

COMPREHENSIVE ASSESSMENT PROGRAM REPORT

PUBLIC POLICY ADMINISTRATION -UNIVERSITY OF MISSOURI-ST. LOUIS

Submitted – March 28, 2006

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INTRODUCTION

I. MPPA MISSION STATEMENT

The Master's Program in Public Policy Administration (MPPA) is an interdisciplinary program designed to prepare students for managerial and policy analysis positions in the public and nonprofit sectors, or in organizations having substantial interaction with the public and nonprofit sectors. The program is a unit of the Graduate School and is accredited by the National Association of Schools of Public Affairs and Administration. Core faculty are on joint appointment in public policy administration and disciplines such as economics, history, political science, sociology, or business administration. The program includes courses in policy analysis, public administration, management, budgeting, and economics in the basic curriculum. The University of Missouri-St. Louis' MPPA program differs from existing programs available in the Missouri-Illinois region in its interdisciplinary nature and emphasis on the development of analytic and administrative skills. It is designed to meet the needs of prospective full-time students, as well as those who wish to earn a degree in the evening while continuing to work.

II. HISTORY AND STRUCTURE OF PUBLIC POLICY ADMINISTRATION

Graduate work in Public Policy Administration began with the initiation of the MPPA in 1976. In its original form, the MPPA was a cooperative arrangement of the Departments of Economics and Political Science in the College of Arts and Sciences, and the School of Business Administration. The Deans of Arts and Sciences and Business Administration provided financial support for the creation of a Public Policy Administration program office, headed by a one-third time Director, and the Departments of Economics, Political Science, and the College of Business Administration jointly agreed on the course requirements for the new graduate degree program, and pledged to offer the required courses on at least an annual basis, and to ensure that they had content appropriate for graduate students in public policy and administration. The new degree program, Master's in Public Policy Administration, was approved by UM-St. Louis Senate action, and put into effect by the University of Missouri Board of Curators.

This structural form continued unchanged until 1980, when the Director of the program, feeling that more faculty continuity was needed in order to meet student needs, proposed (and secured adoption of) a revised structure under which six faculty members (two each from Economics, Political Science, and Business Administration) would receive part-time appointments in Public Policy Administration. These appointments were of those whose teaching responsibilities and research interests best fit with the requirements of a Public Policy and Public Administration program. None of these appointments were for more than one-third time, they were not tenure-bearing, and they were subject to annual renewal. Units varied in the extent to which faculty appointments to the MPPA actually fit with those assigned teaching responsibilities for MPPA-related courses in the following years. As the Director of that period described the structure, it resembled the UM-St. Louis "Evening College" model, under which departments

make commitments of fractions of faculty time to staff undergraduate evening courses. In actual practice, appointments were the most stable, and most closely reflected actual teaching assignments, in the Department of Political Science, and least reflected actual assignments for Economics Department faculty. (The School of Business Administration occupied a middle ground in this regard.)

While this arrangement guaranteed the regularity of required course offerings, and somewhat improved faculty continuity for student advising purposes, actual program control was unclear. During the period from 1980 through 1983 it was never explicitly clear as to who controlled the MPPA and its curriculum: The founding units (Economics, Political Science, and Business Administration) or the faculty members holding formal MPPA appointments in any given academic year.

In order to clarify this situation, and in response to suggestions made in the 1983 review of the program by the UM-St. Louis Chancellor's Committee on Academic Review (CCAR), a decision was made to restructure the program during the course of the 1983-84 academic year. This restructuring, which created the current model (described in detail in later sections of this document), gave the MPPA autonomy as a freestanding unit of the Graduate School, with an independent budget, tenure-bearing faculty lines, and explicit control of its curriculum through the creation of a new "Public Policy Administration" rubric for required course work. This new structure was approved by all relevant campus units and placed into effect at the beginning of the 1984-85 academic year. The program received accreditation in 1987, 1994, and 2002.

Public Policy Administration has expanded beyond its original MPPA program to also include the Nonprofit Management and Leadership Program and the Local Government Management and Leadership Partnership (in collaboration with the East West Gateway Council of Governments and System Extension.)

In addition to the MPPA degree, we offer the Graduate Certificate in Nonprofit Leadership and Management, and have recently proposed a new Graduate Certificate in Local Government Management. Within the last year, the campus has taken steps to more fully integrate the budgetary basis of our nonprofit program into the regular budget of Public Policy Administration.

We have offered our program to Army Engineers at Ft. Leonard Wood, but have temporarily suspended that activity because of current low enrollments in the Career Captains Course (from which we draw our students).

III. OUR APPROACH TO THE CAP PROCESS

The program began by distributing the CAP focal areas in teaching and research, and followed this with a faculty discussion. We concluded that service was an integral part of our activities, and created a set of focal areas for service as well.

Each faculty member then was asked to draft a set of responses to each of the focal areas, describing first their own activities, then where they saw the program, and finally where they thought the program ought to develop.

These responses were reviewed by the current program director and the incoming director, codified for a faculty meeting, and discussed by the group. On the basis of that discussion, a full draft report was prepared and circulated to the faculty for review and comment through the faculty listserv. On the basis of these comments, a final report was prepared for submission to the CAP team.

MATERIAL INCLUDED FROM OTHER REVIEWS

i) Because we are a nationally accredited program (by the National Association of Schools of Public Affairs and Administration – NASPAA,) our program regularly goes through comprehensive reviews. We include with this report:

Appendix A - Our most recent accreditation report to NASPAA.

Appendix B - Reaccreditation letter from NASPAA, “Commendations and Recommendations” from the accreditation Site Visit Team that we received along with our reaccreditation, and program and campus actions in response to recommendations.

Appendix C - Our annual reports to NASPAA, in follow-up to our last accreditation review

ii) We are approved by and a member of the Nonprofit Academic Centers Council. We are one of only 39 approved programs in the country, and the only one in this metropolitan area.

Appendix D – Approval letter from NACC

iii) We are also including several other documents that are may be helpful in providing the CAP Team with insight into our program:

Appendix E – Excerpt from 2005 CAP Review of Graduate School relevant to Public Policy Administration and campus actions in response to recommendation

Appendix F – MPPA Student Handbook

Appendix G – PPA Priorities for Campus Capital Campaign – While PPA priorities were not included in campus capital campaign, this document is a good enumeration of the program’s priorities.

PART I. TEACHING

I. Learning Objectives

Summary – As can be seen from the specific comments below, drawn from the independently prepared reports of faculty members, there are strong commonalities in perceptions of the program’s approach to teaching. The program’s teaching emphasizes the integration of theory and practice, linking analytical skills to applied practice.

Faculty reflection on our learning objectives included:

- Connect academic rigor with applied
- Use of applied examples requires regularly changing the topics of courses
- Mix of theoretical and applied
- Emphasis on organizational effectiveness
- Emphasis on the development of analytical skills
- Emphasis on placing current policy issues in their larger historical context
- Recognition that bureaucracies are not neutral actors
- Recognition of the distinctive features of the urban context in the U.S.
- Use of analysis to produce practical solutions to policy problems
- Development of analytical skills
- Development of students’ ability to interpret economic information
- Presentation of material as a mix of technical and political
- Development of ability to work with budgets
- Applied and practice-oriented learning
- Development of ability to analyze concrete situations through multiple perspectives
- Significance of accreditation guidelines in structuring our curriculum

II. Curriculum

Summary – Faculty comments showed strong commonalities in the inclusion of practical examples

Faculty reflection on our curriculum included:

- Integration of texts and applied example
- Review of organizations – linkage between public and private organizations
- “Learning by doing”
- Policy analysis, economic analysis, relationship of bureaucracies and interest groups
- Use of interdisciplinary materials, examination of cases from a workplace perspective
- Sequencing of materials, emphasis on feedback from earlier work on our economics sequence

- Hands-on work with local government budgets
- Exposure of students to local government environments, involvement of city managers in our teaching
- Use of capstone cases course to develop integrated knowledge
- Regular review of curriculum and development of new options, e.g. new Graduate Certificate in Local Government Management

III. Teaching and Learning Methods

Summary – Faculty members reported a wide variety of approaches to teaching and learning methods. This is what we would anticipate and desire, given the interdisciplinary nature of our program and the cross-listed nature of our courses. We are members of the “Electronic Hallway,” a program of public administration/public policy case studies based at the University of Washington. Many faculty use these cases in their courses.

