Outcomes

##### Program-Level Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

### **Course-Specific Student Learning Outcomes**

By the end of this course, we expect students to achieve the following learning outcomes.

**Course-Specific Learning Outcome 1:** Students will be able to explain and evaluate alternative theoretical approaches to the examination of public administration.

**Course-Specific Learning Outcome 2:** Students will be able to describe the historical development of public administration.

**Course-Specific Learning Outcome 3:** Students will be able to identify the major thinkers underlying modern public organizational theory.

**Course-Specific Learning Outcome 4:** Students will be able to describe in their own words the complexity of public administration in terms of value conflicts and competing interests and the impact those variables have on policy-making.

**Course-Specific Learning Outcome 5:** Students will demonstrate the ability to explore public administration issues and to present the results of those explorations in written form.

The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table I, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.

Table I: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to explain and evaluate alternative theoretical approaches to the examination of public administration.</p>	Domain 4—Public Service Advocacy.	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	<p><b>See the rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to describe the historical development of public administration.</p>	Domain 2: Public Policy Process.	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to identify the major thinkers underlying modern public organizational theory.</p>	Domain 2—Public Policy Process	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to describe in their own words the complexity of public administration in terms of value conflicts and competing interests and the impact those variables have on policy-making.</p>	Domain 4—Public Service Advocacy.	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	
<p><b>Course-Specific Learning Outcome 5:</b> Students will demonstrate the ability</p>	Domain 4—Public Service Advocacy	<ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
to explore public administration issues and to present the results of those explorations in written form.			

**Class Requirements**

- Meeting times and dates: Fall semester, 2012. Day and time to be determined.
- Policy on absences, arriving late/leaving early, etc.: Three unexcused or excused absences are permitted. More than three will result in a reduced grade. Students are expected to arrive to class early or on time. Students may leave class early with permission.
- Textbooks, workbooks, assigned readings/articles, and other related materials:

**Required Text:** Stillman, R. J. (2005). *Public administration: Concepts and cases (8th Ed.)*. Boston, MA: Houghton Mifflin Company.

**Additional Readings:**

- James Madison: *The Federalist No. 51*, 1788
- United States Constitution, Ohio Constitution and Revised Code, Cleveland Charter and Code  
(These documents will be handed out in class)

**Course Schedule**

- Week 1: Course Orientation: The platforms for Public Administration at each level of government
- Week 2: The Search for Scope and Purpose of Public Administration
- Week 3: Public Administration, Democracy and Bureaucratic Power
- Week 4: Federalism and Intergovernmental Relations
- Week 5: Organizational Theory
- Week 6: Decision Making in Administration
- Week 7: The Challenges of Administrative Leadership
- Week 8: Personnel Administration and Human Resources Dev.
- Week 9: Governmental Budgeting
- Week 10: Public Policy and Program Implementation
- Week 11: Performance Management in the Public Sector
- Week 12: Regulations and Administrative Law
- Week 13: Public Administration in Times of Conflict and Social Change
- Week 14: Summary, conclusions, and lessons learned
- Week 15: Study week and final student evaluations

## Assignments and Due Dates

- To be determined

## Grading Policy

- Regular attendance is required and participation will affect final grade.
- Grades will be determined as follows:
  1. Regular attendance is required and participation will affect final grade.
  2. Class participation = 30% of final grade (30 points)
    - Participating in group discussion
    - Leading group discussion
  3. Analysis Papers
    - Professor's evaluation of the analysis paper 50% of final grade (50 points)
    - In class presentation (using PowerPoint) 20% of final grade (20 points)
  4. The grading system is as follows...
    - 100 = A+
    - 95-99 = A
    - 90-94 = A-
    - 85-89 = B+
    - 80-84 = B
    - 75-79 = B-
    - 70-74 = C+
    - 65-69 = C
    - 64 or less = F

## Changes to Syllabus Readings and Assignments

The instructor responsible for teaching this course will periodically review the reading and task assignments and made changes as needed

## University Policies

- University Academic Integrity Policy: [http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)
- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at [http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)
- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**

*(\*\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)*

#### ACTION (✓) :

New Course (Complete Sections A & B.)

Drop Course (Complete Section A only.)

Change Course (Complete Section A and only areas that will change in Section B.)

**DEPT NAME: Administration and Supervision**     Dept Prefix/Nbr/Title: **ADM 712.01 (3 credits)**

**EFFECTIVE TERM:**    **XX** Fall     Spring     Summer    2012

**IMPACT:**    **XX** Major     Minor    **XX** Curriculum

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

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### SECTION B *(Complete only areas that will change.)*

**COURSE TITLE: Decision Support Systems for Managers (3 credits)**

**COURSE DESCRIPTION (Attach revised description for catalog.)**

The course focuses on the use of computer-based systems to assist human decision making. Students will learn about a) human decision making in the organizational context, b) the methods that can be used to support it, and c) the issues associated with the use of computer-based systems that deliver the relevant technology. The course will focus on decision support systems for individuals, although group decision support systems will also be discussed.

Cross-Listed with: Not applicable

Pre-Requisites: None \_\_\_\_\_

Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC **XX** P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department **XX** \_\_\_\_\_ Instructor **XX** \_\_\_\_\_ None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture **XX** \_\_\_\_\_ Laboratory \_\_\_\_\_ Seminar **XX** \_\_\_\_\_ Field Studies \_\_\_\_\_ Self-Paced \_\_\_\_\_

Supervision \_\_\_\_\_ Thesis Research \_\_\_\_\_ Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### FOR REGISTRAR'S OFFICE ONLY:

People Soft Course ID# \_\_\_\_\_ Entered into PeopleSoft Date: \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*

## **CGE PROPOSAL FOR NEW GRADUATE COURSES**

---

### CGE Course Proposal Components:

All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.

1.0: Department: **Administration and Supervision**

2.0: Course Number: **ADM 712.01**

3.0: Course Title: **Decision Support Systems for Public Managers**

4.0: Course Credits

4.1 **Offered for 3 credits**

4.2 If the course includes non-classroom instruction or lab sessions, or if the credit hours vary in some way from the standard, provide an explanation. **Not applicable**

4.3 If variable credit is proposed (e.g., 1-3 hours), explain how this will be utilized and determined. **Not applicable**

5.0: Formal (Catalog) Description

**The course focuses on the use of computer-based systems to assist human decision making. Students will learn about a) human decision making in the organizational context, b) the methods that can be used to support it, and c) the issues associated with the use of computer-based systems that deliver the relevant technology. The course will focus on decision support systems for individuals, although group decision support systems will also be discussed.**

6.0: Prerequisites

6.1 List the prerequisites and/or co-requisites for this course.

**None**

6.2 Provide a brief rationale for prerequisites and/or co-requisites,  
**Not applicable**



6.3 If prerequisites and/or co-requisites involve other departments of instruction, provide evidence of acknowledgement and cooperation from these departments (e.g. letters of support). **Not applicable**

#### 7.0: Rationale for proposed course

7.1 Why is this course being proposed? Provide a rationale.

**In order to perform effectively as administrators in the public and non-profit sectors, students must have the knowledge and skills to design and use decision support systems to supplement their decision-making processes.**

7.2 Describe any actual or apparent overlap with current course offerings. If other departments are impacted by this course, provide evidence of consultation with and support from those departments (e.g. letters of support).

**No overlap**

#### 8.0: Grading System

**Letter Grade**

#### 9.0: Course Characteristics

9.1 If the course is to be cross-listed (within a single department, or across more than one department), provide a rationale and full documentation of steps taken to assure such listings.

**Not applicable**

9.2 If the course is open to both undergraduate and graduate students, provide a rationale for doing so and explain any differences in requirements for undergraduate and graduate students.

**Not applicable**

9.3 Explain how this course fits with the other department offerings. Is this course a required course (in which case it must be accompanied by a proposal for Change to Existing Program) or an elective course?

**This is a required course.**

9.4 Describe the intended student-audience for this course. If substantial numbers of students from outside the department are expected to enroll in this course, provide evidence of support and cooperation from these departments in terms of enrollment and compatible scheduling.

**The MPA program and its courses are intended for experienced professionals working in local, state, and federal government agencies and in non-profit organizations primarily in the Washington, DC region.**

9.5 What is the anticipated starting date for this course? How frequently and in which semester(s) will the course be offered in the future? How many sections of this course will typically be offered simultaneously?

**We expect to offer this required course in the spring, 2013.**

10.0: Instructor

**The instructor for this course must be well-versed in information technology and how it can be applied in the public administration domain. A terminal degree in the field of decision support systems is preferred, however, in lieu of that degree an instructor with significant professional experience with decision support systems may be considered for this position.**

11.0: Course Format and Procedures

**We expect that this course will be initially offered as a hybrid course (face to face sessions and on-line sessions). The instructor we hire to teach the course will design its format and procedures.**

12.0: Evaluation of Course and Course Instructor

**The course and instructor will be evaluated using current GSPP course and instructor evaluation procedures and forms. Evaluation feedback will be provided to the instructor.**

13.0: Resources

**The Department of Administration and Supervision and the Graduate School and Professional Programs are expected to have the financial resources needed to hire an adjunct instructor to teach this course. These resources will be available because of impending faculty retirements.**

14.0: Alignment of proposed course goals with those of academic program

14.1 Program mission statement

**The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

## 14.2 Program Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## 14.3 Course Student Learning Outcomes

**Course-Specific Learning Outcome 1:** Students will know how to use simple techniques for improving their intuitive judgment and decision making under uncertainty.

**Course-Specific Learning Outcome 2:** Students will know how to structure a decision problem so that it is amenable to computer modeling.

**Course-Specific Learning Outcome 3:** Students will know how to aid organizational decision making with a decision support system.

**Course-Specific Learning Outcome 4:** Students will know how to employ decision analytic methods in intelligent information processing systems and decision support systems.

## 14.4 Learning Opportunities

### Class Presentations

Students will be expected to give a 20 minute presentation on a current topic related to decision support systems. Presentations will be made using PowerPoint. Students will be able to identify a current topic by browsing the World Wide Web or recent issues of professional journals, such as Decision Support Systems. Students will be expected to submit a two-page executive summary of their presentation along with a copy of their PowerPoint slides.

### Team Project

A major part of the learning in this course will result from a team project. The description of the project is attached to this syllabus. The project requires teams of students to solve a real decision problem and build a decision support system that will support it. The project requires students to apply the techniques learned in the course. The deliverables for the project are: 1) a project proposal, 2) a mid-semester progress report, 3) a final report, and 4) a presentation during the last class meeting.

## 14.5 Assessment Methods

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will know how to use simple techniques for improving your own intuitive judgment and decision making under uncertainty.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	<p><b>See the rubrics and scoring guides in Appendix 5.</b></p>

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 2:</b> Students will know how to structure a decision problem so that it is amenable to computer modeling.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will know how to aid organizational decision making with a decision support system.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b> Students will know how to employ decision analytic methods in intelligent information processing systems and decision support systems.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	

15.0: For Professional Education Program (PEP) proposals only: Alignment with PEP  
**This section is not applicable**

# Syllabus

## Master of Public Administration Program

### ADM 712.01: Decision Support Systems for Public Managers

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#### Course Identification

- Course number: **ADM 712.01**
- Course title: **Decision Support Systems for Public Managers**
- Course credits: **3 credits**
- Pre-requisites, co-requisites, or other course admission requirements **None**

#### Professor: (to be determined)

- Name:
- Office hours (TBA is acceptable)
- Contact information (TBA is acceptable)
- Department phone (TTY/V/VP)
- Professional email address
- Office location

#### Course Information

Catalog Description:

**The course focuses on the use of computer-based systems to assist human decision making. Students will learn about a) human decision making in the organizational context, b) the methods that can be used to support it, and c) the issues associated with the use of computer-based systems that deliver the relevant technology. The course will focus on decision support systems for individuals, although group decision support systems will also be discussed.**

#### Student Learning Outcomes

##### Program-Level Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

### Course-Specific Student Learning Outcomes

By the end of this course, we expect students to achieve the following learning outcomes.

**Course-Specific Learning Outcome 1:** Students will know how to use simple techniques for improving their intuitive judgment and decision making under uncertainty.

**Course-Specific Learning Outcome 2:** Students will know how to structure a decision problem so that it is amenable to computer modeling.

**Course-Specific Learning Outcome 3:** Students will know how to aid organizational decision making with a decision support system.

**Course-Specific Learning Outcome 4:** Students will know how to employ decision analytic methods in intelligent information processing systems and decision support systems.

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
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**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
	the ability to articulate and apply a public service perspective.		
<p><b>Course-Specific Learning Outcome 2:</b> Students will know how to structure a decision problem so that it is amenable to computer modeling.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will know how to aid organizational decision making with a decision support system.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b> Students will know how to employ decision analytic methods in intelligent information processing systems and decision support systems.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class Presentations</li> <li>2. Team Project</li> </ol>	



## Class Requirements

- Meeting times and dates: Spring semester, 2013, Hybrid course: face to face class sessions and on-line class sessions. Dates and times to be determined.
- Policy on absences, arriving late/leaving early, etc.: Three unexcused or excused absences are permitted. More than three will result in a reduced grade. Students are expected to participate regularly in the face to face and on-line sessions.
- Textbooks, workbooks, assigned readings/articles, and other related materials:

## Required Text:

Turban, E., Sharda, R. & Delen, D. (2010). *Decision support systems and intelligent systems* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

## Course Schedule

### PART I: INTRODUCTION

Week 1: Getting to know each other; organization and overview of the course. Decision making; uncertainty, preferences, and actions; motivation for decision support; decision support systems. Identification of possible topics for team projects.

Week 2: [*Chapter 1: Decision Support Systems and Business Intelligence*]. Decision making, systems, modeling, and decision support. Human and organizational decision making. Refinement of the topics for class projects.

Week 3: [*Chapter 2: Decision Making, Systems, Modeling, and Support*]. Decision analysis, decision modeling tools and software, structuring decision problems.

Week 4: [*Chapter 3: Decision Support Systems Concepts, Methodologies, and Technologies: An Overview*] Rationality, rational behavior; good decisions vs. good outcomes; foundations of decision-analytic approach to decision support. Structuring decisions; decision modeling tools: influence diagrams, Bayesian networks; causality and decision analysis; examples of structuring decisions; clarity test. Final decisions regarding topics and organization of class projects.

### PART II: DECISION SUPPORT SYSTEMS

*This five-class block is central for this class. We will talk about the architecture of decision support systems, i.e., their principal components and how they are interconnected. We will try to preserve our decision-analytic perspective developed in the introductory classes.*

Week 5: [*Chapter 4: Modeling and Analysis*]. An overview of decision support systems. The architecture of decision support systems.

Week 6: [*Chapter 5: Data Mining for Business Intelligence*]. Using data to structure problems, building decision support systems.

Week 7: [*Chapter 6: Artificial Neural Networks for Data Mining*] Modeling and analysis. Artificial intelligence and knowledge-based systems. The goal, applications, and pitfalls of modeling; iterative character of modeling decision problems.

Week 8: [*Chapter 7: Text and Web Mining*]. User interface and decision visualization applications.

Week 9: [*Chapter 8: Data Warehousing*]. Data management: warehousing, access, and visualization.

### **PART III: GROUP DECISION MAKING**

*The methods that we have covered up to this point assume that there is a single decision maker, whose beliefs and preferences we are modeling. In practice, however, most of the time we are dealing with multiple decision-makers (a team, an organization, or a society) and a multitude of beliefs and preferences. This one-class block will focus on group decision making.*

Week 10: [Chapter 9: Business Performance Management] Internet and group decision support systems. Organizational and societal decision

### **PART IV: RELATED TOPICS**

*In this block, we will cover topics that are related to decision support system but can be discussed somewhat in separation of the main thrust of the course. Each of the topics is quite interesting in itself and should be useful to be familiar with for your future careers.*

Week 11: [Chapter 10: Collaborative Computer-Supported Technologies and Group Support Systems]. Analytic hierarchy processes, Expert Choice.

Week 12: [Chapter 11: Knowledge Management]. Client-server architectures.

Week 13 [Chapter 12: Artificial Intelligence and Expert Systems and Chapter 13: Advanced Intelligent Systems] Expert systems.

Week 14: [Chapter 14: Management Support Systems: Emerging Trends and Impacts]. Discussion of the team projects, project presentations.

Week 15: Study week and final student evaluations

### **Assignments and Due Dates**

- **To be determined**

### **Grading Policy**

- Regular attendance is required and participation will affect final grade.
- Grades will be determined as follows:

1. Regular attendance is required and participation will affect final grade.
2. Computer-Use Assignments: 15% (15 points)
3. Practice Assignments : 15% (15 points)
4. In-Class Presentation : 20% (20 points)
5. Team project : 50% (50 points)
6. The grading system is as follows...
  - 100 = A+
  - 95-99 = A
  - 90-94 = A-
  - 85-89 = B+
  - 80-84 = B
  - 75-79 = B-
  - 70-74 = C+
  - 65-69 = C
  - 64 or less = F

## Changes to Syllabus Readings and Assignments

The instructor responsible for teaching this course will periodically review the reading and task assignments and made changes as needed

### University Policies

- University Academic Integrity Policy:  
[http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)
- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at [http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)
- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**

*(\*\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)*

#### ACTION (✓) :

New Course (Complete Sections A & B.)

Drop Course (Complete Section A only.)

Change Course (Complete Section A and only areas that will change in Section B.)

**DEPT NAME:** Administration and Supervision     Dept Prefix/Nbr/Title: ADM 713.01 (3 credits)

**EFFECTIVE TERM:**     Fall    **XX** Spring     Summer 2012

**IMPACT:**    **XX** Major     Minor    **XX** Curriculum

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

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### SECTION B *(Complete only areas that will change.)*

**COURSE TITLE:** Budgeting in Public Sector and Non-Profit Organizations (3 credits)

**COURSE DESCRIPTION (Attach revised description for catalog.)**

This course examines the philosophical, political, and practical issues that surround the allocation of funds to publicly supported and not-for-profit agencies, institutions, and other entities. The course of study involves exploration of the structure of government in the United States at the federal, state, and local levels, along with various theories and strategies for raising and distributing public funds, especially within the educational sector. Case studies of public and private educational institutions provide capstones for student achievement.

Cross-Listed with: Not applicable  
(Dept. Prefix/Number)

Pre-Requisites: None \_\_\_\_\_

Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC **XX** P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department **XX** \_\_\_\_\_ Instructor **XX** \_\_\_\_\_ None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture **XX** \_\_\_\_\_ Laboratory \_\_\_\_\_ Seminar **XX** \_\_\_\_\_ Field Studies \_\_\_\_\_ Self-Paced \_\_\_\_\_

Supervision \_\_\_\_\_ Thesis Research \_\_\_\_\_ Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### FOR REGISTRAR'S OFFICE ONLY:

**People Soft Course ID#** \_\_\_\_\_ **Entered into PeopleSoft Date:** \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*

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## **CGE PROPOSAL FOR NEW GRADUATE COURSES**

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### CGE Course Proposal Components:

All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. **Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.**

**1.0: Department:** Administration and Supervision

**2.0: Course Number:** ADM 713.01

**3.0: Course Title:** Budgeting in Public Sector and Non-Profit Organizations

**4.0: Course Credits**

4.1: 3 credits

4.2: Not applicable

4.3 Not applicable

**5.0: Formal (Catalog) Description**

This course examines the philosophical, political, and practical issues that surround the allocation of funds to publicly supported and not-for-profit agencies, institutions, and other entities. The course of study involves exploration of the structure of government in the United States at the federal, state, and local levels, along with various theories and strategies for raising and distributing public funds, especially within the educational sector. Case studies of public and private educational institutions provide capstones for student achievement.

**6.0: Prerequisites**

6.1 None

6.2 Not applicable

6.3 Not applicable

**7.0: Rationale for proposed course**

7.1 In order to perform effectively as administrators in the public and non-profit sectors, students must have a solid grounding in the financial and political forces that influence the availability of funds and the processes leading to their effective deployment.

The course is also part of the core curriculum for the new Master of Public Administration program.

7.2 No overlap.

## **8.0: Grading System**

Letter grade system will be used.

## **9.0: Course Characteristics**

9.1 Not applicable.

9.2 Offered only to graduate students.

9.3 It's part of the core curriculum for the new Master of Public Administration program.

9.4 Deaf, hard of hearing, and hearing professionals working in governmental and non-profit agencies who have been accepted into the new MPA degree program.

9.5 Anticipated starting date is spring, 2013.

## **10.0: Instructor**

The instructor should have practical experience in financial management and budgeting and experience teaching working professionals. A terminal degree in public administration or public finance is preferred. However, a professional with significant professional experience managing budgets in public or non-profit organizations may be considered for this position.

## **11.0: Course Format and Procedures**

The course will initially be taught on campus. It may evolve into a hybrid or on-line course.

## **12.0: Evaluation of Course and Course Instructor**

The course and the instructor will be evaluated using established university and graduate school policies and procedures.

## **13.0: Resources**

There is no immediate financial impact on the department. Financial resources from the existing department budget will be used to support this course.

## **14.0: Alignment of proposed course goals with those of academic program**

**14.1 The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

14.2 Program Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of "universal required competencies" developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program's mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

### 14.3 Course-Specific Student Learning Outcomes

These outcomes will be reviewed and adjusted by the instructor we hire to teach this course.

**Course-Specific Learning Outcome 1:** Students will be able to identify and describe the financial and political forces influencing the availability of funds to support their agencies, programs, and policies.

**Course-Specific Learning Outcome 2:** Students will be able to describe basic budgeting practices.

**Course-Specific Learning Outcome 3:** Students will be able to analyze a routine institutional budget.

**Course-Specific Learning Outcome 4:** Students will be able to construct a routine institutional budget.

### 14.4 Learning Opportunities

These opportunities will be reviewed and adjusted by the instructor after he or she is hired.

- Class project
- Reading assignments

## 14.5 Assessment Methods

The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to identify and describe the financial and political forces influencing the availability of funds to support their agencies, programs, and policies.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	<p><b>See the rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will demonstrate the ability to participate in and contribute to the policy process.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to analyze a routine institutional budget.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	



**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
	<p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>		
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to construct a routine institutional budget.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	

**15.0: For Professional Education Program (PEP) proposals only: Alignment with PEP**

This entire section is not applicable.

# Syllabus

## Master of Public Administration Program

### ADM 713.01: Budgeting in Public Sector and Non-Profit Organizations

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#### Course Identification

- Course number: **ADM 713.01**
- Course title: **Budgeting in Public Sector and Non-Profit Organizations**
- Course credits: **3 credits**
- Pre-requisites, co-requisites, or other course admission requirements **None**

#### Professor: (to be determined)

- Name:
- Office hours (TBA is acceptable)
- Contact information (TBA is acceptable)
- Department phone (TTY/V/VP)
- Professional email address
- Office location

#### Course Information

Catalog Description: This course examines the philosophical, political, and practical issues that surround the allocation of funds to publicly supported and not-for-profit agencies, institutions, and other entities. The course of study involves exploration of the structure of government in the United States at the federal, state, and local levels, along with various theories and strategies for raising and distributing public funds, especially within the educational sector. Case studies of public and private educational institutions provide capstones for student achievement.

#### Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

#### Program-Level Student Learning Outcomes

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

**Course-Specific Student Learning Outcomes**

These outcomes will be reviewed and adjusted by the instructor we hire to teach this course.

**Course-Specific Learning Outcome 1:** Students will be able to identify and describe the financial and political forces influencing the availability of funds to support their agencies, programs, and policies.

**Course-Specific Learning Outcome 2:** Students will be able to describe basic budgeting practices.

**Course-Specific Learning Outcome 3:** Students will be able to analyze a routine institutional budget.

**Course-Specific Learning Outcome 4:** Students will be able to construct a routine institutional budget.

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Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
	the ability to articulate and apply a public service perspective.		
<p><b>Course-Specific Learning Outcome 2:</b> Students will demonstrate the ability to participate in and contribute to the policy process.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions. <b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to analyze a routine institutional budget.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions. <b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to construct a routine institutional budget.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions. <b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments and facilitating an in-class discussion</li> </ol>	

## Class Requirements

- Meeting times and dates: Spring semester, 2013. Day and time to be determined later.
- Policy on absences, arriving late/leaving early, etc.: Three unexcused or excused absences are permitted. More than three will result in a reduced grade. Students are expected to arrive to class early or on time. Students may leave class early with permission.
- Textbooks, workbooks, assigned readings/articles, and other related materials:

### Required Text:

Chen, G.G., Forstythe, D.W., Weikart, L.A., & Williams, D.W. (2008). *Budget tools: Financial methods in the public sector*. Washington, DC: CQ Press.

Rubin, I. (2009). *The politics of public budgeting: Getting and spending, borrowing and balancing* (6<sup>th</sup> ed.). Washington, DC: CQ Press.

### Additional Readings:

- Gallaudet University Budget documents
- The Budget of the United States
- The United States Code

## Course Schedule

**Week 1:** Introductions. Course Orientation. Why budgeting skills are important. Budgeting challenges facing managers in public sector and non-profit agencies.

**Week 2:** Chapter 1 from the Chen book, Chapter 1 from the Rubin book. The craft of budgeting. The politics of public budgets.

**Week 3:** Chapter 2 from both books. Organizing budget data.

**Week 4:** Chapter 3 from both books. Preparing operating budgets: The spending side. Revenue politics (raising taxes, etc.).

**Week 5:** Chapter 4 from the Chen book. First steps in estimating needed revenues. The politics of the budgeting process.

**Week 6:** Chapter 4 from the Rubin book. Preparing the capital budget.

**Week 7:** Chapter 5 from the Chen book. Developing a financial plan and budget decision making.

**Week 8:** Chapter 5 from the Rubin book. Expenditures and the politics of choice.

**Week 9:** Chapter 6 from the Chen book. Presenting budgets. Writing budget justifications.

**Week 10:** Chapter 6 from the Rubin book. The politics of balancing budgets.

**Week 11:** Chapter 7 from the Chen book. Implementing budgets. Allocation, allotments, and variance analysis.

**Week 12:** Chapter 7 from the Rubin book. The politics of adapting budgets.

**Week 13:** Chapter 8 from the Chen book. Multi-year plans and analyses.

**Week 14:** Chapter 8 from the Rubin book. Budget implementation and control.

**Week 15:** Review. Budget projects due.

## Assignments and Due Dates

- To be determined

## Grading Policy

- Regular attendance is required and participation will affect final grade.
- Grades will be determined as follows:
  1. Regular attendance is required and participation will affect final grade.
  2. Practice Assignments = 30% of final grade (30 points)
  3. Participating in group discussion
  4. Leading group discussion
  5. Budget Project
  6. Professor's evaluation of the project = 50% of final grade (50 points)
  7. In class facilitation of group discussion = 20% of final grade (20 points)
  8. The grading system is as follows...
    - 100 = A+
    - 95-99 = A
    - 90-94 = A-
    - 85-89 = B+
    - 80-84 = B
    - 75-79 = B-
    - 70-74 = C+
    - 65-69 = C
    - 64 or less = F

## Changes to Syllabus Readings and Assignments

The instructor responsible for teaching this course will periodically review the reading and task assignments and made changes as needed

## University Policies

- University Academic Integrity Policy:  
[http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)
- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at [http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)

- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**

*(\*\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)*

#### ACTION (✓) :

New Course (Complete Sections A & B.)

Drop Course (Complete Section A only.)

Change Course (Complete Section A and only areas that will change in Section B.)

**DEPT NAME: Administration and Supervision**     Dept Prefix/Nbr/Title: **ADM 714.01-OL (3 credits)**

**EFFECTIVE TERM:**     Fall    **XX Spring**     Summer    2012

**IMPACT:**    **XX Major**     Minor    **XX Curriculum**

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

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### SECTION B *(Complete only areas that will change.)*

**COURSE TITLE: Strategic Leadership and Management (3 credits)**

**COURSE DESCRIPTION (Attach revised description for catalog.)**

This course will provide students with an introduction to strategic leadership, strategic analysis, strategic planning, organizational structure and culture, performance based management, and organizational development and change. The focus is on developing innovative and ethical change agents capable of utilizing internal and external environmental data to lead organizational transformation in complex organizations.

Cross-Listed with: Not applicable

Pre-Requisites: None \_\_\_\_\_

Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC **XX** P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department **XX** \_\_\_\_\_ Instructor **XX** \_\_\_\_\_ None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Seminar **XX** \_\_\_\_\_ Field Studies \_\_\_\_\_ Self-Paced **XX** \_\_\_\_\_

Supervision \_\_\_\_\_ Thesis Research \_\_\_\_\_ Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### FOR REGISTRAR'S OFFICE ONLY:

**People Soft Course ID#** \_\_\_\_\_ **Entered into PeopleSoft Date:** \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*



## **CGE Course Proposal Components:**

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All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. **Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.**

**1.0: Department:** Administration and Supervision

**2.0: Course Number:** ADM 714.01-OL

**3.0: Course Title:** Strategic Leadership and Management

**4.0: Course Credits**

4.1 **Offered for 3 credits**

4.2 Not applicable

4.3 Not applicable

**5.0: Formal (Catalog) Description**

This course will provide students with an introduction to strategic leadership, strategic analysis, strategic planning, organizational structure and culture, performance based management, and organizational development and change. The focus is on developing innovative and ethical change agents capable of utilizing internal and external environmental data to lead organizational transformation in complex organizations.

**6.0: Prerequisites**

6.3 List the prerequisites and/or co-requisites for this course.

**None**

6.4 Provide a brief rationale for prerequisites and/or co-requisites,

**Not applicable**

6.5 If prerequisites and/or co-requisites involve other departments of instruction, provide evidence of acknowledgement and cooperation from these departments (e.g. letters of support).

**Not Applicable**

## **7.0: Rationale for proposed course**

7.1 Why is this course being proposed? Provide a rationale.

Understanding strategic thinking as a leadership practice is a critical component of successful leadership and organizational decision making. Leaders of government and public service agencies must be competent users of the methods of organizational thought and interaction required to create, implement and evaluate strategies that achieve sustainable organizational success. Ethical issues and implications of strategic thinking process are presented throughout the course, within the context of strategic decision making and leadership.

7.2 Describe any actual or apparent overlap with current course offerings. If other departments are impacted by this course, provide evidence of consultation with and support from those departments (e.g. letters of support).

**None**

## **8.0: Grading System**

State whether letter-grade or pass/fail system will be utilized; if the latter, provide a brief rationale.

**Letter Grade**

## **9.0: Course Characteristics**

9.1 If the course is to be cross-listed (within a single department, or across more than one department), provide a rationale and full documentation of steps taken to assure such listings.

**Not applicable**

9.2 If the course is open to both undergraduate and graduate students, provide a rationale for doing so and explain any differences in requirements for undergraduate and graduate students.

**Not applicable**

9.3 Explain how this course fits with the other department offerings. Is this course a required course (in which case it must be accompanied by a proposal for Change to Existing Program) or an elective course?

**It's a required course**

9.4 Describe the intended student-audience for this course. If substantial numbers of students from outside the department are expected to enroll in this course, provide

evidence of support and cooperation from these departments in terms of enrollment and compatible scheduling.

**The MPA program and its courses are intended for experienced professionals working in local, state, and federal government agencies and in non-profit institutions, agencies and organizations.**

9.5 What is the anticipated starting date for this course? How frequently and in which semester(s) will the course be offered in the future? How many sections of this course will typically be offered simultaneously?

**Spring 2013, offered annually during the spring semester and only one section offered.**

#### **10.0: Instructor**

Describe necessary instructor competencies and qualifications to teach the course.

**The instructor must have the knowledge of strategic leadership principles and practices, including strategic planning, and must also have experience in the application of strategic decision making and planning processes in actual situations. The instructor must have a doctorate in administration, leadership or an allied field. A terminal degree in public administration, leadership, or management is required.**

#### **11.0: Course Format and Procedures**

Describe how the course will be conducted, in terms of class meetings and teaching procedures. For example, will the course be taught online only, or as a hybrid of online and classroom meetings? Will the course incorporate lectures, discussions, lab sessions, small-group or individualized instruction, practicum or field experiences, student reports or projects, competency-based modules, or other types of instructional procedures?

**The course will be offered as an online course utilizing web-based technologies, video conferencing, text/video communications, and Blackboard based apps. Asynchronous video lectures will be provided and students will engage in ongoing discussions via Blackboard, in relation to assigned activities and projects.**

#### **12.0: Evaluation of Course and Course Instructor**

Describe how course instruction and the course itself will be evaluated, including any long-term strategies for evaluating the course as part of the department offerings.

**The instructor will be evaluated using current GSPP course and instructor evaluation procedures and forms, and online course evaluations.**

### I3.0: Resources

Describe the immediate and future impact the offering of this course is likely to have on the department's personnel, physical, and financial resources.

**The Burstein Leadership Institute is expected to have the financial resources needed to hire an adjunct to teach this course, or it may be offered as part of the workload of the BLI Director.**

### I4.0: Alignment of proposed course goals with those of academic program

#### I4.1 Program mission statement

**The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

#### I4.2 Program-Level Student Learning Outcomes

List the Student Learning Outcomes for your academic program.

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

#### I4.3 Course-Specific Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public

Affairs and Administration (NASPAA). These competencies are a reflection of the program's mission and they clearly support public service values. The required competencies are organized as five domains.

**Course-Specific Learning Outcome 1:** Students will be able to identify the characteristics of effective and innovative leaders and organizations.

**Course-Specific Learning Outcome 2:** Students will be able to analyze, synthesize, and evaluate strategic management competencies, including their personal competencies, as they related to transformational leadership principles and practices for changing organizations.

**Course-Specific Learning Outcome 3:** Students will be able to apply the principles and concepts of strategic leadership and management to an organizational transformation scenario, using a multi-faceted approach that includes inter- and intra-agency environments.

**Course-Specific Learning Outcome 4:** Students will be able to develop innovative leadership and management strategies, responding to issues in nonprofit and public sector and non-profit organizations, including those related to changing political, social, and economic issues and developments.

**Course-Specific Learning Outcome 5:** Students will be able to examine the moral, ethical, social, and immediate and extended community impact of transformational change processes and outcomes.

#### 14.4 Learning Opportunities

1. Online Class Presentations and Discussions
2. Mid-Term written examination, narrative-based
3. Weekly written critiques/discussions of assigned readings and case studies
4. Group Online Presentation Project

#### 14.5 Assessment Methods

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to identify the characteristics of effective and innovative leaders and organizations.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to analyze, synthesize, and evaluate strategic leadership competencies, including their personal competencies, as they related to transformational leadership principles and practices for changing organizations.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to apply the principles and concepts of strategic leadership to an organizational transformation scenario, using a multi-faceted approach that includes inter- and intra-agency environments.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to develop innovative leadership strategies, responding to issues in nonprofit and public sector organizations, including those related to changing political, social, and economic issues and developments.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 5:</b> Students will be able to examine the moral, ethical, social, and immediate and extended community impact of transformational change processes and outcomes.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	

**I5.0: For Professional Education Program (PEP) proposals only: Alignment with PEP** This entire section is not applicable.

# Syllabus

## Master of Public Administration Program

### ADM 714.01: Strategic Leadership and Management

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#### I. Identifying Information

ADM 714.01-OL: Strategic Leadership and Management  
Semester: Spring, 2012  
Number of Credits: 3 credits

#### II. Instructor Information

Full Name (leave blank)  
Office Hours (leave blank)  
Contact Information, VP, Voice, Email: (leave blank)  
Office Location (leave blank)

#### III. Course Information

Time/Day/Location of class (leave blank)

Catalog Description: This course will provide students with an introduction to strategic leadership and management, strategic analysis, strategic planning, organizational structure and culture, performance based management, and organizational development and change. The focus is on developing innovative and ethical change agents capable of utilizing internal and external environmental data to lead organizational transformation in complex organizations.

Pre and/or Co-requisites: None

#### IV. Instructional parameters

##### **Student Learning Outcomes (SLOs) and Assessment of Learning:**

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;



**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

### **Student Learning Outcomes (Course):**

By the end of this course, students will satisfy the following course-specific learning outcomes:

**Course-Specific Learning Outcome 1:** Students will be able to identify the characteristics of strategic and innovative leaders, managers and organizations.

**Course-Specific Learning Outcome 2:** Students will be able to analyze, synthesize, and evaluate strategic management competencies, including their personal competencies, as they related to transformational leadership principles and practices for changing organizations.

**Course-Specific Learning Outcome 3:** Students will be able to apply the principles and concepts of strategic leadership and management to an organizational transformation scenario, using a multi-faceted approach that includes inter- and intra-agency environments.

**Course-Specific Learning Outcome 4:** Students will be able to develop innovative leadership and management strategies, responding to issues in nonprofit and public sector organizations, including those related to changing political, social, and economic issues and developments.

**Course-Specific Learning Outcome 5:** Students will be able to examine the moral, ethical, social, and immediate and extended community impact of transformational change processes and outcomes.

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table I, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to identify the characteristics of effective and innovative leaders and organizations.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to analyze, synthesize, and evaluate strategic leadership and management competencies, including their personal competencies, as they related to transformational leadership principles and practices for changing organizations.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to apply the principles and concepts of strategic leadership and management to an organizational transformation scenario, using a multi-faceted approach that includes inter- and intra-agency environments.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to develop innovative leadership strategies, responding to issues in nonprofit and public sector organizations, including those related to changing political, social, and economic issues and developments.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	
<p><b>Course-Specific Learning Outcome 5:</b> Students will be able to examine the moral, ethical, social, and immediate and extended community impact of transformational change processes and outcomes.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	

**Required Readings (Texts):**

Hughes, Richard L., and Beatty, Katherine M. 2005. *Becoming a strategic leader: Your role in your organization's enduring success*. San Francisco, CA: Jossey-Bass.

Kearns, Kevin, P. 2000. *Private sector strategies for social sector success*. San Francisco, CA: Jossey-Bass.

Koteen, Jack. 1997. *Strategic management in public and nonprofit organizations: Managing public concerns in an era of limits* (2<sup>nd</sup> ed.). Westport, CT: Praeger.

Lundin, Stephen & Nelson, Bob. 2010. *Ubuntu!: An inspiring story about an African tradition of teamwork and collaboration*. New York: Crown.

## Required Reading (Articles):

- Kaplan, Robert S. & Norton, David P. 2007. "Using the balanced scorecard as a strategic management system (HBR Classic)." *Harvard Business Review*, July.
- Ostroff, Frank. 2006. "Change management in government," *Harvard Business Review*, May.
- Winston, Kenneth. 2008. "What makes ethics practical," *Faculty Research Working Papers Series*, John F. Kennedy School of Government, Harvard University. March.

(**Note:** Additional articles will be added during the semester. They will be posted on Blackboard and sent directly to each student as an email attachment.)

**Course Materials:** Books will be purchased by the students. Articles will be available on-line or distributed in class.

**Writing Style:** Not applicable

V. Grading:

### Grading system:

Points Earned	Grade	GPA Value
967-1000	A+	4.0
934-966	A	4.0
900-933	A-	3.7
867-899	B+	3.3
834-866	B	3.0
800-833	B-	2.7
767-799	C+	2.3
734-766	C	2.0
Below 734	F	0.0

VI. List of Major Assignments and Weight, and/or point system

1. **Participation in online class discussions and presentations** – Students will demonstrate active participation in written online class discussions related to assigned readings, course discussions, and projects. They will offer written critiques of all assigned readings.
2. **Critiques of assigned case studies** – On blackboard, students will critique two assigned case studies provided during the 4<sup>th</sup> and 10<sup>th</sup> online sessions. Critiques will be posted on Blackboard prior to the assigned deadline.
3. **Midterm examination** -- After completion of the 8<sup>th</sup> session students will be given a narrative-based mid-term examination that they may choose to respond to in ASL or

English. The examination is due one week from the date of issuance, and there will not be an instructional online session during examination week.

4. **Group online presentation project** – Working in assigned teams of no more than five individuals, students will design, develop and present a simulated strategic planning module that corresponds as closely as possible to one they might implement at their current or future place of employment. This assignment is due at the conclusion of the final class session.