Faculty reflection on our teaching and learning methods included:

- Importance of using technology in teaching, e.g. computerized classrooms
- Emphasis on the use of cases
- Emphasis on in-class student presentations
- Use of seminar discussions and papers
- Combination of lecture and interactive material
- Having students work out applied problems
- Technology, facility with spreadsheets to develop and analyze actual budgets
- Use of public officials in class
- Socratic teaching of cases
- Use of external case resources, e.g. from our membership in the Electronic Hallway

IV. Learning Assessment

Summary – Faculty members report a wide variety of assessment techniques in their individual courses, capped by the wider assessment context of our capstone course and, most particularly, our exit projects. Exit projects are staff papers prepared by students working with an individual faculty advisor.

Faculty reflection on our procedures for learning assessment included:

- Cumulative evaluation of problem sets, papers, and exams
- Use of exams, journal, and paper
- Class presentations
- Use of both closed and open-ended exam questions
- Variety in assignments, series of small papers
- In-class exams and in-class group exercises, importance of the program exit project

- Use of short assignments, student Powerpoint presentations to the class
- Involvement of practicing professionals in evaluating student work
- Multiple short papers throughout the course
- Importance of the exit project in our overall assessment process

V. Quality Assurance

Summary – Our primary form of quality assurance comes from the structure of our national accreditation process. Our program has been accredited since formal accreditation began in 1985. We do not treat this as simply a binary issue of getting reaccredited (or not.) We have used the “recommendations and commendations” from our accreditation Site Visit Team to review our program offerings.

We respond to changes in accreditation standards with course changes. This has occurred most recently with regard to the increased emphasis on the management of information technology in the public and nonprofit sectors. We have added material to one of our core courses, and have added a new elective, cross-listed with the College of Business, in the management of information technology in the public sector.

Our advising process also plays an important role in quality assurance. Each student in the program has a designated faculty advisor. Students must meet with their faculty advisor (or sometimes the program director) each semester in order to enroll for courses for the next semester. We only clear students to register for the next semester following such a meeting. These meetings provide an opportunity for the review of student progress throughout the program.

As indicated in the previous section, the Exit Project process brings together sets of three faculty members to review a student’s final program work. These reviews become the occasion for broader collective faculty discussion, and lead to changes in program structure. This type of review recently produced a decision to increase the required GPA for regular program admission from 2.75 to 3.0.

Faculty reflection on our processes for quality assurance included:

- Checking with other faculty as to whether material from front-end research methods course is providing students with background for later work in the program
- Faculty discussion, especially with regard to exit projects
- Faculty curricular discussion
- Discussion with students after graduation
- Importance of accreditation guidelines, faculty curricular discussions
- Importance of accreditation standards and program advising process
- Feedback from practitioners regarding student work
- Importance of student evaluations in providing feedback to the program

II. RESEARCH

Summary – In contrast to teaching, where faculty had broadly shared views of the program’s structure and goals, research activity was much more individualized. The program’s goal for research is to provide a supportive environment and to encourage interdisciplinary work. Beyond this, however, the choice of research topics and approaches is a matter for individual faculty decision.

I. Research Outcomes

Summary – Faculty are evaluated on the basis of publication of results in quality academic journals. Our last NASPAA accreditation review commented on faculty activity of this type. Because of the interdisciplinary nature of our program, we do not seek to direct the type of research our faculty carry out.

Examples of recent faculty research include:

- “Government Contracting and Performance Measurement in Human Services”
- The Economics of Women, Men, and Work
- “Using Geographic Information Systems Software to Test Theories of Interstate Influence and Geographic Diffusion in Public Policy Making”
- “Engaging in ‘Loose Talk’: Analyzing Salience in Discourse from the Formulation of Welfare Policy”
- St. Louis Metromorphosis: Past Trends and Future Directions
- City Schools and City Politics: Institutions and Leadership in Pittsburgh, Boston, and St. Louis
- “Military Base Closings”
- “Managing Stakeholder Relationships and Nonprofit Organization Effectiveness”
- When Reality Contradicts Rhetoric: World Bank Lending Practices in Historical, Theoretical and Empirical Perspectives

Public Policy Administration serves as an editorial home of the American Review of Public Administration, one of the leading journals in the field. This provides us with access to a comparative standard for faculty work that does directly focus on public administration.

Faculty also work on projects with other campus entities, such as the Public Policy Research Center (PPRC). As was recommended by last year’s CAP review of the Graduate School, a closer alignment of PPA with the PPRC would provide additional opportunities for this to occur.

II. Research Environment

The program provides support beyond what is generally provided for by the campus. This is done by providing support for conference participation above and beyond what faculty members receive from their jointly-appointing departments, and by providing additional support for

faculty to attend and make presentations at public policy and public administration conferences outside their own core academic disciplines.

III.Sponsored Projects

While the program does not require faculty to seek out sponsored projects for their research work, it provides significant financial incentives when they do so. Our policy is that all indirect costs returned to the program are available for use by the faculty member who obtained the grant.

This is another area where closer alignment with the PPRC would provide additional opportunities. The campus has been told by external grantors that, if there were greater faculty involvement in PPRC applied research, additional contract work would be available to the campus. This would inevitably provide additional opportunities to PPA faculty members.

The program also facilitates sponsored project work with our partners. One recent example was a grant from the Department of Defense to the East West Gateway Council of Governments. We received funding under this grant as well as the placement of one of our graduate students as a Graduate Research Assistant on the project.

IV.Doctoral Training

While our program does not directly provide doctoral programs, we do have an “articulation agreement” with the doctoral program in the Department of Political Science. Under this agreement, students are able to transfer significant portions of MPPA coursework into the doctoral program. Those students who have obtained both the MPPA and the Ph.D. in Political Science have been very successful in academic job placement.

V. Synergy With Education

As can be seen from the selected list of recent faculty research, shown above, faculty research is closely tied to practical issues in public policy and public administration. As a result, virtually all faculty extensively use their own research in the course of their teaching for the program.

III. SERVICE

Service is sufficiently integral to the activities of Public Policy Administration that we collectively decided to add it to the teaching and research sections already in place as part of the Comprehensive Program Assessment process.

Two of the three units of Public Policy Administration, the Nonprofit Management and Leadership Program and the Local Government Management and Leadership Partnership, specifically emphasize service activities.

I. Community and National Needs (and our partners in meeting these needs)

Major Partners

In nonprofit:

- Kellogg Foundation
- Metropolitan Association for Philanthropy
- Nonprofit Services Consortium
- Lutheran Foundation

In local government:

- International Association of Clerks, Recorders, Election Officials, and Treasurers (IACREOT)
- National Association of County Treasurers Finance Officers (NACTFO)
- East West Gateway Council of Governments
- St. Louis Area City Managers Association (SLACMA)
- American Planning Association – St. Louis Regional Chapter
- UM System Extension

II. Service needs of our academic disciplines

Examples include:

American Review of Public Administration editorial home

NASPAA Accreditation site visit team participation

Training of NASPAA site visitors

Section chair, urban politics section, American Political Science Association

Editorial board memberships in political science, public administration, and health policy

Panel organizing and panel chairing in economics, public policy, public administration, and political science

Reviewing for federal agencies, including National Science Foundation

III. Service needs of the university

Examples include:

Service on dissertation committees outside home disciplines
Organizing and presenting to Center for Teaching Excellence
Director, Missouri-Africa Program in Ghana
Numerous campus and university committees

IV. Funded service

Examples include:

Assisting city governments in City Manager searches
Consulting with numerous city and county governments, school districts, and nonprofit organizations

V. Links between program service and program teaching and research missions

Many faculty have direct service experience in public policy and administration. This includes work with state government, with local housing authorities, with mayors and city councils, and nonprofit organizations. All of these experiences are used by faculty in providing concrete examples in their teaching.

**APPENDIX A – PROGRAM ACCREDITATION REPORT TO NATIONAL
ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION
(NASPAA)**

TITLE PAGE

NASPAA SELF-STUDY REPORT
September 1, 2001
Master of Public Policy Administration Degree Program
Public Policy Administration Program, Graduate School
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121

Certified by Andrew Glassberg, Director, Public Policy Administration, September 1, 2001

(CERTIFICATION BY DR. JERRY DURHAM, VICE CHANCELLOR FOR ACADEMIC AFFAIRS, WILL BE SENT SEPARATELY BY HIM AS PER INSTRUCTIONS FOR ELECTRONIC SUBMISSION OF THIS REPORT.)

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PROGRAM SUMMARY

Provide summary information on the program to set the context for responses to the individual standards. The data should be the normal degree program; exceptions will be handled in the discussion of each standard.

PROGRAM SUMMARY

ITEM	DATA
1. Title of degree (1.3)	Master of Public Policy Administration
2. Off-Campus locations (9.1)	Ft. Leonard Wood, Missouri
3. Number of credits normally required for degree (4.3-A)	40
4. Total credits in required courses (4.21-B)	28
5. Total credits in elective courses (4.22-A)	12
6. Specializations advertised as available (4.22-C)	5
7. Number of credits which can be reduced for prior undergraduate education (4.3-B)	0
8. Number of credits which can be reduced for significant professional experience (4.3-B)	0
9. Number in faculty nucleus (5.1-B)	17
10. Number of students in degree program (6.3-D)	Full-time=26, Part-time=47, Total=73
11. Is a thesis or major professional report required? (4.3-C)	Yes
12. Is a comprehensive examination required? (4.3-C)	No
13. Is an internship available? Is it required? (4.4-B)	Yes. Required for pre-service students.

STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

Application for Accreditation: The Master of Public Policy Administration program at the University of Missouri-St. Louis is eligible for peer review and accreditation and it is hereby applying for peer review and accreditation.

a. Institutional Accreditation

The University of Missouri-St. Louis is accredited by the North: Central Association of Colleges and Schools. The date of the most recent accreditation was 1996.

1.3 Professional Education

A. Leadership and Management Objective:

The University of Missouri-St. Louis Master of Public Policy Administration degree is designed to provide graduate professional education in policy analysis and public administration. Its core curriculum provides substantial coursework in both areas. The program faculty has substantial experience in both the theory and practice of policy analysis and public administration. Through close and continuing contact with area practitioners, the program seeks to ensure that it continues to offer relevant training in these fields.

B. Degree Specification: The Master of Public Policy Administration is the only degree program offered by this unit.

1.4 Program Length

Initiation Date: The first student admissions into the program were the Winter 1976 semester. The first program graduations (which were of students with significant numbers of credits already earned) occurred in May, 1977.

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

A. Background:

Program Historical Development

Graduate work in Public Policy Administration began with the initiation of the MPPA in 1976. In its original form, the MPPA was a cooperative arrangement of the Departments of Economics and Political

Science in the College of Arts and Sciences, and the School of Business Administration. The Deans of Arts and Sciences and Business Administration provided financial support for the creation of a Public Policy Administration program office, headed by a one-third time Director, and the Departments of Economics, Political Science, and the College of Business Administration jointly agreed on the course requirements for the new graduate degree program, and pledged to offer the required courses on at least an annual basis, and to ensure that they had content appropriate for graduate students in public policy and administration. The new degree program, entitled, Master's in Public Policy Administration, was approved by UM-St. Louis Senate action, and put into effect by the University of Missouri Board of Curators.

This structural form continued unchanged until 1980, when the Director of the program, feeling that more faculty continuity was needed in order to meet student needs, proposed (and secured adoption of) a revised structure under which six faculty members (two each from Economics, Political Science, and Business Administration) whose teaching responsibilities and research interests best fit with the requirements of a Public Policy and Public Administration program, would receive part-time appointments directly in Public Policy Administration. None of these appointments were for more than one-third time, they were not tenure-bearing, and they were subject to annual renewal. Units varied in the extent to which faculty appointments to the MPPA actually fit with those assigned teaching responsibilities for MPPA-related courses in the following years. As the Director of that period described the structure, it resembled the UM-St. Louis "Evening College" model, under which departments make commitments of fractions of faculty time to staff undergraduate evening courses. The departments are committed to offer the courses, the faculty listed as having evening college appointments might be the ones to actually teach the courses committed to, but departments were under no obligation to staff courses in this way, or to necessarily assign the same individuals to evening college appointments over successive years. In actual practice, appointments were the most stable, and most closely reflected actual teaching assignments, in the Department of Political Science, and least reflected actual assignments for Economics Department faculty. (The School of Business Administration occupied a middle ground in this regard.)

While this arrangement guaranteed the regularity of required course offerings, and somewhat improved faculty continuity for student advising purposes, actual program control was unclear. During the period from 1980 through 1983 it was never explicitly clear as to who controlled the MPPA and its curriculum, the founding units, Economics, Political Science, and Business Administration, or the faculty members holding formal MPPA appointments in any given academic year.

In order to clarify this situation, and in response to suggestions made in the 1983 review of the program by the UM-St. Louis Chancellor's Committee on Academic Review (CCAR), a decision was made to restructure the program during the course of the 1983-84 academic year. This restructuring, which created the current model (described in detail in later sections of this document), gave the MPPA autonomy as a freestanding unit of the Graduate School, with an independent budget, tenure-bearing faculty lines, and explicit control of its curriculum through the creation of a new "Public Policy Administration" rubric for required course work. This new structure was approved by all relevant campus units and placed into effect at the beginning of the 1984-85 academic year.

Since our last accreditation the MPPA program has added several significant elements: the Nonprofit Management and Leadership Program of the University has become a component of Public Policy Administration; we have added a Local Government Management and Leadership Program (in collaboration with our regional planning body and with University Outreach/Extension; and we have refined our degree specializations. We have also added an off-campus program (with identical core content and taught by our regular on-campus faculty) for Engineering School officers at Ft. Leonard Wood, Missouri.

B. Mission Statement

The formal mission statement of the Master of Public Policy Administration program may be found in the University of Missouri-St. Louis Bulletin:

The Master's Program in Public Policy Administration (MPPA) is an interdisciplinary program designed to prepare students for managerial positions in the public sector or in agencies having substantial interaction with the public sector. The program is a unit of the Graduate School and is accredited by the National Association of Schools of Public Affairs and Administration. Core faculty are on joint appointment in public policy administration and in either economics, political science, sociology, or business administration. The program includes courses in policy analysis,

public administration, management, accounting, and economics in the basic curriculum. The University of Missouri-St. Louis' MPPA program differs from existing programs available in the Missouri-Illinois region in its interdisciplinary nature and emphasis on the development of analytic and administrative skills. It is designed to meet the needs of prospective full-time students, as well as those who wish to earn a degree in the evening while continuing to work. (UM-St. Louis Bulletin, Undergraduate, Graduate and Professional Catalog, 2001-2002, p. 446).

From the outset, the MPPA program has been based on an integration of policy and administration in the core. This is based on the longstanding program premise that students preparing for careers in administration need to be educated consumers of policy analysis, and that students preparing for careers in policy analysis need to be sensitive to the administrative contexts in which their recommendations will (or will not be) acted upon.