**Grading (relative weight of each assignment):**

Assessment	Percent of Final Grade	Point Range
Participation in online discussions and presentations	15%	0-150
Critiques of assigned research readings (2)	20% (10% each)	0-200 (0-100 each)
Midterm examination	25%	0-250
Group online presentation project	40%	0-400
Totals:	=<100%	0 -1000

VII. Course Schedule:

Schedule	
<p>Session 1:</p> <p>Basic concepts and models of strategic management in public and non-profit settings, evolution of the science, leadership &amp; management as variables</p>	<p>Readings:</p> <p>Koteen, Preface, Ch. 1 &amp; 2 Kearns, Ch. 1</p> <p>Article: Change Management in Government. Harvard Business Review, (2006).</p>
<p>Session 2:</p> <p>Approaches to strategic leadership, role of the CEO as a master of strategy and change, vision and the building blocks of change</p>	<p>Readings:</p> <p>Koteen, Ch. 3 – 5 Hughes &amp; Beatty, Ch 1 &amp; 2</p> <p>Assignments Due:</p> <p>I. Critique of assigned readings</p>

## Schedule

<p>Session 3:</p> <p>Designing, operating and evaluating a strategic management system</p>	<p>Readings:</p> <p>Koteen, Ch. 6 - 8 Kearns, Ch. 2</p> <p>Article: Kaplan &amp; Norton, Using a balanced scorecard as a strategic management system (HBR Classic)</p> <p>Assignments Due:</p> <p>1. Critique of assigned readings</p>
<p>Session 4:</p> <p>Establishing the strategic agenda, assessing internal and external environments for trends and prospects</p>	<p>Readings:</p> <p>Koteen, Ch. 9 &amp; 10 Kearns, Ch. 3 &amp; 4</p> <p>Assignments Due:</p> <p>1. Critique of assigned readings</p>
<p>Session 5:</p> <p>Strategic competence, interdependence of government and nonprofit sectors, reinvention and other strategic responses</p>	<p>Readings:</p> <p>Koteen, Ch. 11 &amp; 12 Kearns, Ch. 5 &amp; 6</p> <p>Assignments Due:</p> <p>1. Critique of assigned readings 2. Case study response #1</p>
<p>Session 6:</p> <p>Applying private sector strategies to public sector concerns, interdependence of government, nonprofit, and profit sectors</p>	<p>Readings:</p> <p>Koteen, Ch. 13 &amp; 14 Kearns, Ch. 7 &amp; 8</p> <p>Assignments Due: Critique of assigned readings</p>
<p>Session 7:</p> <p>Using program management methods to implement and manage strategic efforts, role and responsibilities of executives and managers</p>	<p>Readings:</p> <p>Koteen, Ch. 15 &amp; 16 Kearns, Ch. 9 Hughes &amp; Beatty, Ch. 3</p> <p>Assignments Due:</p>

Schedule	
	I. Critique of assigned readings
<p>Session 8:</p> <p>Establishing objectives and devising action plans, garnering the requisite internal support</p>	<p>Readings:</p> <p>Koteen, Ch. 17 Book, Lundin &amp; Nelson, Ubuntu Hughes &amp; Beatty, Ch. 4</p> <p>Assignments Due:</p> <p style="text-align: center;">I. Critique of assigned readings</p>
<p>Session 9:</p> <p>Program and project planning and plans, components and formats</p>	<p>Readings:</p> <p>Koteen, Ch. 17 (Re-read) &amp; 18</p> <p>Assignment Due:</p> <p style="text-align: center;">I. Midterm Examination</p>
<p>Session 10:</p> <p>Developing performance measures, setting standards for improvements, government accountability trends and mandates</p>	<p>Readings:</p> <p>Koteen, Ch. 19 Article, Winston, "What makes ethics practical."</p> <p>Assignments Due:</p> <p style="text-align: center;">I. Critique of assigned readings</p>
<p>Session 11:</p> <p>Budgeting for program accountability, effective program budgeting, linking performance needs and outcomes to budgeting</p>	<p>Readings:</p> <p>Koteen, Ch. 20</p> <p>Assignments Due:</p> <ol style="list-style-type: none"> <li>1. Critique of assigned readings</li> <li>2. Case study response #2</li> </ol>
<p>Session 12:</p> <p>Organizing a program and responsibility structure, traditional and current thinking and approaches, using team oriented structures</p>	<p>Readings:</p> <p>Koteen, Ch. 21 &amp; 22 Hughes &amp; Beatty, Ch. 5</p>

Schedule	
Session 13:  Establishing controls and monitoring performance, methods for reviewing and appraising performance, creating and sustaining a learning organization	Readings:  Koteen, Ch. 23 & 24 Hughes and Beatty, Ch. 6
Session 14:  Balancing politics and strategy	Readings:  Kearns, Conclusion (pp. 317 – 326) Hughes and Beatty, Ch. 7
Session 15:  Online project presentation	Assignment Due:  I. Online project presentation (Team)

#### VIII. Policies:

##### **Class Policies**

**Policy on absences:** Given the nature and purpose of this course no absences or failures to engage in scheduled course activities or deadlines will be tolerated. Think and plan strategically.

##### **Changes to Syllabus Readings and Assignments**

The instructor responsible for teaching this course will periodically review the reading and task assignments and made changes as needed

##### **University Policies**

- University Academic Integrity Policy:  
[http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)
- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at [http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)



- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**

*(\*\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)*

**ACTION (✓) :**

**New Course** (Complete Sections A & B.)

**DEPT NAME: Administration and Supervision**     Dept Prefix/Nbr/Title: **ADM 715.01 (3 credits)**

**EFFECTIVE TERM:**     Fall     Spring     Summer    2012

**IMPACT:**     Major     Minor     Curriculum

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

### SECTION B *(Complete only areas that will change.)*

**COURSE TITLE: Economics for Managers (3 credits)**

**COURSE DESCRIPTION (Attach revised description for catalog.)**

The purpose of this course is to provide students with an introductory overview of the knowledge base in microeconomics and macroeconomics, with an emphasis on the concepts administrators will utilize in practice. At the completion of this course, the student will have first-hand practice critically analyzing common economic concepts such as supply and demand, prices, the price system, markets and market structure, utility, production and costs, marginal analysis, economic indicators, monetary and fiscal policy, international trade and data, opportunity costs and other pedagogies. Critical thinking skills will be gained through understanding of the underlying theoretical basis for these concepts, how they are interrelated with each other and with the overall economy, and how they are applied in policy decisions is also introduced in this course. In addition, students will, through examples based on business and government policies, obtain an introductory understanding of how these concepts are applied in everyday situations, providing additional critical thinking, communication and analytical skills.

Cross-Listed with: Not applicable

Pre-Requisites: None \_\_\_\_\_

Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC  P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department  Instructor  None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture  Laboratory \_\_\_\_\_ Seminar  Field Studies \_\_\_\_\_ Self-Paced \_\_\_\_\_

Supervision \_\_\_\_\_ Thesis Research \_\_\_\_\_ Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### FOR REGISTRAR'S OFFICE ONLY:

**People Soft Course ID#** \_\_\_\_\_ **Entered into PeopleSoft Date:** \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*

## **CGE PROPOSAL FOR NEW GRADUATE COURSES**

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### CGE Course Proposal Components:

All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.

1.0: Department: **Administration and Supervision**

2.0: Course Number: **ADM 715.01**

3.0: Course Title: **Economics for Managers**

4.0: Course Credits

4.1 **Offered for 3 credits**

4.2 If the course includes non-classroom instruction or lab sessions, or if the credit hours vary in some way from the standard, provide an explanation. **Not applicable**

4.3 If variable credit is proposed (e.g., 1-3 hours), explain how this will be utilized and determined. **Not applicable**

5.0: Formal (Catalog) Description

**The purpose of this course is to provide students with an introductory overview of the knowledge base in microeconomics and macroeconomics, with an emphasis on the concepts administrators will utilize in practice. At the completion of this course, the student will have first hand practice critically analyzing common economic concepts such as supply and demand, prices, the price system, markets and market structure, utility, production and costs, marginal analysis, economic indicators, monetary and fiscal policy, international trade and data, opportunity costs and other pedagogies. Critical thinking skills will be gained through understanding of the underlying theoretical basis for these concepts, how they are interrelated with each other and with the overall economy, and how they are applied in policy decisions is also introduced in this course. In addition, students will, through examples based on business and government policies, obtain an introductory understanding of how these concepts are applied in everyday situations, providing additional critical thinking, communication and analytical skills.**

## 6.0: Prerequisites

6.1 List the prerequisites and/or co-requisites for this course.

**None**

6.2 Provide a brief rationale for prerequisites and/or co-requisites,

**Not applicable**

6.3 If prerequisites and/or co-requisites involve other departments of instruction, provide evidence of acknowledgement and cooperation from these departments (e.g. letters of support).

**Not applicable**

## 7.0: Rationale for proposed course

7.1 Why is this course being proposed? Provide a rationale.

**In order to perform effectively as administrators in the public and non-profit sectors, students must have a solid grounding in the micro- and macro-economics. These economic forces affect the performance of all organizations and having an understanding of how these effects is important for managerial effectiveness.**

7.2 Describe any actual or apparent overlap with current course offerings. If other departments are impacted by this course, provide evidence of consultation with and support from those departments (e.g. letters of support).

**No overlap**

## 8.0: Grading System

**Letter Grade**

## 9.0: Course Characteristics

9.1 If the course is to be cross-listed (within a single department, or across more than one department), provide a rationale and full documentation of steps taken to assure such listings.

**Not applicable**

9.2 If the course is open to both undergraduate and graduate students, provide a rationale for doing so and explain any differences in requirements for undergraduate and graduate students.

**Not applicable**

9.3 Explain how this course fits with the other department offerings. Is this course a required course (in which case it must be accompanied by a proposal for Change to Existing Program) or an elective course?

**This is a required course.**

9.4 Describe the intended student-audience for this course. If substantial numbers of students from outside the department are expected to enroll in this course, provide evidence of support and cooperation from these departments in terms of enrollment and compatible scheduling.

**The MPA program and its courses are intended for experienced professionals working in local, state, and federal government agencies and in non-profit agencies primarily in the Washington, DC region.**

9.5 What is the anticipated starting date for this course? How frequently and in which semester(s) will the course be offered in the future? How many sections of this course will typically be offered simultaneously?

**We expect to offer this required course in the fall, 2012. It will only be offered in the spring semester.**

10.0: Instructor

**The instructor for this course must have knowledge of and experience with micro- and macro-economic concepts and principles. A terminal degree in business management, public administration, or economics is required.**

11.0: Course Format and Procedures

**We expect that this course will be initially offered on campus. The instructor we hire to teach the course will design its format and procedures.**

12.0: Evaluation of Course and Course Instructor

**The course and instructor will be evaluated using current GSPP course and instructor evaluation procedures and forms. Evaluation feedback will be provided to the instructor.**

13.0: Resources

**The Department of Administration and Supervision is expected to have the financial resources needed to hire an adjunct instructor to teach this course.**

14.0: Alignment of proposed course goals with those of academic program

#### 14.1 Program mission statement

**The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

#### 14.2 Program Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

#### 14.3 Course Student Learning Outcomes

**Course-Specific Learning Outcome 1:** Students will have first hand practice critically analyzing common micro- and macro-economic concepts and principles.

**Course-Specific Learning Outcome 2:** Students will demonstrate critical thinking skills

**Course-Specific Learning Outcome 3:** Students will obtain an introductory understanding of how micro- and macro-economic concepts and principles are applied in everyday situations.

#### 14.4 Learning Opportunities

1. Two written exams (essay and short answer),

2. Written assignments
3. Class discussions
4. Research paper
5. Presentation of research paper

#### 14.5 Assessment Methods

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will have first-hand practice critically analyzing common micro- and macro-economic concepts and principles.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Written exams</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will demonstrate critical thinking skills</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Written exams</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will obtain an introductory understanding of how micro- and macro-economic concepts and principles are applied in everyday situations.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Written exams</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	

15.0: For Professional Education Program (PEP) proposals only: Alignment with PEP  
**This entire section is not applicable.**



# Syllabus

## Master of Public Administration Program

### ADM 715.01: Economics for Managers

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#### Course Identification

- Course number: **ADM 715.01**
- Course title: **Economics for Managers**
- Course credits: **3 credits**
- Pre-requisites, co-requisites, or other course admission requirements **None**

#### Professor: (to be determined)

- Name:
- Office hours (TBA is acceptable)
- Contact information (TBA is acceptable)
- Department phone (TTY/V/VP)
- Professional email address
- Office location

#### Course Information

**Time/Day/Location of class:** To be determined

**Catalog Description:** This course provides students with an introductory overview of the knowledge-base in microeconomics and macroeconomics, with an emphasis on the concepts administrators will utilize in practice. At the completion of this course, the student will have first-hand practice critically analyzing common economic concepts such as supply and demand, prices, the price system, markets and market structure, utility, production and costs, marginal analysis, economic indicators, monetary and fiscal policy, international trade and data, opportunity costs and other pedagogies. Critical thinking skills will be gained through understanding of the underlying theoretical basis for these concepts, how they are interrelated with each other and with the overall economy, and how they are applied in policy decisions. In addition, students will, through examples based on business and government policies, obtain an introductory understanding of how these concepts are applied in everyday situations, providing additional critical thinking, communication and analytical skills.

**Pre- and/or Co-requisites:** None

#### Instructional Parameters

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

## Program-Level Learning Outcomes

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## Course Student Learning Outcomes

**Course-Specific Learning Outcome 1:** Students will have first hand practice critically analyzing common micro- and macro-economic concepts and principles.

**Course-Specific Learning Outcome 2:** Students will demonstrate critical thinking skills.

**Course-Specific Learning Outcome 3:** Students will obtain an introductory understanding of how micro- and macro-economic concepts and principles are applied in everyday situations.

## Learning Opportunities

1. Two written exams (essay and short answer),
2. Written assignments
3. Class discussions
4. Research paper
5. Presentation of research paper

## Assessment Methods

The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table I, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will have first-hand practice critically analyzing common micro- and macro-economic concepts and principles.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Written exams</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will demonstrate critical thinking skills</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p>	<ol style="list-style-type: none"> <li>1. Written exams</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will obtain an introductory understanding of how micro- and macro-economic concepts and principles are applied in everyday situations.</p>	<p><b>Domain 1—Leadership and Management:</b> Students will demonstrate the ability to lead and manage in public governance.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Written exams</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	

**Required Text:**

Paul G. Farnham. *Economics for Managers*, 2<sup>nd</sup> edition. Pearson, 2010.

Daily reading of a newspaper or newspapers (Wall Street Journal, New York Times, Washington Post) on issues that we are studying in class, as well as handouts supplied in class. Assignments from the internet will also be utilized.

Additional articles and materials to be distributed in class; some, but not all of these are listed under each topic below. Other resources will be obtained on-line on Internet or other services.

**Supplementary Texts** (additional sources of information):

1. N. Gregory Mankiw. *Principles of Economics*, 4th edition. Thompson, South-Western, Mason, Ohio. 2007.
2. Paul A. Samuelson and William D. Nordhaus, *Economics*, 19th edition or later, McGraw-Hill, 2009.
3. Gary S. Becker and Guity Nashat Becker, *The Economics of Life*, McGraw-Hill, 1997.

Course materials will be posted on Blackboard.

**Changes to Syllabus Readings and Assignments**

At times, topics shown in this syllabus may be taught in a different sequence, new topics added, and others adjusted. This will ensure the relevancy of the course and enhance your learning. Please be prepared to be flexible and adjust as this class evolves. All assignments and specifics are noted on the board at the start of each class.

**Bison Letter Grade-to-Percentage Breakdown:**

- Regular attendance is required and participation will affect final grade.
- Grades will be determined based on the evaluation of student performance on the various assignments listed in the next section.
  1. Regular attendance is required and participation will affect final grade.
  2. Computer-Use Assignments: 15% (15 points)
  3. Practice Assignments : 15% (15 points)
  4. In-Class Presentation : 20% (20 points)
  5. Team project : 50% (50 points)
  6. The grading system is as follows...
    - 100 = A+
    - 95-99 = A
    - 90-94 = A-
    - 85-89 = B+
    - 80-84 = B
    - 75-79 = B-
    - 70-74 = C+
    - 65-69 = C
    - 64 or less = F

## List of Major Assignments and Weight

Assessment for this course will be primarily through a. a mid-term examination; b. a final examination, and c. a research paper related to economics used in a managerial situation.

**Examinations:** (Mid-term: 25 percent of grade; Final, 35 percent of grade). A mid-term examination and a final examination will be given, each including all materials taught from the start of the semester. Questions will include a combination of short answer, problem solving and essay type questions.

**Term Paper:** (40 percent of grade). This course will require an individual research project. This research will involve investigating, documenting, developing, justifying, and criticizing an economic issue in your current or former workplace or in an organization you are involved with. The formulation of the ideas and strategies for this research will begin during the first week of the semester, and progress on the research will be discussed both individually and with the class regularly. Students will be expected to prepare this paper using the formatting style of the American Psychological Association.

**Research Project Products:** Four main products are anticipated as forthcoming from this research during the semester, as well as intermediate products. They are:

1. A written memorandum summarizing what you intend to do, your ideas and approach to your topic, and your plan of work. This memo can be as short (2-3 pages) or as long as necessary to clearly and succinctly describe the work you plan to undertake.

Timeline: Hand in at the start of the second class meeting. Will be returned with comments at start of third class meeting. Discussion of ideas in memorandum during the second and third class meetings. Revisions due at start of fourth class meeting, in addition to outline (see below).

2. An outline of your research paper, listing format and contents.

Timeline: Hand in at the start of the fourth class meeting; returned with comments at start of fifth class meeting. Revision due at the start of the sixth class meeting. Discussion during fourth and fifth class meetings.

3. A rough draft of your paper, broadly following your outline (although you may make changes in the outline as you learn more).

Timeline: Hand in after the ninth class meeting. Returned with comments within the following week.

4. A Final Report of your research, including revisions and refocus based on information learned during the class discussions of your memorandum, your outline, and during discussions on your draft, as well as on discussions with the professor,

Timeline: Hand in at the end of the semester, approximately during week fourteen of the semester.

### **Course Schedule**

This syllabus presents materials that will be covered in this full-semester course. The topics listed below will be covered over various lengths of time; they are not weighted equally. Some topics will involve weeks of effort, while others will entail less time. All assignments and specifics are noted on the board at the start of each class. In addition, many topics will recur throughout the semester and as needs arise.

#### **INTRODUCTION**

- a. Basic definitions
- b. Opportunity costs
- c. Production possibilities
- d. The concept of marginal units
- e. Mathematical and graphical review

#### **Required Reading:**

Farnham: Chapter 1 – Managers and Economics

#### **PRELIMINARY CONCEPTS OF DEMAND AND SUPPLY**

- a. Review of supply and demand concepts
- b. The market environment
- c. Demand and quantity demanded
- d. Supply and quantity supplied
- e. Equilibrium in the market

**Required Reading:** Farnham: Chapter 2 – Supply, Demand and Equilibrium Prices

#### **MARKET DEMAND, PRICE ELASTICITY OF DEMAND AND REVENUES**

- a. Price elasticity of demand
- b. Total, average, and marginal revenues
- c. Elasticity and revenues
- d. Elasticity analysis of the Washington, DC Metro system

#### **Required Reading:**

Farnham: Chapter 3 – Demand Elasticities; Chapter 4 – Techniques for Understanding Consumer Demand and Behavior

#### **THEORY OF SUPPLY, PRODUCTION AND COSTS**

- a. Production function
- b. The meaning of profits
- c. Cost minimization and profit maximization
- d. Methods of Production
- e. The Law of Diminishing Returns
- f. Marginal and Average Costs

**Required Reading:**

Farnham: Chapter 5 – Production and Cost Analysis in the Short Run  
Chapter 6 – Production and Cost Analysis in the Long Run

**THEORY OF PRICE IN PERFECT COMPETITION**

- a. Demand, supply and equilibrium
- b. The Long and short run
- c. Profits in perfectly competitive markets

**Required Reading:**

Farnham: Chapter 7 – Market Structure: Perfect Competition  
Chapter 10 – Pricing Strategies for the Firm

**THEORY OF PRICE IN MONOPOLIES, OLIGOPOLIES AND IMPERFECT COMPETITION**

- a. Profits in monopolistic markets
- b. Other forms of market restrictions
- c. Price discrimination
- d. Public policy and competition

**Required Reading:**

Farnham: Chapter 8 – Market Structure: Monopoly and Monopolistic Competition;  
Chapter 9 – Market Structure: Oligopoly

**UNDERSTANDING MACROECONOMIC ACTIVITY**

- a. The labor force, employment and unemployment
- b. Inflation and price changes
- c. National Income and the GDP
- d. International balance of payments and trade

**Required Reading:**

Farnham: Chapter 10 - Measuring Macroeconomic Activity

**THE SUPPLY AND DEMAND FOR MONEY, AND THE INTEREST RATE**

- a. Money defined; functions of money
- b. The demand and supply of money
- c. The Federal Reserve System
- d. The banking system
- e. Interest rates

**Required Reading:**

Farnham: Chapter 13 – The Role of Money In the Macro Economy

## **THE AGGREGATE MODEL OF THE ECONOMY**

- a. Keynesian economics
- b. The propensity to consume and the consumption function
- c. Aggregate demand and supply
- d. The expenditure multiplier

### **Required Reading:**

Farnham: Chapter 12 – Spending by Individuals, Firms, and Governments; Chapter 14 – The Aggregate Model of the Macro Economy

## **INTERNATIONAL TRADE**

- a. Exchange rates
- b. Balance of Payments
- c. The basis for international trade

### **Required Reading:**

Farnham: Chapter 15 – International Balance of Payments Issues

## **THE USE OF ECONOMICS FOR MANAGERIAL DECISION MAKING**

### **Required Reading:**

Farnham: Chapter 16 – Combining Micro and Macro Analysis for Decision Making

## **Policies**

### **Course Policies**

- **Policy on absences, arriving late/leaving early, etc.:** Class discussions and meetings are an important component of this class. Hence, attending all classes and keeping all appointments scheduled with the professor are very important in this course; a missed class or appointment or class will result in your missing a good deal of information. I value your attendance and participation in class.
- **Changes to Syllabus Readings and Assignments**  
At times, topics shown in this syllabus may be taught in a different sequence, new topics added, and others adjusted. This will ensure the relevancy of the course and enhance your learning. Please be prepared to be flexible and adjust as this class evolves. All assignments and specifics are noted on the board at the start of each class.