Accordingly, the program has a heavier component of policy-analytic courses than is true for many "pure" public administration programs. For example, the program requires a year of graduate work in economics.

While the program has successfully sought to increase the number of full-time students, the program was initiated to make high-quality graduate education available to already-working students in the St. Louis metropolitan area. Accordingly, all course work is taught in the evenings or on the weekend.

C. Mission Process:

The core of mission process definition is the program faculty. This is very much a faculty-run program. It's location in a public research university, and its continuing commitment to joint faculty appointments, always involving another discipline in tenure-track appointments, means that the program will regularly be infused by intellectual developments in the disciplines that jointly appoint our tenure-track faculty.

The longstanding interdisciplinary tradition of the program and its faculty have made the program open to an innovative set of joint activities. It's nonprofit management and leadership program has been a leader in inter-university cooperation in this field. It's local government management and leadership program was designed from the outset to be a partnership of the UM-St. Louis public policy administration program, the east-west gateway coordinating council (our regional council of governments), and university outreach/extension.) The program serves as an editorial home of the American Review of Public Administration, itself a cooperative effort of three university public administration/public policy programs.

D. Deviation from Standards

NONE

2.2 Assessment

Assessment Procedures:

The program uses a variety of assessment procedures for assessing student performance and accomplishment of program objectives. These include student and alumni surveys, review of required student exit projects by faculty committees, and ongoing consultation with other academic departments on

campus. Teaching evaluations are required for all courses. Internships, which are required for pre-service students, require the completion of evaluations by both faculty and practitioner supervisors.

The program's external links through its Nonprofit and Local Government activities provide additional settings for practitioner and community feedback regarding the program and its content. These feedback procedures, which include both formal surveys and informal discussions with practitioners, form an important external check on the program's ability to meet its mission-driven goals.

Responses to surveys are shared with program faculty and will be available for review by the Site Visit Team.

2.3 Guiding Performance

A. Guiding Performance

The assessment process, which also includes internal faculty reviews, played a significant role in the refinement of program specializations. These changes have received final approval at all necessary levels, and take effect for the 2001-2002 academic year. They are reflected in the new campus catalog.

A review of student experience with the program's first set of specializations demonstrated that the organization of required courses, and student need for additional economics preparation, produced a pattern of course enrollment which led relatively few students to complete the specified degree specializations. Instead, students were enrolling in the individualized option for the completion of elective coursework. The assessment process led to a revision of both core and elective requirements to produce a pattern of specialization requirements that will be more conducive to the completion of specified specializations. Revised specializations were designed by faculty committees which reviewed each specialization, and then reported to the entire Public Policy Administration faculty. These reviews also took account, where appropriate, of specific NASPAA guidelines for the field, e.g. in nonprofit administration.

(The individualized option will be retained for those students with appropriate needs for elective work not provided for in the program's specializations.)

B. Program Changes:

External feedback was particularly important in the development of the new Local Government Management specialization. The development of this specialization was made possible by the additional teaching resources made available to the program by the institution of the Local Government Management and Leadership Program. The Local Government Program's first Director, a very experienced former City Manager, engaged in extensive consultation with the professional local government community in the St. Louis Metropolitan Area, as well as with on-campus program faculty. (The initial Local Government Program director was co-author of an ICMA study on teaching by local government professionals in public administration programs. This report was one of the activities of the joint ICMA/NASPAA Task Force on Local Government Management Education.)

The Nonprofit specialization was designed in consultation with nonprofit administrative professionals. Regional collaborations in this field, led by our Nonprofit Program's Director, have received national and international attention.

Both the Local Government and the Nonprofit specializations tie in closely with the program's mission to:

“prepare students for managerial positions in the public sector or in agencies having substantial interaction with the public sector.”

STANDARD 3.0--PROGRAM JURISDICTION

3.1 Administrative Organization

Administrative Arrangement

The Public Policy Administration Program is a unit of the Graduate School of the University. The program Director reports to the Graduate Dean. It has an independent budget.

Public Policy Administration now has three components: the Master of Public Policy Administration (MPPA) degree program, the Nonprofit Management and Leadership Program, and the Local Government Management and Leadership Program.

Since its inception in 1976, the MPPA program has been committed to interdisciplinary work. This commitment is reflected in the unit's structure. All tenured and tenure-track faculty are on joint appointments with other academic units. New faculty hiring is done jointly and concurrent approval of both jointly appointing units is required for a new hire offer to be made. In similar fashion, the tenured faculty of the MPPA program review and vote separately on tenure and promotion recommendations. MPPA recommendations are then submitted to the Graduate Dean. A core of MPPA faculty are on the MPPA payroll for a portion of their salaries (typically one-half), but additional faculty have from time to time been appointed to the MPPA faculty by its membership. These individuals participate and vote fully in faculty deliberations.

As a consequence of its independent budget, those jointly appointed faculty on the MPPA payroll receive separate evaluations of their performance and independent salary adjustments for the MPPA portion of their appointment. The MPPA Director makes recommendations for these adjustments to the Graduate Dean. These are approved by the Graduate Dean, subject to review by appropriate campus and university administrative authorities.

In recent years, the development of the Nonprofit and Local Government programs, and the expansion of off-campus activities, have led to the appointment of full-time non-tenure-track personnel. The Nonprofit Program Director and the Associate Director for the Ft. Leonard Wood program both have appropriate Ph.D. degrees and substantial experience. They vote as regular members of the faculty for all purposes except tenure and promotion decisions.

The Local Government Program Director is a joint hire of the Public Policy Administration program, the East West Gateway Coordinating Council (the regional planning body for the St. Louis Metropolitan Area), and University Outreach/Extension. The current director, our second, has substantial local government management experience, and holds an MBA degree. She also votes as a regular member of our faculty for all purposes except tenure and promotion.

3.2 Recognized Program

Program Structure:

As described above, the Program Director reports to the Dean of the Graduate School, and the program is a unit of the Graduate School. This structure was put in place to recognize both the independence and the interdisciplinary nature of the program. (Tenured and tenure-track faculty hold joint appointments in the College of Arts and Sciences and the College of Business Administration.)

The Program Director is on a .75 appointment in this position.

The 17 individuals in the faculty nucleus, eight are joint tenure-track appointments (with MPPA portions ranging from one-sixth to three-quarters), four are MPPA faculty on joint appointments (but without MPPA budgetary authority), two are MPPA faculty with full-time campus administrative appointments (but who remain active in MPPA teaching responsibilities), and three are the non-tenure-track appointees who direct Public Policy Administration activities in Local Government Management, Nonprofit Management, and our off-campus program.

3.3 Program Administration

Program Management:

The Program Director reports to the Graduate Dean. When vacancies occur the Graduate Dean appoints a Search Committee. This committee contains substantial, but not exclusive, representation by MPPA faculty. After the identification of a short list and required campus interviews, the MPPA faculty makes a separate recommendation to the Dean regarding the Director position. The Graduate Dean appoints the Director.

Program decisions regarding hiring, curriculum, student standards, etc. are made by the program faculty.

3.4 Scope of Influence

Determining Influence

- A. General program policy and planning.
- B. Degree requirements.
- C. New courses and curriculum changes.
- D. Admissions.
- E. Certification of degree candidates.

For each of the topics above, the program faculty vote and decide. (The program has delegated responsibility for carrying out its admission guidelines to the Program Director.)

While the entire faculty is the nominal decision maker for the certification of degree candidates, as a practical matter completion of the Exit Project, and certification of its acceptability by the three-faculty-member review committee, completes the significant portion of degree certification. The Program Director, and Graduate Dean, review and certify that degree requirements have been met.

F. Course scheduling and teaching assignment.

Course scheduling is determined by discussion between the Program Director and the relevant faculty member, and also by discussion with other campus units which are cross-listing courses. It is understood that course teaching needs of the MPPA degree will be met in this process.