### **University Policies**

- University Academic Integrity Policy:  
[http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)



- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at [http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)
- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**

*(\*\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)*

#### ACTION (✓) :

New Course (Complete Sections A & B.)

Drop Course (Complete Section A only.)

Change Course (Complete Section A and only areas that will change in Section B.)

**DEPT NAME: Administration and Supervision**     Dept Prefix/Nbr/Title: **ADM 716.01 (3 credits)**

**EFFECTIVE TERM: XX Fall**     Spring     Summer 2012

**IMPACT: XX Major**     Minor    **XX Curriculum**

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

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### SECTION B *(Complete only areas that will change.)*

**COURSE TITLE: Quality Management in Public Sector and Non-Profit Organizations (3 credits)**

**COURSE DESCRIPTION (Attach revised description for catalog.)**

This course focuses on core principles of quality management in public and non-profit agencies; for example, customer focus, continuous improvement, employee involvement, and process improvement. Students analyze case studies and design a field project to gain first-hand knowledge of how to implement quality management principles. Students will also learn about the Baldrige National Quality Award program.

Cross-Listed with: Not applicable  
(Dept. Prefix/Number)

Pre-Requisites: None \_\_\_\_\_

Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC **XX** P/NP \_\_\_\_\_ Pass/Fail \_\_\_\_\_ No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department **XX** \_\_\_\_\_ Instructor **XX** \_\_\_\_\_ None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture **XX** \_\_\_\_\_ Laboratory \_\_\_\_\_ Seminar **XX** \_\_\_\_\_ Field Studies \_\_\_\_\_ Self-Paced \_\_\_\_\_

Supervision \_\_\_\_\_ Thesis Research \_\_\_\_\_ Practicum/Internship \_\_\_\_\_ Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### FOR REGISTRAR'S OFFICE ONLY:

**People Soft Course ID#** \_\_\_\_\_ **Entered into PeopleSoft Date:** \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*

## **CGE PROPOSAL FOR NEW GRADUATE COURSES**

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### CGE Course Proposal Components:

All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.

1.0: Department: **Administration and Supervision**

2.0: Course Number: **ADM 716.01**

3.0: Course Title: **Quality Management in Public Sector and Non-Profit Organizations**

4.0: Course Credits

4.1 **Offered for 3 credits**

4.2 If the course includes non-classroom instruction or lab sessions, or if the credit hours vary in some way from the standard, provide an explanation. **Not applicable**

4.3 If variable credit is proposed (e.g., 1-3 hours), explain how this will be utilized and determined. **Not applicable**

5.0: Formal (Catalog) Description

This course focuses on core principles of quality management in public and non-profit agencies; for example, customer focus, continuous improvement, employee involvement, and process improvement. Students analyze case studies and design a field project to gain first-hand knowledge of how to implement quality management principles. Students will also learn about the Baldrige National Quality Award program.

6.0: Prerequisites

6.1 List the prerequisites and/or co-requisites for this course.  
**None**

6.2 Provide a brief rationale for prerequisites and/or co-requisites,  
**Not applicable**

6.3 If prerequisites and/or co-requisites involve other departments of instruction, provide evidence of acknowledgement and cooperation from these departments (e.g. letters of support). **Not applicable**

## 7.0: Rationale for proposed course

7.1 Why is this course being proposed? Provide a rationale.

**In order to perform effectively as administrators in the public and non-profit sectors, students must have the knowledge and skills to apply quality management concepts, principles, and methodologies to ensure that their agencies are delivering high-quality services and products to their customers and clients.**

7.2 Describe any actual or apparent overlap with current course offerings. If other departments are impacted by this course, provide evidence of consultation with and support from those departments (e.g. letters of support).

### **No overlap**

## 8.0: Grading System

### **Letter Grade**

## 9.0: Course Characteristics

9.1 If the course is to be cross-listed (within a single department, or across more than one department), provide a rationale and full documentation of steps taken to assure such listings.

### **Not applicable**

9.2 If the course is open to both undergraduate and graduate students, provide a rationale for doing so and explain any differences in requirements for undergraduate and graduate students.

### **Not applicable**

9.3 Explain how this course fits with the other department offerings. Is this course a required course (in which case it must be accompanied by a proposal for Change to Existing Program) or an elective course?

### **This is a required course.**

9.4 Describe the intended student-audience for this course. If substantial numbers of students from outside the department are expected to enroll in this course, provide evidence of support and cooperation from these departments in terms of enrollment and compatible scheduling.

**The MPA program and its courses are intended for experienced professionals working in local, state, and federal government agencies and in non-profit agencies primarily in the Washington, DC region.**

9.5 What is the anticipated starting date for this course? How frequently and in which semester(s) will the course be offered in the future? How many sections of this course will typically be offered simultaneously?

**We expect to offer this required course in the fall, 2013.**

10.0: Instructor

**The instructor for this course must be well-versed in the theory and practice of organizational assessment and program evaluation and how it can be applied in the public administration domain. A terminal degree in public administration or management is preferred. However, a professional with significant experience managing quality in public or non-profit organizations may be considered.**

11.0: Course Format and Procedures

**We expect that this course will be initially offered on campus. The instructor we hire to teach the course will design its format and procedures.**

12.0: Evaluation of Course and Course Instructor

**The course and instructor will be evaluated using current GSPP course and instructor evaluation procedures and forms. Evaluation feedback will be provided to the instructor.**

13.0: Resources

**The Department of Administration and Supervision and the Graduate School and Professional Programs are expected to have the financial resources needed to hire an adjunct instructor to teach this course. These resources will be available because of impending faculty retirements.**

14.0: Alignment of proposed course goals with those of academic program

14.1 Program mission statement

**The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

## 14.2 Program Student Learning Outcomes

**The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.**

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## 14.3 Course Student Learning Outcomes

**Course-Specific Learning Outcome 1:** Students will be able to appreciate the importance of quality management theory, principles, and practices.

**Course-Specific Learning Outcome 2:** Students will be able to explain the Malcolm Baldrige Award criteria and process for assessing quality in their agencies.

**Course-Specific Learning Outcome 3:** Students will be able to use quality improvement tools and practices for continuous improvement.

**Course-Specific Learning Outcome 4:** Students will be able to Develop strategies for organizational change and transformation.

## 14.4 Learning Opportunities

1. Team Project
2. Analysis papers
3. Participation in class discussions

## 14.5 Assessment Methods

The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to appreciate the importance of quality management theory, principles, and practices.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to explain the Malcolm Baldrige Award criteria and process for assessing quality in their agencies.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	

**Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to use quality improvement tools and practices for continuous improvement.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to develop strategies for organizational change and transformation.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	

15.0: For Professional Education Program (PEP) proposals only: Alignment with PEP  
**This section is not applicable**



# Syllabus

## Master of Public Administration Program

### ADM 716.01: Quality Management in Public Sector and Non-Profit Organizations

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#### Course Identification

- Course number: **ADM 716.01**
- Course title: **Quality Management in the Public Sector and Non-Profit Organizations**
- Course credits: **3 credits**
- Pre-requisites, co-requisites, or other course admission requirements **None**

#### Professor: (to be determined)

- Name:
- Office hours (TBA is acceptable)
- Contact information (TBA is acceptable)
- Department phone (TTY/V/VP)
- Professional email address
- Office location

#### Course Information

Catalog Description: This course focuses on core principles of quality management in public and non-profit agencies; for example, customer focus, continuous improvement, employee involvement, and process improvement. Students analyze case studies and design a field project to gain first-hand knowledge of how to implement quality management principles.

#### Student Learning Outcomes

##### Program-Level Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

**Course-Specific Student Learning Outcomes**

By the end of this course, we expect students to achieve the following learning outcomes.

**Course-Specific Learning Outcome 1:** Students will be able to appreciate the importance of quality management theory, principles, and practices.

**Course-Specific Learning Outcome 2:** Students will be able to explain the Malcolm Baldrige Award criteria and process for assessing quality in their agencies.

**Course-Specific Learning Outcome 3:** Students will be able to use quality improvement tools and practices for continuous improvement.

**Course-Specific Learning Outcome 4:** Students will be able to Develop strategies for organizational change and transformation.

**Learning Opportunities**

1. Team Project
2. Analysis papers
3. Participation in class discussions

**Assessment**

The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to appreciate the importance of quality management theory, principles, and practices.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools

Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
	<p>problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>		
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to explain the Malcolm Baldrige Award criteria and process for assessing quality in their agencies.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b> Students will be able to use quality improvement tools and practices for continuous improvement.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	

Table 1: Course-Specific Learning Outcomes, Program-Level Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level Learning Outcomes	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 4:</b> Students will be able to develop strategies for organizational change and transformation.</p>	<p><b>Domain 3—Critical Thinking and Decision-Making:</b> Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.</p> <p><b>Domain 4—Public Service Advocacy:</b> Students will demonstrate the ability to articulate and apply a public service perspective.</p>	<ol style="list-style-type: none"> <li>1. Team project</li> <li>2. Analysis papers</li> <li>3. In class discussion</li> </ol>	

### Class Requirements

- Meeting times and dates: Spring semester, 2013. Dates and times to be determined.
- Policy on absences, arriving late/leaving early, etc.: Three unexcused or excused absences are permitted. More than three will result in a reduced grade. Students are expected to participate regularly in the face to face and on-line sessions.
- Textbooks, workbooks, assigned readings/articles, and other related materials:

### Required Text:

James R. Evans & William M. Lindsay (2010). *Managing for quality and performance excellence* (8<sup>th</sup> ed.). Cincinnati, OH: South-Western Cengage Learning.

### Supplementary Reading

Baldrige National Quality Program: Criteria for Performance Excellence. Available at [http://www.baldrige.nist.gov/PDF\\_files/2009\\_2010\\_Business\\_Nonprofit\\_Criteria.pdf](http://www.baldrige.nist.gov/PDF_files/2009_2010_Business_Nonprofit_Criteria.pdf)

### Course Schedule

- Week 1: Getting to know each other; organization and overview of the course.  
Description of the course.
- Week 2: [Chapter 1 from required text]. Introduction to Quality
- Week 3: [Chapter 2: from required text]. Total Quality in Organizations
- Week 4: [Chapter 3: from required text]. Quality Philosophies and Frameworks.
- Week 5: [Chapter 4: from required text]. Strategic Focus for Performance Excellence
- Week 6: [Chapter 5: from required text]. Focusing on Customers
- Week 7: [Chapter 6: from required text]. High-Performance Workforce Management

- Week 8: [Chapter 7: from required text]. Process Management
- Week 9: [Chapter 8: from required text]. Performance Measurement and Information Management
- Week 10: [Chapter 9: from required text]. Leading, Building, and Sustaining Performance Excellence in Organizations
- Week 11: [Chapter 10: from required text]. Statistical Thinking and Applications
- Week 12: [Chapter 11: from required text]. Six Sigma and Process Improvement
- Week 13 [Chapter 12: from required text] . Design for Quality and Product Excellence
- Week 14: Statistical Process Control
- Week 15: Presentation of team projects

## Assignments and Due Dates

To be determined

## Grading Policy

- Regular attendance is required and participation will affect final grade.
- Grades will be determined as follows:
  1. Team Project = 50 points (team members all receive same grade)
  2. Contribution to Team = 25 points (team members rate each other)
  3. Participation in class discussions = 25 points
  - 100 = A+
  - 95-99 = A
  - 90-94 = A-
  - 85-89 = B+
  - 80-84 = B
  - 75-79 = B-
  - 70-74 = C+
  - 65-69 = C
  - 64 or less = F

## Changes to Syllabus Readings and Assignments

The instructor responsible for teaching this course will periodically review the reading and task assignments and made changes as needed

## University Policies

- University Academic Integrity Policy:  
[http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)
- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at  
[http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)

- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## COURSE RECORD FORM

*Use to add a new course, drop a course, or to make a course change.  
This form is to be completed by the Department Chair and attached to the proposal.*

### SECTION A

**XX CGE-Graduate**     **CUE-Undergraduate**     **PST**

*(\*\*For 500 or 600 level courses, joint review by CUE and CGE is needed to ensure consistency.)*

#### ACTION (✓) :

New Course (Complete Sections A & B.)

Drop Course (Complete Section A only.)

Change Course (Complete Section A and only areas that will change in Section B.)

**DEPT NAME: Administration and Supervision**     Dept Prefix/Nbr/Title: **ADM 717.01 (3 credits)**

**EFFECTIVE TERM:** XX Fall    XX Spring    XX Summer    Every semester starting in fall, 2012

**IMPACT:**    **XX** Major     Minor    **XX** Curriculum

**DRAFT OF CATALOG REVISION (SEE BELOW UNDER SECTION B)**

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### SECTION B *(Complete only areas that will change.)*

**COURSE TITLE: Capstone Experience in Public Administration (3 credits)**

**COURSE DESCRIPTION (Attach revised description for catalog.)**

The Masters in Public Administration Capstone Experience engages students in field-based activities that allow them to apply what they have learned in their program of study. This field-based learning activity is offered under the guidance of a program faculty member and a field-based mentor. Students may also include this experience in their Personal Learning Plans that they develop at the beginning of their program of study. Students may design their Capstone Experience in a variety of ways, including designing it as a research project, as an internship, or as a team-based project. No matter how the experience is organized, students must document what they have learned in their program of study and in the Capstone Experience. Documentation will be submitted in the form of a comprehensive portfolio. Students will meet as a group in a seminar format periodically throughout the semester.

Cross-Listed with: Not applicable

Pre-Requisites: None \_\_\_\_\_

Co-Requisites: None \_\_\_\_\_

**COURSE FEE:** \_\_\_\_\_

**GRADING BASIS:** ABC/NC XX    P/NP \_\_\_\_\_    Pass/Fail \_\_\_\_\_    No Grade \_\_\_\_\_

**PERMISSION REQUIRED:** Department XX \_\_\_\_\_    Instructor XX \_\_\_\_\_    None \_\_\_\_\_

**COURSE COMPONENT:**

Lecture XX \_\_\_\_\_    Laboratory \_\_\_\_\_    Seminar XX \_\_\_\_\_    Field Studies \_\_\_\_\_    Self-Paced \_\_\_\_\_

Supervision \_\_\_\_\_    Thesis Research \_\_\_\_\_    Practicum/Internship \_\_\_\_\_    Online \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### FOR REGISTRAR'S OFFICE ONLY:

**People Soft Course ID#** \_\_\_\_\_    **Entered into PeopleSoft Date:** \_\_\_\_\_

Registrar's Office Signature: \_\_\_\_\_

*Distribution by Registrar to: Provost, Dean, Department Chair, CUE/CGE Chair*

CGE Course Proposal Components:

All numbered items below must be addressed for new graduate course proposals. If certain items do not apply to this specific course proposal, so state and briefly explain why. Numbers 1.0 through 6.0 identify components that are binding; that is, once the course is approved these components can be changed only by submission of a Proposal for Graduate Course Change to the CGE Curriculum Committee.

1.0: Department: **Administration and Supervision**

2.0: Course Number: **ADM 717.01**

3.0: Course Title: **Capstone Experience in Public Administration**

4.0: Course Credits

4.1 **Offered for 3 credits**

4.2 If the course includes non-classroom instruction or lab sessions, or if the credit hours vary in some way from the standard, provide an explanation. **Not applicable**

4.3 If variable credit is proposed (e.g., 1-3 hours), explain how this will be utilized and determined. **Not applicable**

5.0: Formal (Catalog) Description

**The Masters in Public Administration Capstone Experience engages students in field-based activities that allow them to apply what they have learned in their program of study. This field-based learning activity is offered under the guidance of a program faculty member and a field-based mentor. Students may also include this experience in their Personal Learning Plans that they develop at the beginning of their program of study. Students may design their Capstone Experience in a variety of ways, including designing it as a research project, as an internship, or as a team-based project. No matter how the experience is organized, students must document what they have learned in their program of study and in the Capstone Experience. Documentation will be submitted in the form of a comprehensive portfolio. Students will meet as a group in a seminar format periodically throughout the semester.**



## 6.0: Prerequisites

6.6 List the prerequisites and/or co-requisites for this course.

**Prerequisites: Completion of all required courses and completion of at least two of the three elective courses, and a 3.0 grade point average.**

6.7 Provide a brief rationale for prerequisites and/or co-requisites,  
**Because the Capstone Experience is intended for students to demonstrate in practice what they have learned in their program of study, the experience must be positioned at the end of a student's program and must allow the student to apply what he or she has learned in the program. Therefore, all required coursework must be completed before a student can register for this experience. Further, a grade point average below 3.0 is a diagnostic indicator of a student's inability or unwillingness to meet program-level and course-specific student learning outcomes that may predict a less than successful capstone experience.**

6.3 If prerequisites and/or co-requisites involve other departments of instruction, provide evidence of acknowledgement and cooperation from these departments (e.g. letters of support). **Not applicable**

## 7.0: Rationale for proposed course

7.1 Why is this course being proposed? Provide a rationale.

**This course is included in the program of study to provide students with a significant opportunity to apply what they learned in the program and to document that learning.**

7.2 Describe any actual or apparent overlap with current course offerings. If other departments are impacted by this course, provide evidence of consultation with and support from those departments (e.g. letters of support).

**No overlap**

## 8.0: Grading System

State whether letter-grade or pass/fail system will be utilized; if the latter, provide a brief rationale.

**Pass/Fail: This grading system is used because of the complexity, depth, and breadth of the Capstone Experience. It would be very challenging, perhaps impossible, to assign letter grades to this kind of experience. The course is also analogous to a practicum or an internship, both of which also use a pass/fail grading system.**

## 9.0: Course Characteristics

- 9.1 If the course is to be cross-listed (within a single department, or across more than one department), provide a rationale and full documentation of steps taken to assure such listings.

**Not applicable**

- 9.2 If the course is open to both undergraduate and graduate students, provide a rationale for doing so and explain any differences in requirements for undergraduate and graduate students.

**Not applicable**

- 9.3 Explain how this course fits with the other department offerings. Is this course a required course (in which case it must be accompanied by a proposal for Change to Existing Program) or an elective course?

**This is required course.**

- 9.4 Describe the intended student-audience for this course. If substantial numbers of students from outside the department are expected to enroll in this course, provide evidence of support and cooperation from these departments in terms of enrollment and compatible scheduling.

**The MPA program and its courses are intended for experienced professionals working in local, state, and federal government agencies and in non-profit agencies primarily in the Washington, DC region.**

- 9.5 What is the anticipated starting date for this course? How frequently and in which semester(s) will the course be offered in the future? How many sections of this course will typically be offered simultaneously?

**This course will be offered every semester to students who are ready to take it. Given that the program will start in the spring, 2012, and given that the program will require about 2 to 2.5 years to complete, we expect that the first cohort of students who start the program will not be ready for this experience until 2014.**

## 10.0: Instructor

**Students will be assigned to a program-based faculty advisor who will collaborate with the student to design the Capstone Experience. The student will also need to negotiate a mentor-protégé relationship with someone in his or her organization. The faculty member and the mentor will provide advice and guidance to the student.**

#### 11.0: Course Format and Procedures

**The course format and procedures will be designed and tested by the instructor hired to teach the course. However, we expect that this course will be initially offered on campus and that it will use lectures, discussions, reports, and at least one project.**

#### 12.0: Evaluation of Course and Course Instructor

**The course and instructor will be evaluated using current GSPP course and instructor evaluation procedures and forms. Evaluation feedback will be provided to the instructor.**

#### 13.0: Resources

**The Department of Administration and Supervision is expected to have the financial resources needed to hire an adjunct instructor to teach this course.**

#### 14.0: Alignment of proposed course goals with those of academic program

##### 14.1 Program mission statement

**The MPA program prepares deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.**

##### 14.2 Program Student Learning Outcomes

**The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.**

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

#### 14.3 Course Student Learning Outcomes

**Course-Specific Learning Outcome 1:** Students will be able to apply what they learned in the program.

**Course-Specific Learning Outcome 2:** Students will be able to design and implement a special project or activity within their organizations as part of the experience.

**Course-Specific Learning Outcome 3:** Students will be able to compile a portfolio to document their learning.

**Course-Specific Learning Outcome 4:** Students will be able to engage in self-evaluation to assess their personal learning in the program.

#### 14.4 Learning Opportunities

1. Designing the capstone experience
2. Participating in the capstone experience
3. Compiling a portfolio
4. Participating in seminar discussions with peers

#### 14.5 Assessment Methods

**The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.**

**Table 1:**  
**Student Learning Outcomes, Program Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level SLO	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b>            Students will be able to apply what they learned in the program.</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b>            Students will be able to design and implement a special project or activity within their organizations as part of the experience.</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> </ol>	
<p><b>Course-Specific Learning Outcome 3:</b>            Students will be able to compile a portfolio to document their learning.</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> </ol>	

**Table 1:**  
**Student Learning Outcomes, Program Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level SLO	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 4:</b>            Students will be able to engage in self-evaluation to assess their personal learning in the program</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> </ol>	

**15.0: Not Applicable**

# Syllabus

## Master of Public Administration Program

### ADM 717.01: Capstone Experience in Public Administration

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#### Course Identification

- Course number: **ADM 717.01**
- Course title: **Capstone Experience in Public Administration**
- Course credits: **3 credits**
- Pre-requisites, co-requisites, or other course admission requirements. This course must be taken after all other coursework is completed.

#### Professor: (to be determined)

- Name:
- Office hours (TBA is acceptable)
- Contact information (TBA is acceptable)
- Department phone (TTY/V/VP)
- Professional email address
- Office location

#### Course Information

Catalog Description: **The Masters in Public Administration Capstone Experience engages students in field-based activities that allow them to apply what they have learned in their program of study. This field-based learning activity is offered under the guidance of a program faculty member and a field-based mentor. Students may also include this experience in their Personal Learning Plans that they develop at the beginning of their program of study. Students may design their Capstone Experience in a variety of ways, including designing it as a research project, as an internship, or as a team-based project. No matter how the experience is organized, students must document what they have learned in their program of study and in the Capstone Experience. Documentation will be submitted in the form of a comprehensive portfolio. Students will meet as a group in a seminar format periodically throughout the semester.**

**(Note to students and faculty advisors: The Capstone Experience is designed as an individual learning experience that could be an internship or practicum or a field-based action research project. In some cases, students working in the same agency could create a project team to complete this experience. Whatever learning experience is designed by the student in collaboration with his agency-based mentor and MPA program advisor, we will assess the student's performance based on behavioral objectives.)**

## Student Learning Outcomes

### Program-Level Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of “universal required competencies” developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies are a reflection of the program’s mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1—Leadership and Management:** Students will demonstrate the ability to lead and manage in public governance;

**Domain 2—Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3—Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4—Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5—Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

### Course-Specific Student Learning Outcomes

By the end of this course, we expect students to achieve the following learning outcomes.

**Course-Specific Learning Outcome 1:** Students will be able to apply what they learned in the program.

**Course-Specific Learning Outcome 2:** Students will be able to design and implement a special project or activity within their organizations as part of the experience.

**Course-Specific Learning Outcome 3:** Students will be able to compile a portfolio to document their learning.

**Course-Specific Learning Outcome 4:** Students will be able to engage in self-evaluation to assess their personal learning in the program.



## Learning Opportunities

1. Designing the capstone experience
2. Participating in the capstone experience
3. Compiling a portfolio
4. Participating in seminar discussions with peers

## Assessment Methods

The course-specific learning outcomes, related program-level learning outcomes, and learning opportunities are displayed in Table 1, below. The rubrics and scoring guides for assessing course-specific learning objectives are found in Appendix 5.

Table 1: Student Learning Outcomes, Program Learning Outcomes, Learning Opportunities, and Assessment Tools			
Course-Specific Learning Outcomes	Program-Level SLO	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 1:</b> Students will be able to apply what they learned in the program.</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> <li>5. Designing and implementing capstone experience project</li> </ol>	<p><b>See rubrics and scoring guides in Appendix 5.</b></p>
<p><b>Course-Specific Learning Outcome 2:</b> Students will be able to design and implement a special project or activity within their organizations as part of the experience.</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> </ol> <p>Designing and implementing capstone experience project</p>	

**Table 1:**  
**Student Learning Outcomes, Program Learning Outcomes, Learning Opportunities, and Assessment Tools**

Course-Specific Learning Outcomes	Program-Level SLO	Learning Opportunities	Assessment Tools
<p><b>Course-Specific Learning Outcome 3:</b>            Students will be able to compile a portfolio to document their learning.</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> <li>5. Designing and implementing capstone experience project</li> </ol>	
<p><b>Course-Specific Learning Outcome 4:</b>            Students will be able to engage in self-evaluation to assess their personal learning in the program</p>	<p>Domain 1—Leadership and Management</p> <p>Domain 2—Public Policy Process</p> <p>Domain 3—Critical Thinking and Decision-Making</p> <p>Domain 4—Public Service Advocacy</p> <p>Domain 5—Communication</p>	<ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> <li>5. Designing and implementing capstone experience project</li> </ol>	

**Class Requirements**

Meeting times and dates: Semester, days, and times to be determined.

**Required Text:** None

## Course Schedule

There will be one Capstone Experience seminar each month. All students are expected to participate in these seminars. These seminars will be scheduled in collaboration with the students.

## Assignments and Due Dates

**Capstone Field Project** – To be determined (see rubrics and scoring guide for assessing the field project found in Appendix 5).

**Comprehensive Performance Portfolio**—each student will use the Capstone Experience to document what he or she has learned in the program. The portfolio must be aligned with the Personal Learning Plan that each student created in his or her first semester. Evidence documenting student learning must be included in the portfolio. These portfolios will be submitted on a day that is set in collaboration with each student (see the rubrics and scoring guide to assess the portfolio that are found in Appendix 5).

## Grading Policy

- Regular attendance in scheduled Capstone Experience seminars is required and participation will affect final grade.
- Letter grades will be assigned
- Grades will be determined as follows:
  1. Field Project = 20 points (team members all receive same grade)
  2. Presentation of field project = 20 points
  3. Comprehensive Performance Portfolio = 70 points  
Scores from the Assessment of the Portfolio (see rubrics and scoring guide in Appendix 5)
  4. Participation in seminar discussions = 10 points
  5. The grading system is as follows...
    - 100 = A+
    - 95-99 = A
    - 90-94 = A-
    - 85-89 = B+
    - 80-84 = B
    - 75-79 = B-
    - 70-74 = C+
    - 65-69 = C
    - 64 or less = F

## Changes to Syllabus Readings and Assignments

The instructor responsible for teaching this course will periodically review the reading and task assignments and made changes as needed

## University Policies

- University Academic Integrity Policy:  
[http://library.gallaudet.edu/Catalog/Registration\\_and\\_Policies/Graduate\\_Policies/Academic\\_Integrity.html](http://library.gallaudet.edu/Catalog/Registration_and_Policies/Graduate_Policies/Academic_Integrity.html)
- Accommodations for students with disabilities: Information about accommodations for students with disabilities is found at  
[http://oswd.gallaudet.edu/Student\\_Affairs/Student\\_Support\\_Services/Office\\_for\\_Students\\_with\\_Disabilities/General\\_Information/Academic\\_Accommodations\\_Policy.html](http://oswd.gallaudet.edu/Student_Affairs/Student_Support_Services/Office_for_Students_with_Disabilities/General_Information/Academic_Accommodations_Policy.html). If you have a disability that requires accommodation you have the responsibility of formally requesting accommodation through the Office for Students With Disabilities (OSWD) at the beginning of the semester)
- **Americans With Disabilities Act** (<http://www.ada.gov/cguide.htm>)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA, Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

## Section V: Assessment and Evaluation Plan

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This section of the proposal provides information required by the Council on Graduate Education about program assessment and evaluation.

We propose to use the first two years of the program to engage in assessment planning that will use the following five-step assessment process:

- Step 1: Plan
- Step 2: Assess
- Step 3: Organize Data
- Step 4: Analyze and Interpret Data
- Step 5: Report

This five step process will prepare us to engage in an accreditation review by the National Association of Schools of Public Affairs and Administration.

The Master of Public Administration Program will be evaluated using a four-factor evaluation strategy as illustrated in the figure, below.

	Program Processes	Program Learning Outcomes
Formative Evaluation	Beginning in the first year of the program, there will be periodic evaluation of program processes such as admissions, advisement, curriculum review, preparing for accreditation, and so on.	Beginning in the first year of the program, there will be periodic evaluation of program learning outcomes.
Summative Evaluation	This evaluation will happen during program accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA) (see Appendix 4). This accreditation body requires the program to be functioning for a minimum of two years before they will conduct the first accreditation review.	Conducted by collecting evaluation data from students near the end of their programs of study and after they graduate.

Formative evaluation of processes and outcomes will begin immediately after the program is approved and operational. The tables presented below display key assessment and evaluation strategies, and timelines.

**Table 5.2 Assessment and Evaluation Strategies, Goals, and Timelines**

Program Processes	Strategies	Goals	When
Admissions	Evaluate the admissions process for our students.	Meet with graduate admissions staff to review the admissions process.	After the program is approved by the faculty senate.
Advisement	Review the department's advisement process to see if it can be used with the new MPA program.	Engage faculty in an examination of the advisement process.  Look for ways to engineer the advisement process to make it a truly productive, valuable, and pleasant experience for students and faculty.	After the program is approved by the faculty senate.
Curriculum Review	Frequently assess the curriculum and how well it is responding to students' learning needs.	Assess how well the curriculum aligns with university, academic affairs, and GSPP goals.	During the first two years of operating the program.
Preparing for Accreditation	Engage faculty and staff in a comprehensive process of preparing the program for accreditation.	Assign accreditation preparation tasks to a faculty member and a support staff person.  After the program has been operating for two years, petition the National Association of Schools of Public Affairs and Administration (NASPAA) to send an accreditation review team to evaluate the program.	During the first two years of operating the program.
Post-Accreditation	Engage in continuous improvement activities.	Assign continuous improvement tasks to all faculty so they can frequently improve the courses they teach.	Yearly.

**Table 5.3 Assessment and Evaluation Strategies, Goals, and Timelines**

Program Outcomes	Strategies	Goals	When
<p>Program-Level Learning Outcomes</p>	<p>Collect opinion data from students about the program-level learning outcomes.</p> <p>Collect opinion data from employers about the program-level learning outcomes.</p>	<p>Design opinion surveys for students and employers.</p> <p>Administer the surveys.</p>	<p>Design the surveys as soon as possible after the program is operating.</p> <p>Administer the surveys annually.</p>
<p>Course-Specific Learning Outcomes</p>	<p>Implement assessment strategies for each course in the program.</p>	<p>Collect and organize assessment data about student learning.</p> <p>Organize and interpret the data and prepare an assessment report.</p> <p>Share assessment data with students, employers, and university administrators.</p>	<p>Collect assessment data during each course.</p> <p>Interpret and report data at the end of each course.</p>
<p>Student-Selected Learning Outcomes</p>	<p>Use principles of learner-centered education.</p> <p>Use the Capstone Experience as a vehicle for helping students compile a comprehensive performance portfolio to document what they learned in their Personal Learning Plan.</p>	<p>Through the advisement process, collaborate with students to help them design Personal Learning Plans.</p> <p>Require students to submit periodic formative evaluation data about what they are learning by implementing their Personal Learning Plans.</p>	<p>During a student's first semester, help each student design a Personal Learning Plan.</p> <p>Each semester, require each student to submit a formative evaluation report about what he or she is learning.</p> <p>During the Capstone Experience, students design and submit a comprehensive portfolio.</p>

## **Section VI: Appendices**

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Gallaudet University

The Department of Administration and Supervision in  
Collaboration with the Burstein Leadership Institute

## *Market Analysis*

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Gallaudet University's "Blue Ocean" Strategy:  
Creating a Master of Public Administration Program

*A Graduate Degree Designed for Deaf, Hard of Hearing, and  
Hearing Professionals in Public Sector Organizations*

by  
Francis M. Duffy, Ph.D.,  
Professor of Change Leadership

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## Section I: Introduction

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Gallaudet University was federally chartered in 1864. The university is "...a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world" (Gallaudet University's mission statement —Approved by the Board of Trustees November 2007).

The university's Graduate School and Professional Programs is home to graduate-level opportunities for deaf, hard of hearing, and hearing professionals. The graduate programs include certificate programs, master's degree programs, education specialist degree programs, and doctoral-level programs.

The Department of Administration and Supervision is a unit within the university's Graduate School and Professional Programs. This department has been offering graduate-level leadership preparation programs to deaf, hard of hearing, and hearing professionals for more than a quarter of a century.

The Gerald "Bummy" Burstein Leadership Institute (BLI) "...is a comprehensive entity dedicated to improving the quality of the personal and professional lives of deaf and hard of hearing individuals through programming designed to enable them to reach their full potential in their chosen communities. BLI is committed to developing and enhancing the leadership abilities of individuals who administer programs and services in deaf-centric, non-profit and for-profit agencies and corporations. Using a multi-faceted approach to training and development, BLI provides an array of quality and innovative program offerings that incorporate engaged learning formats with a focus on experiential learning, problem solving, and transformation."

Gallaudet University's Department of Administration and Supervision is designing a new Master of Public Administration degree program for deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations. This new program is the only one of its kind in the United States, perhaps in the world, because it intends to provide deaf and hard of hearing professionals with a graduate-level opportunity that will prepare them to provide effective leadership in their public sector and on-profit organizations. The program will also be available to hearing professionals who are expected to work with and supervise professionals with disabilities.

The new Master of Public Administration program is envisioned as a "**blue ocean strategy**"<sup>6</sup> for Gallaudet. A blue ocean strategy is a strategy whereby an organization creates a new demand for a product or service in a marketplace where there is no competition, which is known as a "Blue Ocean." Rather than competing head-to-head with other universities for a

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<sup>6</sup> Kim, W. C. & Mauborgne, R. (2005). *Blue ocean strategy*. Cambridge, MA: Harvard Business School Press.

limited number of prospective students, Gallaudet's blue ocean strategy gives the university a way to respond to a serious problem in public sector and non-profit organizations (especially in governmental agencies) in a way that no other university in the world currently responds.

## Section 2: Problem Statement

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The following section presents data extracted primarily from a report titled *Federal Employment of People With Disabilities* (2009, March 31).

### **Number of Employees with Disabilities in the Federal Government**<sup>7</sup>

From FY 1998 to FY 2007, the total Federal Government workforce increased by 128,973 employees, a net change of 5.20 percent. However, the number of federal employees with targeted disabilities **decreased** (emphasis added) from 28,035 in FY 1998 to 23,993 in FY 2007, a net loss of 14.42 percent. This represents 0.92 percent of the Federal Government's total workforce of 2,608,172.

Increasing the number of employees with disabilities in the Federal Government is made more difficult by the fact that employees with targeted disabilities leave the Federal Government **at nearly twice their rate of hire** (emphasis added). In FY 2006, there were 1,298 new hires with targeted disabilities, while 2,096 employees with targeted disabilities left the Federal Government.

### **Number of Supervisors and Senior Executive Service Members with Disabilities in the Federal Government**<sup>8</sup>

**Supervisors.** In FY 2007, employees with targeted disabilities made up 0.49 percent of the 50,038 first-level managers (GS-12 level or below); 0.49 percent of the 65,792 mid-level managers (GS-13 or GS-14); and 0.43 percent of the 38,837 senior-level managers (GS-15 or Senior Executive Service).

**Senior Executive Service (SES).** The Civil Service Reform Act of 1978 established the Senior Executive Service (SES) as a separate personnel system covering a majority of the top managerial, supervisory, and policymaking positions in the executive branch. In FY 2007, the SES had 7,720 members; **only 35 (0.45 percent) were people with targeted disabilities** (emphasis added).

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<sup>7</sup> Federal Employment of People With Disabilities (2009, March 31). Retrieved on December 11, 2010 at <http://www.ncd.gov/publications/2009/MArch312009>, pp.24-25.

<sup>8</sup> Federal Employment of People With Disabilities (2009, March 31). Retrieved on December 11, 2010 at <http://www.ncd.gov/publications/2009/MArch312009>, pp.26-27.

On November 26, 2008, the Government Accountability Office issued a report on diversity in the SES that included a review of the representation of career SES members who reported having targeted disabilities. Government-wide, the representation of career SES members reporting targeted disabilities **declined from 0.52 percent in FY 2000 to 0.44 percent in FY 2007** (emphasis added). Government-wide includes civilian employees of all Cabinet-level departments, independent agencies, commissions, councils, and boards in the executive branch except the intelligence agencies, the Postal Service, and the Foreign Service. In both 2000 and 2007, **12 of the 24 Chief Financial Officer Act agencies did not employ any SES members with targeted disabilities** (emphasis added).

Given the above situation, President Obama issued **Executive Order 13548—Increasing Federal Employment of Individuals with Disabilities (Issued July 26, 2010)**.<sup>9</sup> Relevant sections of this executive order are quoted below.

## Section 1. Policy

Approximately 54 million Americans are living with a disability. The Federal Government has an important interest in reducing discrimination against Americans living with a disability, in eliminating the stigma associated with disability, and in encouraging Americans with disabilities to seek employment in the Federal workforce. Yet Americans with disabilities have an employment rate far lower than that of Americans without disabilities, and **they are underrepresented in the Federal workforce** (emphasis added). Individuals with disabilities currently represent just over 5 percent of the nearly 2.5 million people in the Federal workforce, and individuals with targeted disabilities (as defined below) currently represent less than 1 percent of that workforce.

## Section 2. Recruitment and Hiring of Individuals with Disabilities

- (c) Each agency shall designate a senior-level agency official to be accountable for enhancing employment opportunities for individuals with disabilities and individuals with targeted disabilities within the agency, consistent with law, and for meeting the goals of this order. This official, among other things, shall be accountable for developing and implementing the agency's plan under subsection (b), **creating recruitment and training programs** (emphasis added) for employment of individuals with disabilities and targeted disabilities, and coordinating employment counseling to **help match the career aspirations of individuals with disabilities to the needs of the agency** (emphasis added).
- (d) In implementing their plans, agencies, to the extent permitted by law, shall increase utilization of the Federal Government's Schedule A excepted service hiring authority for persons with disabilities and increase participation of individuals with disabilities in **internships, fellowships, and training and mentoring programs** (emphasis added).

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<sup>9</sup> Executive Order 13548 (2010, July, 26). Available at: <http://www.whitehouse.gov/the-press-office/executive-order-increasing-federal-employment-individuals-with-disabilities>

### Section 3. Increasing Agencies' Retention and Return to Work of Individuals with Disabilities

- a. The Director of the Office of Personnel Management, in consultation with the Secretary of Labor and the Chair of the Equal Employment Opportunity Commission, shall identify and assist agencies in implementing strategies for retaining Federal workers with disabilities in Federal employment including, but not limited to, **training** (emphasis added), the use of centralized funds to provide reasonable accommodations, increasing access to appropriate accessible technologies, and ensuring the accessibility of physical and virtual workspaces.