G. Use of financial and other resources.

The financial resources of the program are administered by the Program Director, under the supervision of the Graduate Dean. The faculty vote on significant policies, such as the use of program funds for graduate assistantships and for faculty research needs.

H. Appointment, promotion and tenuring of program faculty.

Tenured and tenure-track faculty vote on new faculty hires (including non-tenure-track positions.) Tenured faculty vote on tenure. Faculty of higher rank vote on promotion.

STANDARD 4.0--CURRICULUM

4.1 Purpose of Curriculum

The MPPA curriculum is designed to provide a good fit in its required components between its public administration/management components and its policy analysis components. This is consistent with the program mission to prepare administrators able to make effective use of policy analysis and analysts sensitive to the needs and context in which recommendations will be utilized.

The program has a computer proficiency requirement, which is separate from required coursework.

Internships, for pre-service students, are designed to expose them to active and effective professionals in the field. Interns are required, through faculty-designed assignments, to integrate their internship experiences with the remainder of their degree program work.

Degree specializations, which have recently been revised, are designed to further prepare students for specific specialties. Students may, with the consent of the Program Director, also design individualized elective work, which must come from the Graduate Curriculum of the University.

4.2 Curriculum Components

A. Background Information: So that COPRA can understand the information provided in the following sections, please provide background information:

1. Credit System: Semester
 2. Length of Term: 16 weeks
 3. Number of Terms: 2 per academic year (not including summer semester.)
 - 3 Full-Time Status: Full time graduate students register for at least 9 hours. Normal graduate student registration is 9-12 hours. Registration for over 15 hours requires special consent from the Dean of the Graduate School.
 5. Time Limitation: 6 years
 6. Class Contact Hours: 1 credit – 16 hours; 3 credits – 48 hours
 7. Numbering System: 100 - Lower Division; 200 - Upper Division; 300 - Upper Division and Graduate; 400 - Exclusively Graduate
- B. Course Distribution: To provide an overview, complete the following chart showing the distribution of course credits among the various categories. Report the number of course credit hours typically taken by graduates of the degree program.

Table 4.2.B – Course Distribution

Common Curriculum Distribution				
COURSE LEVEL	REQUIRED PREREQUISITES	REQUIRED GRADUATE	ADDITIONAL CURRICULUM COMPONENTS	TOTAL
Lower Division	0	0	0	0
Upper Division	0	0	0	0
Upper Division & Graduate	0	0	0	0
Exclusively Graduate	3*	25-28	12-15	40
Total	3*	25-28	12-15	40

Please Note:

- **Prerequisite PPA 408 is now a required course. This change increased total of required graduate courses to 28 credit hours. Additional curriculum components were simultaneously reduced to 12 credit hours. Total credits for degree remained unchanged at 40.**

C. Capable Professionals: The synthesis of public administration/management and policy analysis in the program core is designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service. Specializations are designed to enhance the ability of students in the specific areas covered by each specialization.

D. Assessment and Guiding Performance: The program receives feedback on its curriculum in a variety of different ways, and then uses this information to review program structure.

Exit Projects, which are reviewed by a three-person faculty committee, form an important indicator of student work. They are particularly useful in understanding the extent to which students are successfully integrating material from various parts of the curriculum. Among the consequences of interdisciplinary service on such committees has been a greater integration of related courses: faculty with backgrounds in economics are integrating their coursework with faculty from political science. Relationships between our two beginning quantitative courses, PPA 401 - Introduction to Policy Research, and PPA 408 - Microeconomics for Policy Analysis, has resulted from this process, as has greater integration between PPA 421 - Public Sector Microeconomics and PPA 418 - Governmental Budgeting.

Feedback from local government practitioners was critical in structuring the content of our new specialization in Local Government Management and Leadership, as was feedback from nonprofit practitioners in the structuring of our Nonprofit Management specialization.

Student surveys are required in all courses in the University of Missouri-St. Louis. Both instructors and the Program Director receive this material, and it is used in reviewing the appropriateness of specific course content. Discovery that students needed additional preparation and evaluation before beginning our quantitative sequence led to a program assistance procedure, initially structured as a “short course,” and more recently in a system where more experienced students, with partial assistantships in our Advanced Quantitative Analysis lab, are available to guide newer students through the beginnings of their quantitative course work.

The program periodically surveys all students and alumni, and has received positive feedback. One recent, and somewhat unexpected finding, was the interest shown by alumni in federal government opportunities. The program will be using this finding in its continuing discussions of curricular content.

In conjunction with the program’s 25th anniversary during the self-study year, the program commissioned the editor of the Public Administration Review to review and comment on the past quarter century, and the next, in public policy and administration. We wanted to use this material as a check on the continuing validity of our program’s basic structure. Our commentator had particularly positive things to say about the interdisciplinary nature of the program, and the interaction among its faculty. We regarded this as useful external feedback regarding our basic program form.

The Public Policy Administration program serves as an Editorial Home of the American Review of Public Administration, and the Program Director is an Editor of the journal. The regular flow of manuscripts contributes to the program’s ability to understand new trends in the field. In addition, the availability of

the Journal of Public Affairs Education to faculty provides another useful vehicle for assessing program performance, and in alerting administrators as well as faculty to its findings.

- E. Graduate Classes: All core courses are limited to graduate students. (Senior undergraduates may petition the Graduate Dean for admission into a graduate course. Only a handful of such cases arise in practice.)
- F. Required Prerequisites: Students are required to demonstrate undergraduate competency in college algebra. They would be required to achieve this (without graduate credit) if they did not already possess this at admission.

4.21 Common Curriculum Components

:

A. Required Graduate Courses – All courses are required. If, after consultation with Program Director and relevant faculty, specific coursework appears to have been covered earlier in a student’s academic career, a more advanced course in the same area is substituted. The number of credits required for the degree is not reduced, however.

B. Ethical Action: Ethical issues are covered in a wide variety of places in the required curriculum:

As examples: PPA 440 – Public Administration -discusses the “banality of evil,” the argument that “I was just doing my job.” Kettl’s Sharing Power is used to illustrate the ethics of business and contractors.

PPA 421 – Public Sector Microeconomics – discusses the uses and abuses of analysis and how they can be rigged by policy advocates. This discussion is particularly responsive to the current standard’s requirement for the inclusion of the issue of ethics in analytic techniques.

PPA 499 – Cases in Public Policy Analysis – This capstone course always contains substantial ethical content in the cases selected. At least one case (two weeks) primarily focuses on ethical concerns, but the issue is raised in virtually every case studied.

C. Curriculum Coverage:

Management of Public Service Organizations

Human resources – This is a main component of PPA 460 – Organizational Behavior and Administrative Processes;

Budgeting and financial processes - This is the main component of PPA 418 – Governmental Budgeting and Financial Control

Information, including computer literacy and applications – The program’s computer proficiency requirement requires meeting this standard. PPA 401 requires the students to design substantive questions that can be addressed using data and computer statistical techniques. PPA 418 requires facility with spreadsheets for budgeting. Students again demonstrate these skills in their exit project, PPA 499.

Application of Quantitative and Qualitative Techniques of Analysis

Policy and program formulation, implementation and evaluation – Program coursework in PPA 401, Introduction to Policy Research, PPA 410 – Introduction to Policy Analysis, and PPA 475 – Introduction to Evaluation Research Methods, all have this topic as a primary focus of coursework. PPA 418 – Governmental Budgeting, and PPA 421 – Public Sector Microeconomics also emphasize the importance of analysis.

Decision-making and problem solving – While all MPPA coursework is design to develop student abilities in problem solving and decision making, the coursework in administrative processes (PPA 460), public policy administration (PPA 440), and policy analysis (PPA 410) particularly emphasize this, as does the capstone course (PPA 419) and the required exit project (PPA 499.)