#### Opportunities for Promotion and Advancement <sup>10</sup>

Although barriers to employment persist for disabled people working in the federal government, there are promising paths to employment for persons with disabilities to pursue (Note: this statement reflects potential opportunities).

**Vacancies Due to Retirement.** OPM and the Partnership for Public Service estimate that about 550,000 federal employees will leave the government in the next five years, the majority through retirement. OPM has estimated that of the 956,613 employees who are eligible to retire through FY 2016, a predicted 586,339 employees (61.3 percent) will retire during that period. Turnover will affect some agencies and occupations more than others. For example, in OPM projections through 2010, three agencies will have a disproportionate number of workers eligible for retirement: the Department of Housing and Urban Development (48.3 percent), the Federal Aviation Administration (47.1 percent), and the Social Security Administration (40 percent). These retirements will create a significant number of job opportunities.

**Senior Executive Service.** A survey of senior executive officers conducted in early 2008 confirmed OPM's projections of high turnover among the senior ranks in the near future: 41.6 percent of career respondents plan to leave in the next three years, and 62 percent plan to leave in the next five years. A majority (66 percent) of those planning to leave in the next year are under age 60. **The need to replenish the senior ranks provides an opportunity for advancement and emphasizes the need for new approaches to attract new employees with the requisite skills to fill these vacancies** (emphasis added).

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<sup>10</sup> Federal Employment of People With Disabilities (2009, March 31). Retrieved on December 11, 2010 at <http://www.ncd.gov/publications/2009/MArch312009>, pp. 36-37.

## **The Number of Deaf and Hard of Hearing People in the Federal Government**

According to Dr. Kendra Duckworth, Disability Program Manager for the Equal Employment Opportunity Commission (EEOC), in a presentation at a Deaf and Hard of Hearing in Government seminar on June 15, 2010:

1. 1.16% of the total civilian federal workforce has targeted disabilities.
2. Of that 1.16%, 18.69% are deaf and hard of hearing.

Since the total federal civilian workforce is about 2.5 million people (as reported above in the section about the July, 2010 Executive Order). Using the above statistics, this means that roughly 29,000 employees have targeted disabilities. And, of that number, roughly 5,400 employees are deaf and hard of hearing.

### **Section 3: Enrollment Projections**

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Based on this market analysis, we predict that we will be able to enroll 10 to 15 students to start the new program in the Fall, 2012. Given the successful launching of the program, and if we engineer the new students' experience to be pleasant, rewarding, and successful, and given the collaborative partnership we are forging with the Federal Office of Personnel Management's Eastern Management Development Center, we predict that we will be able to successfully recruit 10-15 new students yearly.

Just as the men and women who assemble automobiles do not market or sell those autos, program faculty should not be expected to "market and sell" their programs. Marketing and sales are specialized professional talents that require trained staff. Therefore, meeting these enrollment goals is not the sole responsibility of program faculty. We must have the full commitment and involvement of the Graduate Admissions and Recruitment Office, financial resources to design and produce state of the art marketing materials, and support for attending conferences where we can recruit new students.

### **Section 4: Summary**

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Gallaudet University is perfectly and uniquely positioned to offer a one-of-a-kind graduate degree program to help deaf and hard of hearing professionals to succeed in public sector and non-profit organizations. This program also provides an opportunity to prepare deaf, hard of hearing, and hearing professionals in public sector and non-profit organizations to work with and supervise professionals with targeted disabilities. The program will offer a Master of Public Administration (MPA) degree.

Given this unique position, the new Master of Public Administration degree program provides the university with a "blue ocean" strategy that positions the university in a marketplace where

there is no competition, but where there is a serious and compelling need for this kind of program.

The need for this program is found in substantial data provided by the United States Government about: the number of civilian federal employees with targeted disabilities; the number of deaf and hard of hearing people within the targeted disability category; about promotion opportunities for professionals with targeted disabilities; and about the need to train hearing managers how to work with and supervise people with targeted disabilities. The need is also validated by the Board of Directors of the Deaf and Hard of Hearing in Government employee support group.

In response to this need, the new MPA program will offer a 40 credit program of study that includes eight content-specific courses (24 credits), one research-oriented course (3 credits), three elective courses (9 credits), and a capstone experience (3 credits).

Public sector and non-profit organizations cannot afford to ignore the professional development needs of employees with targeted disabilities. Those individuals, although disabled in different ways, possess attitudes, concepts, and skills that can benefit their organizations. Yet, these people are leaving governmental service in greater numbers than their non-disabled colleagues, or they are staying employed but they are not moving upward into managerial positions. There is a need, therefore, to offer professionals with targeted disabilities with a graduate-level opportunity to develop the leadership knowledge and skills they need to succeed in their organizations.

Given the number of professionals working in governmental agencies with targeted disabilities, and given that most of their colleagues and supervisors are hearing, there is also a significant need to educate hearing professionals about how to work with and manage professionals with disabilities. Deaf and hard of hearing people who aspire to managerial positions will also need to know about how to work with and manage people with targeted disabilities. Working with and supervising professionals with targeted disabilities not only requires knowledge of the behavioral characteristics associated with various disabilities, but also requires unambiguous knowledge of the laws, policies, and procedures that have been created to assist people with targeted disabilities.

The time is now. The need is great. The past before us is not the future. We are creating a brand new future for leadership preparation at Gallaudet University—a future created through the transformation of our leadership preparation programs in response to the significant professional development needs of deaf and hard of hearing professionals and their hearing colleagues.



## Appendix 2: Course Sequence <sup>11</sup>

Master of Public Administration Sequence of Courses							
Core Courses	Number of Credits	Instructor	Semester Offered				
			Fall, 2012	Spring, 2013	Fall, 2013	Spring, 2014	Fall, 2014
ADM 710.01: Introduction to Public Administration	3	TBD		YES		YES	
ADM 712.01: Decision Support Systems for Managers	3	TBD		YES		YES	
ADM 713.01: Budgeting in Public Sector and Non-Profit Organizations	3	F.Weiner	YES		YES		YES
ADM 714.01-OL: Strategic Leadership and Management	3	Innes	YES		YES		YES
ADM 715.01: Economics for Managers	3	TBD		YES		YES	
ADM 716.01: Quality Management in the Public Sector and Non-Profit Organizations	3	TBD		YES		YES	
ADM 796.01: Executive Communication Skills	3	Vasishta	YES		YES		YES
ADM 837.01: Interpersonal and Group Behavior in Organizations	3	Duffy	YES		YES		YES

<sup>11</sup> ADM 717 must be taken after all other coursework is completed. Also, once we formalize our partnership with the Federal Office of Personnel Management's Eastern Management Development Center (EMDC) we will engage them in a discussion about organizing the coursework into a logical sequence. The EMDC wants to establish a formal partnership with the program. That partnership cannot happen until the program is formally approved by our Board of Trustees. After the partnership is formalized, I will engage the EMDC staff in a conversation about the best way to sequence the courses.

Master of Public Administration Sequence of Courses							
Core Courses	Number of Credits	Instructor	Semester Offered				
			Fall, 2012	Spring, 2013	Fall, 2013	Spring, 2014	Fall, 2014
ADM 860.01: Ethics in Management	3	TBD		YES		YES	
ADM 717.01: Capstone Experience	3			YES	YES	YES	YES
GPS 700 Culture and Language Colloquium	1	TBD					
<b>Sub-Total Required Credits</b>	31						
Electives (9 credits)							
Students have 4 options for taking electives 1. Existing courses within the Department of Administration and Supervision. 2. Existing courses within other Gallaudet departments. 3. Electives in the Washington, DC Consortium. 4. The OPM Eastern Management Development Center.		TBD	TBD	TBD	TBD	TBD	TBD
<b>Sub-Total Elective Credits</b>	9						
<b>Grand Total Program Credits</b>	40						

## Appendix 3: Letters of Support



P.O. Box 76087  
Washington D.C. 20013-6087

**Board of Directors** November 5, 2010

**President:**  
Mark McKay  
**Vice Chair:**  
Tina Joyner  
**Corresponding Secretary:**  
Steven Gagnon

Francis M. Duffy, Ph.D.  
Gallaudet University  
Department of Administration and Supervision  
800 Florida Ave., NE  
Washington, DC 20002

**Recording Secretary:**  
Jeremy Gelb

Dear Dr. Duffy,

It was a pleasure meeting you and Dr. Vasishta this past Monday, November 1, 2010 at DHHIG's Board of Directors meeting.

**Treasurer:**  
Felece Gelb Steele

The Deaf & Hard of Hearing in Government (DHHIG) is a national non-profit organization whose purpose is two-fold. It serves as an employee support group for Federal employees who are either Deaf or Hard of Hearing and as a resource organization for the nationwide Federal Government.

**Board Members:**  
Pamela Baldwin  
Kevin Ball  
Thomas Hattaway  
Jeffrey Salit  
Lee Smith

We very much appreciated your presentation on your planned Master of Public Administration ("MPA") program for the Deaf, Hard of Hearing, and hearing professionals working in public sector in Washington DC region.

**2011 National Training Conference Chair:**  
MaryAnn Goodman

On behalf of the Board, we heartily endorse such an MPA program. DHHIG regards this program as a way to fill a need for Deaf and Hard of Hearing individuals seeking a professional graduate-level degree for managers and aspiring managers in the executive levels of Federal, state, and local government. DHHIG seeks to empower Federal leaders by providing career-long training. One such effort of ours is the One Day Seminar, in which we seek to enlighten and fortify government employees on their leadership journey. Also, through our National Training Conference, we expand on this with specialized topical workshops. The MPA would be a great addition to our efforts since it would provide these tools to future Federal leaders on a full-time basis.

DHHIG recognizes every Federal professional as a unique individual. The Board of Directors applauds Gallaudet's efforts to establish the MPA Program, and looks forward to partnering with you in this important endeavor.

Sincerely,

Mark McKay  
DHHIG President

DHHIG, a 501(c)(3) non-profit organization,  
serving deaf and hard of hearing government employees since 1998  
www.dhhig.org

## **Office of Personnel Management’s Eastern Management Development Center**

Dr. Duffy met with Ms. Latonia Parham, the Executive-in-Residence of the Office of Personnel Management’s Eastern Management Development Center (EMDC). The EMDC is very excited about the new MPA program and they want to create a formal collaborative relationship with us that would allow federal employees who are enrolled in our new MPA program to take their elective courses through the EMDC (the for-credit graduate courses offered at the EMDC are fully accredited by the American Council on Education—ACE).

Once the MPA program is fully approved by the University’s Board of Trustees, then the EMDC will draft a formal Memorandum of Understanding to create a collaborative relationship with the new MPA program. The MOU will be reviewed and approved by the Central Administration of Gallaudet University.



COLLEGE OF PROFESSIONAL STUDIES AND OUTREACH  
(202) 448-7272 (TDD/TV)  
(202) 451-5967 (FAX)

SENDALE GREEN  
300 LORRAINE AVENUE, NE  
WASHINGTON, DC 20002-6695

4/8/11

To Whom It May Concern,

This is to verify that the Burstein Leadership Institute (BLI) will support the development and operation of the Masters in Public Administration degree and program currently under development, in the Graduate School under the leadership of Dr. Francis Duffy. As stated in its mission, "BLI is committed to developing and enhancing the leadership abilities of individuals who administer programs and services in government and deaf-centric, non-profit and for-profit agencies and corporations. Using a multi-faceted approach to training and development, BLI provides an array of quality and innovative program offerings that incorporate engaged learning formats with a focus on experiential learning, problem solving, and transformation."

In order to carry out its designated mission BLI currently offers an array of programs and courses, and workshops and seminars that address community and leadership development needs in a variety of content disciplines including:

- Non-profit Agency Leadership Seminar
- Change Leadership Academy
- Consumer, Family, and Community Advocacy
- Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Program
- Deaf-Blind Young Adults in Action
- Deaf Women's Leadership Seminar
- Entrepreneur Leadership Seminar
- Leadership Training in Theatre Arts for Deaf and Hard of Hearing People of Color
- Project Management for Beginners

Support for these programs, which includes those developed, coordinated and implemented by Gallaudet University faculty and faculty at collaborating universities, is provided through endowed funds given to Gallaudet for that purpose, and tuition and fee revenues collected from participants.

## Appendix 4: Accreditation Policies

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The National Association of Schools of Public Affairs and Administration accredits graduate programs in public administration. According to NASPPA at their website (<http://www.naspaa.org/accreditation/NS/about.asp>):

All NASPAA accredited programs have successfully met NASPAA Standards for Professional Master's Degree Programs in Public Affairs, Policy and Administration.

The NASPAA Standards are the quality benchmark used by graduate public service programs around the world. NASPAA's accreditation process is mission-based and driven by public service values. Accredited programs must contribute to the knowledge, research, and practice of public service, establish observable goals and outcomes, and use information about their performance to guide program improvement. They must practice truth in advertising and ensure their students achieve learning objectives in five domains essential to public service.

It is important to note that NASPAA accredits degree programs and not institutions, schools, or departments. Some universities have more than one NASPAA accredited program; in this case each degree program must meet NASPAA standards independently. Programs located outside the United States may apply for NASPAA accreditation. NASPAA does not accredit undergraduate degrees or PhD programs. NASPAA membership is an eligibility requirement for NASPAA accreditation, but does not imply that a program has undertaken a peer review process. The purpose of NASPAA accreditation is to promote and maintain educational quality for professional public service degrees. NASPAA accreditation recognizes that a master's program in public affairs has undertaken a rigorous process of peer review conducted by the Commission on Peer Review and Accreditation (COPRA).

The NASPAA website also offers substantial guidance to help faculty prepare for an accreditation review. Below is a summary of their accreditation standards:

### **NASPAA ACCREDITATION STANDARDS For Master's degree programs**

Adopted October 16, 2009 at the NASPAA Annual Business meeting in Arlington, VA

#### **Preconditions for Accreditation Review**

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions

may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.

### **1. Program Eligibility**

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

### **2. Public Service Values**

The mission, governance, and curriculum of eligible programs shall demonstrably emphasize public service values. Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

### **3. Primary Focus**

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

### **4. Course of Study**

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

**Special Condition:** Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

**Special Condition:** Dual Degrees Programs may allow a degree in public affairs, administration, and policy to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public affairs, administration, and policy must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

**Special Condition:** Executive Education Programs may offer a degree in public affairs, administration, and policy designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to-upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

## **Standard I Managing the Program Strategically**

- I.1 Mission Statement:** The program will have a statement of mission that guides performance expectations and their evaluation, including
- its purpose and public service values, given the program’s particular emphasis on public affairs, administration, and policy
  - the population of students, employers, and professionals the program intends to serve, and
  - the contributions it intends to produce to advance the knowledge, research, and practice of public affairs, administration, and policy.

**I.2 Performance Expectations:** The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

**I.3 Program Evaluation:** The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program’s mission and the program’s design and continuous improvement with respect to standards two through seven.

### **Rationale:**

Accreditation standards reflect NASPAA’s commitment to support programs for professional education that 1) commit to the values of public affairs, administration, and policy and model them in their operations; 2) direct their resources toward quantitative and qualitative outcomes; and 3) continuously improve, which includes responding to and impacting their communities through ongoing program evaluation.



The commitment to public service values distinguishes NASPAA-accredited programs from other degree programs. NASPAA expects an accredited program to be explicit about the public service values to which it gives priority; to clarify the ways in which it embeds these values in its internal governance; and to demonstrate that its students learn the tools and competencies to apply and take these values into consideration in their professional activities. The expectation that the program will 1) define and pursue a mission and 2) continuously improve its performance to benefit its community in observable ways through education and disseminating knowledge about public affairs, administration and policy reflects NASPAA's commitment to public service values. In this way, NASPAA's accreditation process promotes these values as the heart of the profession.

These standards verify that the program focuses its resources and efforts toward a defined mission. Its mission statement should assist the program's decision-makers, students, and other constituents to understand the program and its operations. Decision-makers should be able to demonstrate that they use the mission statement to help them set priorities and align resources with their goals.

So long as their activities are consistent with their mission, programs have latitude to define their performance goals, measures of outcomes, and improvements. Whatever the program's goals and measures, they must be stated in terms that are sufficiently clear and concrete for the program to use in assessing itself and for outside parties, such as COPRA, to use in assuring that the program manages itself strategically. The mission statement brings coherence to the program's activities.

## **Standard 2 Matching Governance with the Mission**

**2.1 Administrative Capacity:** The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.

**2.2 Faculty Governance:** An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

### **Rationale:**

To pursue its mission an accredited program should have a transparent, identifiable, and effective governance system. Governance includes, but is not limited to: program policy and planning; establishing degree requirements; making and implementing recommendations regarding admission of students; advising students; specifying curriculum and learning outcomes; evaluating student performance and awarding degrees; appointing, promoting, and tenuring faculty; and participating in defining and assuring faculty performance, collectively and individually, both full- and part-time. The governance arrangement, including administrative leadership, should ensure the integrity of the program. Because program

faculty members have deep knowledge of their program and a commitment to participatory processes, they should play a significant role in the governance and execution of the program. A program faculty member is defined as one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time faculty member in the program, commensurate with the rank of his or her appointment.

### **Standard 3 Matching Operations with the Mission: Faculty Performance**

**3.1 Faculty Qualifications:** The program's faculty members will be academically or professionally qualified to pursue the program's mission.

**3.2 Faculty Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

**3.3 Research, Scholarship and Service:** Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

#### **Rationale:**

Students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, should include a variety of perspectives and experiences (e.g., gender, ethnicity, race, disabilities) to invigorate discourse with each other and with students and to prepare students for the professional workplace. Faculty members should form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty should engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession, and it impacts the community. They should engage in community and professional service related to public affairs, administration, and policy because it promotes their personal accountability and commitment to the values they are expected to model, and it provides opportunities for them to connect theory and practice and to recruit students and place graduates.

### **Standard 4 Matching Operations with the Mission: Serving Students**

**4.1 Student Recruitment:** The program will have student recruitment practices appropriate for its mission.

**4.2 Student Admissions:** The program will have and apply well-defined admission criteria appropriate for its mission.

**4.3 Support for Students:** The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision,

career counseling, and job placement assistance to enable students to progress in careers in public affairs, administration, and policy.

**4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

**Rationale:**

The outcomes of student recruiting, admissions, and student services should be consistent with the program's mission. Admitted students should show good potential for success in professional graduate study in public affairs, administration, and policy. The recruitment and service processes should be transparent, accountable, ethical, equitable, diverse, and participatory. A program should encourage diversity in its student body to help prepare students for the workplace of the 21st Century.

**Standard 5 Matching Operations with the Mission: Student Learning**

**5.1 Universal Required Competencies:** As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

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

**5.2 Mission-specific Required Competencies:** The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

**5.3 Mission-specific Elective Competencies:** The program will define its objectives and competencies for optional concentrations and specializations.

**5.4 Professional Competencies:** The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

**Rationale:**

An accredited program should implement and be accountable for delivering its distinctive, public service mission through the course of study and learning outcomes it expects its graduates to attain. The curriculum should demonstrate consistency and coherence in meeting the program's mission. While an accredited degree program must meet basic minimal performance criteria, NASPAA recognizes that programs may have different profiles with

varying emphases. The program being reviewed should demonstrate how its curricular content matches the profile emphasized in its overall mission. Whatever competencies the program designs, the learning outcomes should reflect public service values. Programs should strive to assure that their students can apply to real world problems the concepts, tools, and knowledge they have learned.

Graduate competencies equip the student to demonstrate knowledge and understanding that is founded upon, extends and enhances that typically associated with the Bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas. Students should be able to apply their knowledge, understanding and problem solving abilities in new or unfamiliar environments within broader or multidisciplinary contexts related to public affairs, administration, and policy. They have the ability to integrate knowledge and handle complexity. For example, they can formulate judgments with incomplete information, including reflection upon social and ethical responsibilities linked to the application of their knowledge and judgments.

## **Standard 6 Matching Resources with the Mission**

- 1.1 Resource Adequacy:** The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

### **Rationale:**

An accredited program should have the resources required to pursue its mission and to continue to improve. Resources can include, but are not limited to: budget, information technology, library services, supporting personnel, instructional equipment, offices, classrooms, and meeting areas.