Understanding of the Public Policy and Organizational Environment

Political and legal institutions and processes – This is a main component of PPA 440 – Proseminar in Public Policy Administration. It is returned to at the end of the program in PPA 419 – Cases in Policy Analysis.

Economic and social institutions and processes – The two-semester economics sequence – PPA 408 – Microeconomics for Policy Analysis and PPA 421 – Public Sector Microeconomics deal extensively with economic institutions, and their connections with other institutions in the policy process. PPA 418 – Governmental Budgeting - also deals significantly with economic institutions, and their political context. Social processes are a key element of PPA 460 – Organizational Behavior and Administrative Processes and PPA 470 – Introduction to Evaluation Research Methods.

4.22 Additional Curriculum Components

A. Elective Design: The MPPA degree requires 12 elective credits. With the reformulation of degree specializations, it is anticipated that most new students will complete one of the specified degree specializations. Students will still be able to design an individualized set of electives, subject to approval of the Program Director.

B. Elective Courses for Broad Advanced Training: While Graduate School regulations only require that a majority of degree coursework be completed in courses limited to graduate students, the vast majority of elective coursework completed by MPPA students is in such courses.

C. Elective Courses for New MPPA Specializations:

MANAGING HUMAN RESOURCES AND ORGANIZATIONS

a. Required - 3 hours

PPA 449, Human Resources in the Public Sector

b. Electives - 9 hours chosen from:

Management 462, Advanced Organizational Behavior And Administrative Processes
Management 463, Organizational Training
Economics 480, Labor Economics
PPA 468, Negotiating Workplace Conflict
Sociology 424, Conflict Management in Organizations
Pol. Sci. 341, Collective Bargaining
PPA 495, Internship - 3 hours (in assignment relevant to specialization)

POLICY RESEARCH AND ANALYSIS

a. Required - 6 hours:

PPA 365, Econometrics **OR**
Pol. Sci. 402, Intermediate Techniques in Policy Research

AND one of the following:

Pol. Sci. 411, Seminar in Policy Analysis **OR**
Soc. 331, Qualitative Methods in Social Research **OR**
Soc. 366, Applied Econometrics **OR**
Pol. Sci. 403, Advanced Techniques in Policy Research

b. Electives - 6 hours Chosen from (may include courses listed above but not counted towards specialization requirement)

Economics 317, Public Finance
Economics 360, Natural Resource Economics
Economics 480, Labor Economics
Economics 490, Advanced Topics in Economic Analysis
Pol. Sci. 404, Multi-Method Research
Pol. Sci. 422, Law, Courts, and Public Policy
PPA 495, Internship (in assignment relevant to the specialization)

NONPROFIT ORGANIZATION MANAGEMENT

a. Required 9 hours:

PPA 391A,B,C, Management Issues in Nonprofit Organizations (Staff Management; Legal Issues; Financial Issues)
PPA 394, Leadership and Management in Nonprofit Organizations
PPA 396, American Philanthropy and Nonprofit Resource Development

b. Electives 3 hours (chosen from):

PPA 449, Human Resources in the Public Sector
PPA 455, Strategic and Program Planning for Nonprofit Organizations
Soc. 424, Conflict Management in Organizations

Soc. 426, Community and Regional Conflict Intervention
Soc. 430, Policy Mediation Processes
Soc. 444, Social Policy and Community Planning
Bus 343, Accounting for Governmental and Nonprofit Entities
Bus 405, Managerial Communication
Bus 412, Public Policies Toward Business
Bus 470, Contemporary Marketing Concepts
Psych. 412, Social Psychology
PPA 495, Internship (in assignment relevant to the specialization)

HEALTH POLICY

a. Required 9 hours:

PPA 443, Health Care Policy
PPA 446, Selected Topics in Health Care Policy: Comparative Health Policy

Econ. 471, Political Economy of Health Care **OR**
Econ. 472, Health Economics

b. Electives 3 hours (chosen from): (may include courses listed above but not counted toward specialization requirement)

PPA 446, Selected Topics in Health Care Policy (with different substantive area from comparative health policy)
Soc. 447, Health Policy and the Elderly
Gerontology 376, Mental Health and Aging
Gerontology 401, Health and Wellness in the Elderly
Gerontology 441, Aging and Health Behavior
PPA 495, Internship (in assignment relevant to the specialization)

LOCAL GOVERNMENT MANAGEMENT

a. Required 6 hours:

PPA 434, Seminar in City Administration

AND EITHER

Pol. Sci. 470, Proseminar in Urban Politics **OR**
Pol. Sci. 471, Seminar in Urban Politics

b. Electives 6 hours: Chosen from:

PPA 449, Human Resources in the Public Sector
PPA 394, Leadership and Management in Nonprofit Organizations
PPA 451, Urban and Regional Planning and Public Policy
PPA 435, Issues in Urban Management

Economics 317, Public Finance: State and Local
Economics 470, Political Economy of Metropolitan Areas
Soc. 426, Community and Regional Conflict Intervention
Pol. Sci. 432, Intergovernmental Relations
PPA 495, Internship (in assignment relevant to the specialization)

NOTE: Students interested in careers in local government management are strongly encouraged to take
PPA 449, Human Resources in the Public Sector, as one of their electives

4.23 General Competencies

Each specialization is designed to respond to expressed student interest and faculty competency. The specializations complement the core degree requirements by adding specialized work, either in policy analysis, management, or in specific topical areas such as local government management, nonprofit management, and health policy. These specializations fit the program mission of ensuring that policy analysts are well-trained in management issues, and that management specialists are well-trained in policy analysis.

The specializations ensure that each MPPA graduate has substantive competence in his or her particular area of interest. As with the degree core, specializations provide for an integration of quantitative and qualitative technique, and the utilization of English in an appropriate form for meeting professional assignments.

4.3 Minimum Degree Requirements

A. Degree Credit Hours:

40 credit hours. This number of credits is not reduced, except for appropriate other graduate work. Three hours of internship are required for pre-service students, as part of the 40 hour degree requirement. Students with significant public or nonprofit experience have this requirement waived, but add an additional elective course.

B. Degree Length:

Full-time students complete the degree in two years. There is no difference in time requirements for pre-service or in-service students. Three credits of internship are required for pre-service students. 300 hours of internship work are required for these 3 credits (in addition to academic requirements of the faculty supervisor.)

4 Concluding Requirements:

All students are required to enroll in PPA 419 – Cases in Policy Analysis toward the end of their degree work. This is the capstone course of the program, and requires that students demonstrate the range of analytic abilities they have developed in the course of the program.

The MPPA degree is concluded by the completion of PPA 499 – Exit Project. This one-credit course requires the completion of a substantial paper, usually conceived of as a staff paper but designed to meet the student’s individual academic and professional needs. A faculty supervisor works individually with the student in the design and completion of the project. After a draft which is satisfactory to the faculty supervisor has been completed, a three-person faculty committee meets with the student to review the paper. While the paper may be accepted “as is” after that meeting, it is common for the exit project meeting to suggest some additional revisions prior to final submission and approval.

5 Course Formats:

All required coursework is available in evening or weekend format. Typically, more quantitative courses meet twice a week for an hour and fifteen minutes each time. More qualitative courses, and most advanced seminars, meet once a week for two hours and forty minutes (including built-in break.) There are some one-credit intensive two day courses in the nonprofit program. Several elective courses are given in all-day Saturday format, meeting on five Saturdays from 9 to 5.

The summer seminars presented in conjunction with the St. Louis Area City Managers Association meet on Saturday mornings in off-campus locations, relevant to the specific topic of that week’s seminar. These courses meet from 9 to 12.

4.3 e. Student Transcript Analysis

Table 4.3.E. – Student Transcript Analysis Chart

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PPA 401	A	A	A	A	A	B-	B	A	B	A-	A-	A	A	A	A	A
408	A	A	A-	A	B	B	B	B	C	A	A	*	A-	B+	B	A
410	B	A	A	A	A	B+	B	B+	B+	A-	B+	A-	C+	A-	A	A
418	A-	A	A-	A	A	C+	B	A	A-	A	B-	A-	B+	A-	A	A-
419	A-	A	A-	A	A	A	A-	A	B+	A	A-	A	B+	A-	A	A-
421	B-	A	B-	A-	A-	B-	B-	B	C+	A	B-	A	B	B	A-	A-
440	A-	A	A-	B+	A-	B+	A-	A-	B+	A-	B	A-	B-	A-	A-	B+
460	B+	B+	B	B-	*	A-	B-	A	B	B+	A	B	B-	B	A	B
475	A-	A	B+	A-	B+	B-	B+	A-	B	A-	A-	A-	B+	B+	A	A-
499	A	A	A	A	A	A	A	A	A	A	A	A-	A	A-	A	A-
495	A	*	*	A	*	*	*	A	*	*	*	A-	A	A	A	A
ELECTIVE CLASSES																
PPA 391A			A					A			A					A-
391B			A-					A			B+					A
391C			A					A			A					A
394			A-				B-	A			A-					
396								A								
415							B-									
434				A			B-		B+			B+			A	
435																
441								A								
443																
446																
449			A				B		A	A	A-		B+	A		
451														B		
455																A
461																
468									B		B					
BUS 343	A															
405																
412																
467															B	
MGMT 462																
MGMT 463																

ECON 360									C							
471																
472				A												
480				B+	B+							B			A	

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
POLI SCI 402	B+											A-				
403	B															
411																
448																
470																
482												B+				
SOC 380																
424																
426			A										A			A-
430																
444																
CNED 414																
ED PSY 413																
ED 421																
MSA 620					A-											
MSA 646					A											
MSA 650					A											
PSC 711					A											
UMC 451																
UMC 457																
UMC NSG400										A						
UMC NSGE522										A						
UMC SOC 301										B						
UMR 308																
UMR 313		A				A										
UMR 314		A				A										
UMR 345		A				C										
UMR 361																
UMR 380		B				C										
WASH UNIV 5749	A															

		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
PPA	401	A-	A-	B	B+	B	*	A	B+	B	A-	B	A	B+	A	B+	A
	408	*	A	B+	B-	B	A	C	A	A	A-	A-	A-	B	A-	A	A
	410	B	A	B+	C+	A-	A-	A-	B+	A-	A-	A-	A	A-	A	A-	A
	418	B+	A-	B+	A-	B	A-	B	A	B+	A	B	A	A	A-	A	A
	419	A-	A	B+	A-	A	A-	A	B	A	A	A-	A	B+	A-	A-	A
	421	B+	A-	B-	B	A	B+	C+	B	A	B-	B	B-	B	B	B	A
	440	B	A	B+	B+	B-	B+	B+	B+	B+	B	B	A	A-	B+	A	A
	460	B-	A	C-	B+	A-	*	B+	A	A-	A-	B+	A-	B-	A	B+	A
	475	B	A	B+	B+	B	B+	A-	A-	A	A-	B+	A-	B+	B+	B+	A-
	499	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
	495	B+	*	A	*	*	A	*	*	*	*	*	*	*	*	*	*
ELECTIVE CLASSES																	
PPA	391A																
	391B	A	A-						B+								B+
	391C	B-	A						B+								A
	394	A	A						A								A-
	396		A					A	B+					B+			A
	415		A-														
	434									A							
	435	A		A-										A-	B+		
	441			B-													
	443																
	446																
	449				A-							A					
	451									A-		A			A-		
	455											B					
	461																
	468																
										A-				B	A-		
BUS	343																
	405																
	412																
	467																
	MGMT 462								B+								
	MGMT 463						A-										
ECON	360																
	471																
	472																

480																
				C+												B-

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
POLI SCI 402																
403																
411							A									
448							A								B	
470																
482																
SOC 380																
424														A		
426									A		A					
430								B+								
444																
CNED 414					A											
ED PSY 413					A											
ED 421					A											
MSA 620																
MSA 646																
MSA 650																
PSC 711																
UMC 451					A											
UMC 457					B											
UMC NSG400																
UMC NSGE522																
UMC SOC 301																
UMR 308																B
UMR 313				A						A		A				A
UMR 314				A						A		A				A
UMR 345				B						A						
UMR 361												A				A
UMR 380				C						B						
WASH UNIV 5749																

❖ **COMMENTS – Please Note:**

- **Student 1 took 5749 at Washington University as an elective credit transfer course.**
- **Students 2, 6, 20, 26, 28 and 32 are in the MPPA/Ft. Leonard Wood program. These were shared courses taken at UMR.**
- **Student 5 took MSA 620 at Central Michigan University as transfer credit in place of PPA 460. PSC 711, MSA 646 and MSA650 were all accepted for transfer elective credit.**
- **Student 10 took SOC 311 at UMC and it was accepted for transfer elective credit. NSG 400, NSGE522 was accepted for transfer elective credit.**
- **Student 12 covered subject matter for PPA 408 in a noncredit tutorial and took an additional elective credit instead.**
- **Student 22 took ED REM 421 instead of PPA 401. UMC 451 was accepted as transfer credit for PPA 449 and UMC 457 was accepted as transfer credit for PPA 460.**
- **Student 17 enrolled in BA 410, predecessor of PPA 408.**
- **Students who didn't take PPA 495 (Internship) were in-service students who had their internship participation waived. They took an additional elective course instead.**

4.4 Internships

A. Internship Design: Internships are designed to complement student coursework and give the student more intensive exposure to practitioners and their work environments, in the area of the student's career interests.

The program typically has more requests for interns than available students.

B. Internship Status – Internships are required for pre-service students, and are optional for in-service students. For pre-service students a 300-hour internship is required. Curricular changes adopted by the MPPA faculty and put in place during the self-study year reduced the number of credits awarded by a 300-hour internship from 6 credits to 3 credits. The curricular change also made explicit a requirement that internships fit a student's area of specialization.

Students must have completed the bulk of their degree coursework before being eligible for an internship assignment. At the conclusion of the internship assignment, the faculty supervisor receives the evaluation of the professional supervising the internship. The faculty supervisor then uses this evaluation, in conjunction with academic work (typically a paper) which the faculty supervisor has required, and assigns a grade.

C. Internship Supervision: Internships require both a faculty and a workplace supervisor, and a signed agreement regarding the scope of work, both at the internship and academically, is required at the outset. A very experienced faculty member serves as internship coordinator, and meets regularly with workplace supervisors. Internship assignments are developed by the internship coordinator, who does the matching.

The program has placed 24 students over the past four years with government agencies such as mental health, forest service and city's manager's offices and with local nonprofit organizations such as FOCUS, United Way, and Edgewood Children's Center

Although the program did not have paid internships during the self-study period, we are actively working to develop such arrangements. Campus fee waiver provisions will encourage the use of agreements, already developed by the Graduate School, where the internship assignment location reimburses the University for the intern's work, and the University then pays the intern a regular graduate assistantship stipend.

D.Internship Placement:

Table 4.4.D – Internship Placements

Number of intern placements past four years:

1997-1998 – 3

1998-1999 – 2

1999-2000 – 3

2000-2001 – 3

STANDARD 5.0--THE FACULTY

5.1 Faculty Nucleus

A. Critical Mass:

The MPPA faculty is cross-disciplinary in nature, and includes individuals with significant academic and practitioner experience. A key feature of MPPA faculty life is the interaction of faculty across traditional academic disciplines. The program promotes the involvement of faculty in joint research and in short course interactions. The size of the faculty has grown over time, as the number of MPPA students has grown and the range of the overall responsibilities assigned to Public Policy Administration has also increased.