## **Standard 7 Matching Communications with the Mission**

**7.1 Communications:** The program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes—sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

### **Rationale:**

When communicating with its stakeholders, the program should be transparent, accountable, and truthful. NASPAA expects accredited programs to meet the expectations of the profession in terms of accountability in public affairs, administration, and policy. The program should understand and provide the information required to inform its stakeholders about decisions they are making with respect to the program, for example:

- Students: decisions about whether to apply and enroll

- Staff and Faculty: decisions about whether to accept and continue employment
- Employers: decisions about whether to sponsor internships or hire a graduate
- Administrators: decisions about whether to approve faculty lines and provide funding for the program
- Alumni: decisions about whether and how to interact with the program following graduation

Information about the program's capacity and performance should not be kept confidential absent a compelling reason, such as student and faculty privacy laws and regulations.

## Appendix 5: Assessment Rubrics and Scoring Guides

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This appendix contains a set of rubrics and scoring guides that will be used to assess student learning at three different levels:

- Level 1: Program-Level Student Learning Outcomes
- Level 2: Course-Specific Student Learning Outcomes
- Level 3: Student-Selected Learning Outcomes

### Assessing Program-Level Student Learning Outcomes

The following rubrics and scoring guides will be used to assess Program-Level Student Learning Outcomes:

Program Level Learning Opportunities	Assessment Rubrics and Scoring Guides Found in this Appendix
<ol style="list-style-type: none"> <li>1. Reading reviews</li> <li>2. Course-specific projects</li> <li>3. In-class presentations</li> <li>4. Analysis papers</li> <li>5. In-class discussions               <ol style="list-style-type: none"> <li>a. Participating in</li> <li>b. Facilitating</li> </ol> </li> <li>6. Capstone Experience               <ol style="list-style-type: none"> <li>a. Design of Capstone Experience</li> <li>b. Capstone Experience Portfolio</li> </ol> </li> <li>7. Personal Learning Plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 1.0: Assessing writing assessments</li> <li>2. Assessment 2.01: Assessing team projects and Assessment 2.02: Assessing Individual Participation on Team Projects</li> <li>3. Assessment 3.0: Assessing PowerPoint presentations</li> <li>4. Assessment 4.0: Assessing analysis papers</li> <li>5. Assessment 5.01: Assessing in class discussion and Assessment 5.02: Assessing facilitation of class discussion</li> <li>6. Assessment 6.01: Assessing Capstone Experience; Assessment 6.02: Assessing Capstone Experience portfolio, and Assessment 6.03: Assessing Capstone Experience Projects</li> <li>7. Assessment 7.0: Assessing Personal Learning Plans</li> </ol>

### Assessing Course-Specific Student Learning Outcomes

The following rubrics and scoring guides will be used to assess Program-Level Student Learning Outcomes:

Course Specific Learning Opportunities and Assessment Strategies	Assessment Rubrics and Scoring Guides Found in this Appendix
ADM 710: Introduction to Public Administration Learning Opportunities <ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 1.0: Assessing writing assignments</li> <li>2. Assessment 4.0: Assessing analysis papers</li> <li>3. Assessment 5.01: Assessing in class discussion and Assessment 5.02: Assessing facilitation of class discussion</li> </ol>

Course Specific Learning Opportunities and Assessment Strategies	Assessment Rubrics and Scoring Guides Found in this Appendix
ADM 712: Decision Support Systems for Managers Learning Opportunities <ol style="list-style-type: none"> <li>1. Reading assignments</li> <li>2. Analysis papers</li> <li>3. Class discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 1.0: Assessing writing assignments</li> <li>2. Assessment 4.0: Assessing analysis papers</li> <li>3. Assessment 5.01: Assessing in class discussion and Assessment 5.02: Assessing facilitation of class discussion</li> </ol>
ADM 713: Budgeting in the Public and Non-Profit Sectors Learning Opportunities <ol style="list-style-type: none"> <li>1. Class project</li> <li>2. Reading assignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 1.0: Assessing writing assignments</li> <li>2. Assessment 2.01: Assessing team projects and Assessment 2.02: Assessing Individual Participation on Team Projects</li> <li>3. Assessment 3.0: Assessing PowerPoint presentations</li> </ol>
ADM 714: Strategic Leadership and Management Learning Opportunities <ol style="list-style-type: none"> <li>1. Online Class Presentations and Discussions</li> <li>2. Mid-Term written examination, narrative-based</li> <li>3. Weekly written critiques/discussions of assigned readings and case studies</li> <li>4. Group Online Presentation Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 1.0: Assessing writing assignments</li> <li>2. Assessment 2.01: Assessing team projects and Assessment 2.02: Assessing Individual Participation on Team Projects</li> <li>3. Assessment 5.01: Assessing in class discussion</li> </ol>
ADM 715: Economics for Managers Learning Opportunities <ol style="list-style-type: none"> <li>1. Two written exams (essay and short answer),</li> <li>2. Written assignments</li> <li>3. Class discussions</li> <li>4. Research paper</li> <li>5. Presentation of research paper</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 1.0: Assessing writing assignments</li> <li>2. Assessment 3.0: Assessing PowerPoint presentations</li> <li>3. Assessment 4.0: Assessing analysis papers</li> <li>4. Assessment 5.01: Assessing in class discussion</li> </ol>
ADM 716: Quality Management in Public Sector and Non-Profit Organizations Learning Opportunities <ol style="list-style-type: none"> <li>1. Team Project</li> <li>2. Analysis papers</li> <li>3. Participation in class discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 2.01: Assessing team projects and Assessment 2.02: Assessing Individual Participation on Team Projects</li> <li>2. Assessment 3.0: Assessing PowerPoint presentations</li> <li>3. Assessment 4.0: Assessing analysis papers</li> <li>4. Assessment 5.01: Assessing in class discussion and Assessment 5.02: Assessing facilitation of class discussion</li> </ol>
ADM 717: Capstone Experience in Public Administration Learning Opportunities <ol style="list-style-type: none"> <li>1. Designing the capstone experience</li> <li>2. Participating in the capstone experience</li> <li>3. Compiling a portfolio</li> <li>4. Participating in seminar discussions with peers</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment 6.01: Assessing Capstone Experience; Assessment 6.02: Assessing Capstone Experience portfolio; and, and Assessment 6.03: Assessing Capstone Experience Projects</li> <li>2. Assessment 7.0: Assessing Personal Learning Plans</li> </ol>

## Assessment 1.0: Assessing Writing Assignments Rubric and Scoring Guide

**(This rubric is used to assess all short writing assignments in all courses in the MPA Program including essay examinations)**

Your review of the reading assignment must include a ½ page (single-spaced) summary of the article along with three questions and answers based on the reading. This assignment will be graded using the scoring rubric found on the next page.

Excellent reports include a well thought-out summary that is precise in language and provides a thorough understanding of the reading assignment. Your analysis of the assigned reading **must** specifically link the article to key concepts and principles discussed in class.

A (4 points)	B (3 points)	C (2 points)	D (1 point)
Clearly & effectively responds to assignment.	Response to assignment generally adequate & thorough.	Minimally responds to the assignment.	Does not respond well to assignment.
Main idea (thesis) very clearly stated & topic is effectively limited.	Main idea clear & topic is limited.	Main idea clear or implicit & topic is partially limited.	Main idea unclear & topic only partially limited.
Analysis of the assigned reading is supported by a variety of relevant and clearly identifiable facts, examples, & illustrations.	Analysis of the assigned reading is well-supported by facts, examples, illustrations though support may not be as vivid as the “A” essay.	Analysis of the assigned reading is generally supported by facts, examples, and details. There is no more than one paragraph with inadequate support.	Analysis of the assigned reading is supported by few facts, examples, and details. There is more than one paragraph with inadequate support.
Organization & structure very evident: major points divided into paragraphs and signaled by use of transitions. Each paragraph has a topic sentence; sentences within each paragraph relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole.	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions. Paragraphs are built on related sentences that logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole.	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed. There may be a few minor digressions but no major ones. Introduction & conclusion are somewhat effective.	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions. There are some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective.



<b>A (4 points)</b>	<b>B (3 points)</b>	<b>C (2 points)</b>	<b>D (1 point)</b>
Voice & tone are consistent & appropriate to the audience/purpose.	Voice & tone consistent & appropriate although somewhat generic or predictable in places.	Voice & tone adequate to audience/purpose although often generic or predictable.	Voice noticeably generic or inappropriate (e.g. first person narrative may predominate in an analysis assignment). Tone is often inappropriate.
Full variety of sentence structures used correctly. Word choice interesting, accurate and contributes to the writer's ability to communicate the purpose.	Variety of sentence structures used correctly despite an occasional flaw. Accurate & varied word choice.	Sentences & word choice predictable. Occasional errors in sentence structure, usage & mechanics do not interfere with writer's ability to communicate the purpose.	Little sentence structure variety; wording predictable; few synonym alternatives used. Errors in sentence structure, usage & mechanics sometimes interfere with the writer's ability to communicate the purpose.
Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.
Source material is incorporated logically & insightfully. Sources are documented accurately.	Source material incorporated logically. Sources documented accurately.	Source material incorporated adequately & usually documented accurately.	Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.

**Assessment 2.01:  
Assessing Team Project Presentations  
Rubrics and Scoring Guide**

<b>Assessing Team Project Presentations</b>			
Exemplary	Proficient	Somewhat Proficient	Inadequate
4 points	3 points	2 points	0-1 point
<b>RUBRICS FOR CONTENT OF PRESENTATION</b>			<b>Evaluation Points</b>
The content is relevant to the team project			4 3 2 1
The content reflects the most recent research			4 3 2 1
The content is organized logically			4 3 2 1
The content is highly informative			4 3 2 1
The content has sufficient details			4 3 2 1
The content has sufficient number of references			4 3 2 1
<b>RUBRICS FOR PRESENTATION SKILLS</b>			
Each team member's presentation is logical and well-organized			4 3 2 1
Each team member "hooks" the audience with the introduction			4 3 2 1
Each introduction has a transition to the body of the presentation			4 3 2 1
The conclusion briefly summarizes the main points of the presentation			4 3 2 1
Each team member speaks from memory			4 3 2 1
Each team member's stage skills are effective			4 3 2 1
Each team member skillfully handles questions from the audience			4 3 2 1
Each team member's presentation makes it clear that it was rehearsed			4 3 2 1
Each team member manages his or her presentation stress			4 3 2 1
Each team member communicates his or her ideas with enthusiasm			4 3 2 1
Each team member maintains good eye contact with the audience at all times			4 3 2 1
<b>RUBRICS FOR POWERPOINT PRESENTATION</b>			
Refer to the rubrics and scoring guide for assessing PowerPoint presentations			Insert points from PowerPoint Assessment form
<b>Total Actual Points</b>			
87-92 points = A			
81-86 points = B			
75-80 points = C			
0-74 points = F			

## Assessment 2.02: Assessing Individual Participation on Team Projects Rubrics and Scoring Guide

Assessing Individual Participation on Team Projects					
Assessment Criteria	Less Than Effective Team Member	Average Team Member	Outstanding Team Member	Exemplary Team Member	Points Earned
	1 point	2 points	3 points	4 points	
<b>Contribution to the team project/work</b>	Does not collect any relevant information; no useful suggestions to address team's needs;	Collects information when prodded; tries to offer some ideas, but not well developed, and not clearly expressed, to meet team's needs;	Collects basic, useful information related to the project; occasionally offers useful ideas to meet the team's needs;	Collects and presents to the team a great deal of relevant information; offers well-developed and clearly expressed ideas directly related to the group's purpose.	
<b>Contribution to the team project/work</b>	Does not collect any relevant information; no useful suggestions to address team's needs;	Collects information when prodded; tries to offer some ideas, but not well developed, and not clearly expressed, to meet team's needs;	Collects basic, useful information related to the project; occasionally offers useful ideas to meet the team's needs;	Collects and presents to the team a great deal of relevant information; offers well-developed and clearly expressed ideas directly related to the group's purpose.	
<b>Taking responsibility</b>	Does not perform assigned tasks; often misses meetings and, when present, does not have anything constructive to say; relies on others to do the work;	Performs assigned tasks but needs many reminders; attends meetings regularly but generally does not say anything constructive; sometimes expects others to do his/her work;	Performs all assigned tasks; attends meetings regularly and usually participates effectively; generally reliable;	Performs all tasks very effectively; attends all meetings and participates enthusiastically; very reliable.	
<b>Valuing other team members</b>	Often argues with team mates; doesn't let anyone else	Usually does much of the talking; does not pay much	Generally listens to others' points of view; always uses	Always listens to others and their ideas; helps them develop their	

## Assessing Individual Participation on Team Projects

Assessment Criteria	Less Than Effective Team Member <b>1 point</b>	Average Team Member <b>2 points</b>	Outstanding Team Member <b>3 points</b>	Exemplary Team Member <b>4 points</b>	Points Earned
	talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches;	attention when others talk, and often assumes their ideas will not work; no personal attacks and put-downs but sometimes patronizing; when others get through to him, works reasonably well with them;	appropriate and respectful language; tries to make a definite effort to understand others' ideas;	ideas while giving them full credit; always helps the team reach a fair decision.	
13 - 16 points = A 9 - 12 points = B 5 - 8 points = C 0 - 4 points = F				Total Points: ____	

**Assessment 3.0:  
Assessment of PowerPoint Presentations  
Rubrics and Scoring Guide**

Designing and presenting PowerPoint slides is an important skill-set for managers and leaders. The quality of the design and the clarity of the presentation have a direct and significant impact on an audience. The rubric shown below is used to assess students' PowerPoint designs and presentations.

Assessment of PowerPoint Presentations (Rubrics and Scoring Guide)					
Criteria	Exemplary	Proficient	Somewhat Proficient	Inadequate	Points
	4 points	3 points	2 points	0-1 point	
<b>Introduction</b>	The introduction presents the overall topic and draws the audience into the presentation.	The introduction is clear and coherent and relates to the topic.	The introduction shows some structure but does not create a strong sense of what is to follow.	The introduction does not orient the audience to what will follow.	
<b>Content</b>	The content is written clearly and concisely with a logical progression of ideas and supporting information.	The content is somewhat clear and occasionally presented logically.	The content is vague and is only occasionally presented logically.	The content lacks a clear point of view and presented illogically.	
<b>Text Characteristics</b>	The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability.  The background and colors enhance the readability of text.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.	
<b>Slide Layout Design</b>	The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.	
<b>Use of graphic elements</b>	The graphic elements assist in presenting an overall	The graphic elements visually occasionally assist	Some of the graphic elements seem unrelated to	The graphic elements are unrelated to the	

Assessment of PowerPoint Presentations  
(Rubrics and Scoring Guide)

Criteria	Exemplary	Proficient	Somewhat Proficient	Inadequate	Points
	4 points	3 points	2 points	0-1 point	
	theme and enhance understanding of concept, ideas and relationships. There is a consistent visual theme.	the audience in understanding the flow of information or content.	the topic and do not enhance the overall presentation.	content and do not do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the overall presentation.	
<b>Writing Mechanics</b>	The text is written with no errors in grammar, capitalization, punctuation, and spelling. (0 errors)	The text is clearly written with little or no editing required for grammar, punctuation, and spelling. (2 or less errors)	Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)	

19 - 24 points = A ; 13 - 18 points = B; 7 - 12 points = C; 0 - 6 points = F  
 Total Points: \_\_\_\_\_

**Assessment 4.0:  
Assessing Analysis Papers  
Rubrics and Scoring Guide**

Students in the MPA program will occasionally be expected to read and critically analyze an assigned article. The ability to read and critique information is a reflection of higher order thinking skills commonly referred to as “critical thinking.”

The rubric found below is used to assess analysis papers in all MPA courses.

<b>Assessing Analysis Papers (Critical Thinking)</b>				
Criteria	Exemplary Skills 4 Points	Accomplished Skills 3 Points	Emerging Skills 2 Points	Skills In Need of Refinement 1 Point
<b>Identifies and summarizes the problem/question at issue</b>	Accurately identifies the problem/question and provides a well-developed summary.	Accurately identifies the problem/question and provides a brief summary.	Identifies the problem/question and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
<b>Identifies and assesses the quality of supporting data/evidence</b>	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.	Examines evidence and questions the quality. Distinguishes between fact and opinion.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
<b>Identifies and considers the influence of the context* on the issue</b>	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
<b>Demonstrates higher level thinking by interpreting the author's meaning or the potential bias</b>	Accurately identifies the author's meaning and/or potential bias and provides a well-developed explanation.	Accurately identifies the author's meaning and/or potential bias and provides a well-developed explanation.	Provides inadequate and inaccurate interpretation of the author's meaning and potential for bias.	Does not offer an interpretation of the author's meaning.

## Assessing Analysis Papers (Critical Thinking)

Criteria	Exemplary Skills 4 Points	Accomplished Skills 3 Points	Emerging Skills 2 Points	Skills In Need of Refinement 1 Point
<b>Identifies and evaluates conclusions, implications, and consequences</b>	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.	Does not identify or evaluate any conclusions, implications or consequences.



**Assessment 5.01: Assessing Participation in Class Discussions  
Rubrics and Scoring Guide**

Assessing Participation in Class Discussions Rubrics and Scoring Guide					
Criteria	5	4	3	2	1
<b>Quality of Comments</b>	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group.	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others.	Volunteers comments but lacks depth, may or may not lead to other questions from students.	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question.	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic.
<b>Resource/Document Reference</b>	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions.	Has done the reading with some thoroughness, may lack some detail or critical insight.	Has done the reading; lacks thoroughness of understanding or insight.	Has not read the entire text and cannot sustain any reference to it in the course of discussion.	Unable to refer to text for evidence or support of remarks.
<b>Active Listening</b>	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others.	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others.	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others.	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion.

**Assessment 5.02: Assessing Facilitation of Group Discussion  
Rubrics and Scoring Guide**

Assessing Facilitation of Group Discussion Rubrics and Scoring Guide				
Criteria	Excellent 4 points	Good 3 points	Fair 2 points	Poor 1 point
<b>Managing Group Discussion</b>	The facilitator demonstrated excellent group discussion skills by keeping the group focused, by covering his or her entire agenda, and within the allotted time.	The facilitator demonstrated good group discussion skills by keeping the group focused.	The facilitator possessed fair group discussion skills, but occasionally let the group stray from the agenda.	The facilitator demonstrated poor group discussion skills.
<b>Encouragement</b>	The facilitator frequently encouraged all of the students to ask questions or offer comments.	The facilitator frequently encouraged some students to ask questions or offer comments, but always called on the same students.	The facilitator occasionally encouraged some students to ask questions or offer comments.	The facilitator did not encourage any of the students to ask questions or offer comments.
<b>Attitude</b>	When presenting the discussion topic, the facilitator was consistently and displayed a positive attitude throughout the discussion period.	When presenting the discussion topic, the facilitator was frequently enthusiastic, but his or her positive attitude was sporadically displayed.	When presenting the discussion topic, the facilitator was occasionally enthusiastic, but his or her positive attitude was sporadically displayed.	When presenting the discussion topic, the facilitator was not enthusiastic and did not have a positive attitude toward the discussion.
<b>Participation</b>	During the discussion, the facilitator was able to engage all of the students in the discussion.	During the discussion, the facilitator was able to engage most students in the discussion.	During the discussion the facilitator's behavior created periods of prolonged periods.	During the discussion the facilitator was unable to motivate students to participate.

**Assessment 6.01: Assessment of the MPA Capstone Experience  
Rubrics and Scoring Guide**

The Masters in Public Administration Capstone Experience engages students in field-based activities that allow them to apply what they have learned in their program of study. This field-based learning activity is offered under the guidance of a program faculty member and a field-based mentor. Students may also include this experience in their Personal Learning Plans that they develop at the beginning of their program of study.

The Capstone Experience is an opportunity for each student to demonstrate with evidence what he or she has learned in the MPA program. Students should also design this experience to give them ways to document how they have met the five Program-Level Student Learning Outcomes that comprise the conceptual framework for the program.

Students may design their Capstone Experience in a variety of ways, including designing it as a research project, as an internship, or as a team-based project. No matter how the experience is organized, students must document what they have learned in their program of study and in the Capstone Experience. Documentation will be submitted in the form of a comprehensive portfolio. Students will meet as a group in a seminar format periodically throughout the semester.

Assessment of the MPA Capstone Experience Rubrics and Scoring Guide				
Criteria	Exemplary 4 points	Good 3 points	Average 2 points	Below Average 1 point
<b>Field-Based</b>	The Capstone Experience provides the student with many substantial field-based learning experiences.	The Capstone Experience provides the student with several field-based learning experiences. Some are substantial and others are not.	The Capstone Experience provides the student with some field-based learning experiences, but most are not substantial.	The Capstone Experience provides the student with no substantial field-based learning experiences.
<b>Guided by program faculty and field-based mentor</b>	The Capstone Experience was designed in collaboration with a program faculty member and a field-based mentor.	The Capstone Experience was designed in collaboration with a program faculty member, but with limited input from a field-based mentor.	The Capstone Experience was designed with a little input from a program faculty member and a field-based mentor.	The Capstone Experience was designed without input from a program faculty member and a field-based mentor.
<b>Organized around 5 Program-Level Student Learning Outcomes</b>	The Capstone Experience was clearly and convincingly designed around the 5 MPA Program-Level Student Learning Outcomes.	The Capstone Experience was clearly and convincingly designed around 2-3 of the 5 MPA Program-Level Student Learning Outcomes.	The Capstone Experience was clearly and convincingly designed around 1-2 of the 5 MPA Program-Level Student Learning Outcomes.	The Capstone Experience was not designed around the 5 MPA Program-Level Student Learning Outcomes.
<b>Comprehensive Portfolio <sup>12</sup></b>	At the end of the Capstone Experience student submitted a comprehensive and	At the end of the Capstone Experience student submitted a comprehensive and	At the end of the Capstone Experience student submitted a portfolio that was	At the end of the Capstone Experience student submitted a portfolio that was

<sup>12</sup> See the rubrics and scoring guide for assessing the Capstone Experience Portfolios.

Assessment of the MPA Capstone Experience  
Rubrics and Scoring Guide

Criteria	Exemplary 4 points	Good 3 points	Average 2 points	Below Average 1 point
	well-designed portfolio that received a “high pass” on the portfolio assessment.	well-designed portfolio that received a “pass” on the portfolio assessment.	neither comprehensive nor well-designed, but it has the potential to be improved to receive a “pass” on the portfolio assessment.	neither comprehensive nor well-designed, and it did not have the potential to be improved to receive a “pass” on the portfolio assessment.
<b>Participation in periodic seminars</b>	The student participated actively and with enthusiasm in every scheduled seminar.	The student participated actively and with enthusiasm most of the scheduled seminars.	The student participated actively and with enthusiasm in some of the scheduled seminars.	The student missed most of the scheduled seminars.

**Assessment 6.02: Assessing the Capstone Experience Portfolio  
Rubrics and Scoring Guide**

To qualify for the graduate degree, students seeking a Master of Public Administration design a Capstone Experience that gives them the opportunity to demonstrate how well they have mastered the Program-Level Learning Outcomes. The purpose of the portfolio is to provide students with a tool to synthesize their learning into an integrated whole that demonstrates the competencies they are taking with them into the job market.

The MPA capstone portfolio provides the student the opportunity to document their growth in the knowledge and abilities expected of the beginning generalist librarian including in the five domains that comprise the conceptual framework for the MPA program and which were used as Program-Level Learning Outcomes.

- Domain 1—Leadership and Management: Students demonstrate the ability to lead and manage in public governance.
- Domain 2—Public Policy Process: Students demonstrate the ability to participate in and contribute to the policy process.
- Domain 3—Critical Thinking and Decision-Making: Students demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.
- Domain 4—Public Service Advocacy: Students demonstrate the ability to articulate and apply a public service perspective.
- Domain 5—Communication: Students demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

Assessment of the Capstone Experience Portfolio Rubrics and Scoring Guide			
CRITERIA	UNACCEPTABLE 1	ACCEPTABLE 2	TARGET 3
<b>TECHNICAL</b>	Hard to navigate; some links do not work; documents have grammatical errors.	Navigation is clear; content is presented in easily accessible formats.	Clear navigation; links work; content is presented in easily accessible ways; documents are error-free; portfolio has been converted to CD.
<b>DESIGN</b>	Not organized or presented well; lacks personalization; not visually attractive; poor use of design and text elements.	Organized; some evidence of personalization; is visually attractive; good use of design and text elements.	Well organized; unique/imaginative approach to design; highly visually attractive; excellent use of design and text elements.

## Assessment of the Capstone Experience Portfolio Rubrics and Scoring Guide

CRITERIA	UNACCEPTABLE 1	ACCEPTABLE 2	TARGET 3
<b>ARTIFACTS* EVIDENCE</b>	Artifacts are not related to the five domains in the MPA program conceptual framework and Program Level student learning outcomes; many artifacts missing; little variety of artifacts included; poor quality of document preparation; poor quality graphic elements.	Artifacts are related to the five domains in the MPA program conceptual framework and Program Level student learning outcomes; has a variety of artifacts included; good quality documents and graphic elements.	Artifacts are related to the five domains in the MPA program conceptual framework and Program Level student learning outcomes; all core competencies are significantly demonstrated by artifacts; appropriate specialized competencies are documented; good variety of artifacts included; excellent quality documents and graphic elements.
<b>REFLECTIONS</b>	Reflections not related to artifacts and the five program domains; does not demonstrate ability to synthesize and analyze MPA competencies; reflections overall are of poor quality.	Reflections are related to artifacts and the five program domains; states what learning took place and demonstrates some ability to synthesize and analyze MPA competencies; reflections overall are of good quality.	Reflections are clearly related to artifacts and the five program domains; reflections demonstrate growth over time; reflections are well written and reveal depth and breadth of experiences, ability to synthesize and analyze MPA learning with insight, connecting coursework, field experience, theory, and competencies; reflections overall are of excellent quality.
<b>CORE COMPETENCIES</b>	Documentation in the portfolio offers insufficient evidence that the 5 program-level student learning outcomes were achieved.	Evidence that the 5 program level learning outcomes were achieved is provided, but in a minimal manner.	Evidence that the 5 program level learning outcomes were achieved is documented clearly and convincingly.
<b>PROFESSIONAL RESUME</b>	The resume is somewhat organized but not impressive; and lacks relevant experience in some areas education, work history, professional associations and activities	The resume is well-organized and presents strong and relevant experience in all areas education, work history, professional associations and activities	The resume is well-organized and presents outstanding and relevant experience in all areas education, work history, professional associations and activities

## Assessment of the Capstone Experience Portfolio Rubrics and Scoring Guide

CRITERIA	UNACCEPTABLE 1	ACCEPTABLE 2	TARGET 3
<b>SPECIAL PROJECT</b>	As a whole the artifacts presented in the portfolio do not demonstrate a capstone experience that draws together and applies knowledge and skills acquired in the MPA program	As a whole the artifacts presented in the portfolio are an acceptable demonstration of a capstone experience that draws together and applies knowledge and skills acquired in the MPA program	As a whole the artifacts presented in the portfolio are an outstanding demonstration of a capstone experience that draws together and applies knowledge and skills acquired in the MPA program
Scoring: 1. <b>NO PASS:</b> Any single criterion rated below 2 will result in a “no pass.” 2. <b>PASS:</b> Average score for all criteria is 2.0 or better. 3. <b>HIGH PASS:</b> Score of 3 for all criteria.			

### \*Artifacts –

You must include artifacts in your Capstone Experience Portfolio. These artifacts provide “Evidence of Learning Outcomes.” The primary artifacts in your portfolio will be documents produced in your MPA courses such as course papers and projects. You will also include artifacts produced during your Capstone Experience (e.g., a description of a special project you designed and completed, a summary of an internship experience, or a training curriculum you designed). You may also include letters from colleagues and supervisors that praise your work.

Generally, you do not want to include every assignment, artifact, reproduction, letter, or learning product that you accumulated over the life of your MPA program. Rather, you want to strategically select and arrange the evidence of learning outcomes that best documents your learning, skills, competencies, and talents, especially in terms of the five domains for the MPA program that represents the program’s conceptual framework and its five program-level student learning outcomes.

For each artifact you should insert a comment that explains the significance of each artifact or learning product so that the viewer of the portfolio understands its significance.

**Assessment 6.03: Assessing Capstone Experience Projects  
Rubrics and Scoring Guide**

**Rubric 1: Students are at the center of the project learning process.**

Well-designed projects engage students in open-ended, authentic tasks. Compelling project tasks empower students to make decisions and apply their interests and passions to achieving desirable outcomes. Students have some control over decisions about how they complete project tasks.

Scoring Guide			
<b>Exemplary 4 points</b>	<b>Outstanding 3 points</b>	<b>Average 2 points</b>	<b>Below Average 0-1 point</b>

**Rubric 2: Projects focus on important learning objectives that are aligned with the five domains that comprise the MPA program conceptual framework and which were used to design MPA Program-Level Learning Outcomes.**

Good projects are developed around core curricular concepts that are aligned with key learning outcomes and professional standards. The project has clear objectives that align with the key learning outcomes and standards. With a focus on the outcomes and standards, the student designs a Capstone Experience project to demonstrate how he or she has achieved those outcomes and met those standards.

Scoring Guide			
<b>Exemplary 4 points</b>	<b>Outstanding 3 points</b>	<b>Average 2 points</b>	<b>Below Average 0-1 point</b>

**Rubric 3: Projects involve on-going and multiple types of assessment.**

Clear expectations are defined at the beginning of a project and are revisited with periodic formative assessments using varied methods. Students have models and guidelines for high quality work and know what is expected of them from the beginning of the project. Opportunities for reflection, feedback, and adjustment are embedded in the project.

Scoring Guide			
<b>Exemplary 4 points</b>	<b>Outstanding 3 points</b>	<b>Average 2 points</b>	<b>Below Average 0-1 point</b>



**Rubric 4: The project has real-world connections.**

Projects are relevant to student’s work or career aspirations and should include a mentor who is an outside expert who provides advice and guidance during the implementation of the project. Students may present their learning to a real audience at a professional conference or meeting.

Scoring Guide			
<b>Exemplary 4 points</b>	<b>Outstanding 3 points</b>	<b>Average 2 points</b>	<b>Below Average 0-1 point</b>

**Rubric 5: Students demonstrate knowledge through a product or performance.**

Projects typically culminate with students demonstrating their learning through presentations, written documents, constructed displays, proposals, or even simulated events. These demonstrations will be made within the context of a Capstone Experience Seminar.

Scoring Guide			
<b>Exemplary 4 points</b>	<b>Outstanding 3 points</b>	<b>Average 2 points</b>	<b>Below Average 0-1 point</b>

**Rubric 6: Thinking skills are integral to project work.**

Project work supports the development of each student’s critical thinking skills that focus on self-monitoring, analysis of data, and evaluation of information. Throughout the project in the periodic Capstone Experience Seminars each student is challenged to think critically and to make connections to concepts and principles that matter in the real world.

Scoring Guide			
<b>Exemplary 4 points</b>	<b>Outstanding 3 points</b>	<b>Average 2 points</b>	<b>Below Average 0-1 point</b>

Summary Scoring Guide		
<b>High Pass 4 points on all rubrics</b>	<b>Pass An average score of 3 points with no rubric scored as a 0 or 1.</b>	<b>Fail An average score less than 3 or a score of 0 -1 on any rubric</b>

## **Assessment 7.0: Assessing the Personal Learning Plan Rubrics and Scoring Guide**

The MPA program includes a design feature that makes it rather unique at Gallaudet University; that is, it is designed to include principles of learner-centered teaching and learning.

The learner-centered philosophy is designed into the MPA program by requiring each student to create a Personal Learning Plan that allows each student to select personal student learning outcomes that will help him or her to achieve the five Program-Level Student Learning Outcomes.

The Personal Learning Plan must be designed in collaboration with the student's primary program advisor. The Plan must be aligned with the five Program-Level Student Learning Outcomes. Evidence documenting how well the plan was implemented and its outcomes must be included in the Capstone Experience Portfolio at the end of the student's program of study.

Student-Selected Learning Outcomes should also help each student to meet specific professional growth expectations set by his or her organization or agency. If a student is not currently employed, the learning plan should help the student to meet general expectations for management and leadership in the public administration profession.

Each student advisor will assess each of his or her advisee's Personal Learning Plan using the rubrics and scoring guide found below.

**Rubric 1:**

**A high quality Personal Learning Plan is a purposeful, structured and continuous process that occurs over time.**

To meet the specific needs of students, professional development must focus on the strategic plan of the district or the priorities of the individual school. Therefore, an student’s Individual Professional Development Plan (IPDP) must align with stated priorities and approved building or district goals.

Rubric 1 Essential Assessment Question: Is the Personal Learning Plan purposefully structured to occur over time? If “yes,” then use the scoring guide below. If “no,” then the plan needs to be revised.

Exemplary 2 points each		Adequate 1 point each		Needs Revision 0 points		Score for Rubric 1
The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		Total = __ of 6
<input type="radio"/>	Clearly focuses on and aligns with school and district priorities	<input type="radio"/>	Relates to some of the school and/or district priorities	<input type="radio"/>	Makes no connection to school or district priorities	5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
<input type="radio"/>	Includes a continuous process of planning, implementation, reflection and evaluation	<input type="radio"/>	Includes several connected events	<input type="radio"/>	Includes no related events	
<input type="radio"/>	Includes varied activities and multiple resources	<input type="radio"/>	Includes more than one type of activity	<input type="radio"/>	Includes only one type of activity	

**Rubric 2:**

**A high quality Personal Learning Plan is designed to help the student to achieve each of the five Program-Level Student Learning Outcomes.**

Each student is expected to learn specific knowledge and skills that are reflected in the five domains that represent the MPA program’s conceptual framework and which were used to create five Program-Level Student Learning Outcomes. Each Personal Learning Plan must be designed to help each student to demonstrate how he or she will meet those expected outcomes.

Rubric 2 Essential Assessment Question: Is the Personal Learning Plan designed to help the student satisfy the five Program-Level Student Learning Outcomes? If, “yes,” then use the scoring guide below. If “no,” then the plan needs to be revised.

Exemplary 2 points		Adequate 1 point		Needs Revision 0 points		Score for Rubric 2
The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		Total= ___ of 2 2 = Exemplary 1 = Adequate 0 = Needs revision
o	The plan is clearly designed around the 5 Program-Level Student Learning Outcomes. The plan is comprehensive, logical, and well-designed.	o	The plan is clearly designed around the 5 Program-Level Student Learning Outcomes, but it requires slight improvement.	o	The plan is clearly not designed around the 5 Program-Level Student Learning Outcomes. It is disorganized, fragmented, and not comprehensive. It requires substantial revision.	

**Rubric 3:**

**A high quality Personal Learning Plan is collaborative.**

A high quality personal learning plan is designed to provide the student with multiple opportunities to collaborate with other professionals, with peers, with supervisors, and with program faculty by creating formal and informal learning communities. Collaboration in learning communities is a powerful way to learn and grow professionally.

Rubric 3 Essential Assessment Question: Does the Personal Learning Plan provide opportunities for collaboration? If “yes,” then use the scoring guide below. If “no,” then the plan needs revision.

Exemplary 2 points each		Adequate 1 point each		Needs Revision 0 points		Score for Rubric 3
The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		Total= _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs revision
<input type="radio"/>	Includes ongoing opportunities for collaboration	<input type="radio"/>	Provides some opportunities for collaboration	<input type="radio"/>	Rarely provides opportunities for collaboration	
<input type="radio"/>	Includes regular participation in a learning community for a specified educational outcome	<input type="radio"/>	Includes occasional participation in learning team	<input type="radio"/>	Allows few if any opportunities for participation in learning teams	
<input type="radio"/>	Includes ongoing use of communication strategies to broaden collaboration, including	<input type="radio"/>	Includes occasional use of communication strategies to broaden collaboration, including	<input type="radio"/>	Fails to use communication strategies to broaden collaboration	

**Rubric 4:**

**A high quality Personal Learning Plan includes varied learning experiences that accommodate an individual student’s knowledge and skills.**

High quality Personal Learning Plans must accommodate an individual student’s current level of knowledge and skill. To expand and refine knowledge and skills the learning experiences designed into the Personal Learning Plan should vary in intensity and duration and promote opportunities for self-directed, life-long learning. The sequence of learning experiences in the Personal Learning Plan should enable the student to systematically learn and implement new skills and knowledge.

Rubric 4 Essential Assessment Question: Does the Personal Learning Plan meet the needs and experiences of an adult learner? If “yes,” then use the scoring guide, below. If “no,” then the plan needs to be revised.

Exemplary <i>2 points each</i>		Adequate <i>1 point each</i>		Needs Revision <i>0 points</i>	Score for Rubric 4
The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		The student’s Personal Learning Plan:	Total = __ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision
<input type="checkbox"/>	Includes a variety of learning experiences	<input type="checkbox"/>	Attempts to vary learning experiences	<input type="checkbox"/> Fails to vary learning experiences or includes only single-day events	
<input type="checkbox"/>	Reflects a structured set of experiences, logically sequenced, and matched with goals and needs	<input type="checkbox"/>	Attempts to organize or match experiences with goals and needs	<input type="checkbox"/> Fails to organize or match experiences with goals and needs	
<input type="checkbox"/>	Clearly addresses the student’s professional knowledge, strengths and weaknesses	<input type="checkbox"/>	Shows an attempt to address the student’s professional knowledge, strengths and weaknesses	<input type="checkbox"/> Provides no evidence of consideration for the student’s professional knowledge, strength and	

**Rubric 5:**

**A high quality Personal Learning Plan results in the acquisition, enhancement or refinement of skills and knowledge.**

The focus of all high quality Personal Learning Plans is on deepening and broadening student learning in ways that satisfy the MPA program’s five Program-Level Learning Outcomes. To ensure that students achieve at high levels, students must have deep content knowledge and master varied management and leadership skills. A student’s Personal Learning Plan must provide the content needed to enhance or refine the student’s skills and knowledge.

Rubric 6 Essential Assessment Question: Does the Personal Learning Plan advance the student’s content knowledge and repertoire of management and leadership skills within the context of public administration? If “yes,” use the scoring guide, below. If “no,” then the plan needs to be revised.

Exemplary <i>2 points each</i>		Adequate <i>1 point each</i>		Needs Revision <i>0 points each</i>		Score for Rubric 5
The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		The student’s Personal Learning Plan:		Total= _____ of 10 8-10 Exemplary 4-7 Adequate 0-3 Needs revision
o	Aligns to the 5 Program-Level Student Learning Outcomes as well as to professional standards for management and leadership in their organizations.	o	Aligns to the 5 Program-Level Student Learning Outcomes, but not with professional standards for management and leadership in their organizations.	o	Is not aligned with the Program-Level Student Learning Outcomes or with the professional standards for management and leadership in their organizations.	
o	Includes evidence of the use of content-specific, relevant and current best practices in the field of public administration to advance student learning.	o	References the use of relevant and current best practices	o	Provides no evidence of relevant or current best practices	
o	Advances student’s ability to use relevant instructional practices to meet the varied needs of diverse learners	o	Mentions the need to use relevant instructional practices to meet the varied needs of diverse learners	o	Fails to address the varied needs of diverse learners	

Exemplary <i>2 points each</i>		Adequate <i>1 point each</i>		Needs Revision <i>0 points each</i>		Score for Rubric 5
The student's Personal Learning Plan:		The student's Personal Learning Plan:		The student's Personal Learning Plan:		
o	Promotes understanding and use of varied assessments of their learning.	o	References the use of varied assessments but does not describe how they will be used.	o	Fails to reference varied assessments	
o	Reflects a comprehensive plan to apply new knowledge and skills.	o	Reflects a general plan to apply new knowledge and skills, but details are lacking.	o	Fails to reflect a plan to apply new knowledge and skills.	

Summary Assessment				
Score for Rubric 1	Score for Rubric 2	Score for Rubric 3	Score for Rubric 4	Score for Rubric 5
<b>Numerical:</b>	<b>Numerical:</b>	<b>Numerical:</b>	<b>Numerical:</b>	<b>Numerical:</b>
Ranking, circle one: Exemplary Adequate Needs Revision	Ranking, circle one: Exemplary Adequate Needs Revision	Ranking, circle one: Exemplary Adequate Needs Revision	Ranking, circle one: Exemplary Adequate Needs Revision	Ranking, circle one: Exemplary Adequate Needs Revision