Table 5.1.B – Faculty Nucleus

Name	Rank & Title	Tenure Status	Admin. Unit	Degree & Field
Alan Artibise	Director Public Policy Research Center; Professor Public Policy Administration and History	Tenured	Public Policy Research Center	Ph.D. History
*Deborah B. Balsler	Assistant Professor Public Policy Administration and Business Administration	Tenure Track	Public Policy Admin; Business	Ph.D. Organizational Behavior
* Gerald Blasi	Affiliate Assistant Professor of Public Policy Administration and Assistant Director Public Policy Administration/Ft. Leonard Wood	Non Tenured	Public Policy Admin	Ph.D./ Political Science
*Brady Baybeck	Assist. Prof. Public Policy Administration and Political Science	Tenure Track	Public Policy Admin; Political Science	Ph.D. Political Science
*Andrew Glassberg	Director Public Policy Administration and Associate Professor Public Policy Administration and Political Science	Tenured	Public Policy Admin; Political Science	Ph. D. / Poli Sci
*Jean Germain Gros	Assoc. Professor of Public Policy Administration and Political Science	Tenured	Public Policy Admin; Political Science	Ph. D. /Poli Sci
E. Terrence Jones	Professor of Public Policy Administration and Political Science	Tenured	Political Science	Ph.D. Political Science
Carol W. Kohfeld	Professor of Public Policy Administration and Political Science	Tenured	Public Policy Admin; Political Science	Ph.D. Political Science
James M. Krueger	Vice Chancellor Managerial and Technological Services; Assistant Professor of	Tenured	Managerial and Technological Services	Ph.D. Business Administration

Public Policy
Administration and
Accounting

*Timothy McBride	Associate Professor of Public Policy Administration and Economics	Tenured	Public Policy Admin; Gerontology; Economics	Ph.D. Economics
*George McCall	Professor Public Policy Administration and Sociology	Tenured	Public Policy Admin; Sociology	Ph.D./Sociology

Name	Rank & Title	Tenure Status	Admin. Unit	Degree & Field
*John McClusky	Director Nonprofit Management & Leadership & Affiliate Assoc. Professor in Public Policy Admin	Non Tenured	Public Policy Admin	Ph.D./Political Science
*T. Michael McDowell	Director Local Government Management and Leadership Program	Non Tenured	CONT ED; PPA	Master Public Administration
Donald Phares	Professor Public Policy Administration and Economics	Tenured	Economic s	Ph.D. Economics
Lana Stein	Associate Professor Public Policy Administration and Political Science	Tenured	Political Science	Ph.D. Political Science
*Anne Winkler	Associate Professor Public Policy Administration and Economics	Tenured	Public Policy Admin; Economic s;	Ph.D./Economics
*Anne Zerr	Director Local Government Management and Leadership Program`	Non Tenured	Public Policy Admin	Master Business Administration

NOTE – All listed faculty are voting members of the MPPA faculty. Starred faculty are on the MPPA payroll. All tenure-track faculty on the MPPA payroll are on joint appointment (and partially on the payroll of the jointly appointing unit.)

Prof. Carol Kohfeld is now retired. Michael McDowell returned to a City Manager’s position during the self-study year and was replaced by Anne Zerr.

Table 5.1. C. – Courses Taught By Faculty Nucleus

Name of Faculty	Academic Year	Course #	Course Credits	Title
Alan Artibise	WS00 WS01	PPA 451	3	Urban and Regional Planning and Public Policy
Deborah Balsler	FS99 WS00 FS00 WS01	PPA 460	3	Organizational Behavior Administrative Process
	Fs99	PPA 468	3	Negative Workplace Conflict
Brady Baybeck	FS00 WS01	PPA 410 PPA 401	3 3	Intro to Policy Analysis Intro to Policy Research
Gerald Blasi	FS99 FS00	PPA 394	3	Leadership/Management Nonprofit Organization
	FS99	PPA 410	3	Intro to Policy Analysis
	WS00 WS01	PPA 419	3	Case Public Policy Analysis
	WS00 WS01	PPA 449	3	Human Research Public Sector
	WS00 WS01	PPA 455	3	Strategic and Program Planning Nonprofit Organization
Andrew Glassberg	FS99 FS00	PPA 418	3	Government Budget and Financial Control
Jean Germain Gros	WS00	PPA 440	3	Prosem Public Administration
Carol Kohfeld	FS99 WS00	PPA 401	3	Intro to Policy Research
Timothy McBride	FS99	PPA 443	3	Health Care Policy
	FS00	PPA 401	3	Intro to Policy Research
George McCall	FS99 WS00 FS00 WS01	PPA 475	3	Intro to Evaluation Research

				Methods
John McClusky	WS00 WS01	PPA 394	3	Leadership /Management Nonprofit Organization
T. Michael McDowell	SS99 SS00	PPA 435	3	Issues in Urban Management
	SS00	PPA 434	3	Seminar in City Administration
Lana Stein	FS99 FS00 WS01	PPA 440	3	Prosem Public Administration
Anne Winkler	WS00 WS01	PPA 421	3	Public Sector Micro Economics

D. Course Load

The faculty handbook indicates that the normal faculty workload is 9 credit hours per semester.
<http://www.umsl.edu/services/academic/5fwp.htm>

Faculty with active research records receive reduced teaching loads.

The Public Policy Administration Director teaches one course each semester, and one course (or the equivalent) in the summer.

E. Other Full-time Faculty

Table 5.1.G – Additional Full Time Faculty

Faculty Name	Rank & Title	Tenure Status	Administrative Unit	Degree & Field
Mary Lacity	Associate Professor	Tenured	Business Administration	Ph.D. Business Administration
Michael Harris	Professor	Tenured	Business Administration	Ph.D. Business Administration
Sharon Levin	Professor	Tenured	Economics	Ph.D. Economics

5.2 Professional Qualifications

Doctorate – All faculty, except for the Director of the Local Government Management and Leadership Program hold doctoral degrees.

5.3 Practitioner Involvement

Table 5.3. A. – Instruction by Practitioners

Faculty Name	Year	Job Title/Agency	Course Title	Degree & Field
Jennifer Coats	WS2001	Assistant Adjunct Professor	PPA 408 – Microeconomics	Ph.D. Economics
Murphy, Judy	WS2000 WS2001	Part-time Instructor	PPA 391 (C) Management Issues – Financial	B. S. Accounting; CPA
Valerie Grasser	SS1999	Part-time Instructor	PPA 480 Management Information Systems	MBA
Ruger, Peter	WS2000 WS2001	Part-Time Instructor	PPA 391(B) Management Issues – Nonprofit Legal	JD

A. Practitioner Involvement:

The program has several unique links to the practitioner community. Our Local Government Management and Leadership Program and our Nonprofit Management and Leadership Program each provide extensive opportunities for faculty and student interaction with major area practitioners in each of these fields, through short courses, informal appearances, etc.

Our ongoing arrangement for summer seminars, organized in conjunction with the St. Louis Area City Managers Association (and a direct outgrowth of the ICMA/NASPAA initiative) provides another opportunity, this time in a structured course setting, for students to not only meet with practitioners, but also to see firsthand a wide variety of local public sector work environments.

5.4 Faculty Quality

A. Faculty Data Sheets: This material will be found in Volume II of this report.

B. Promotion and Tenure:

1. Institutional Criteria for Promotion and Tenure of Faculty:

The institutional criteria for promotion and tenure of faculty are described in the UM-St. Louis Faculty Handbook. These require evaluation of:

"teaching record, as evidenced in student questionnaires, peer and alumni evaluations, course syllabi, student achievement data, classroom visitations, letters of commendation, awards, etc."

"record of achievement in research, publication, papers read to professional societies, literary or artistic work, critiques and/or reviews including evaluations by outside scholars, at least some of which are not suggested by the nominee,"

"service record, with assessment of its nature and quality including university service such as committee work, community service of a professional nature, and service to the discipline or profession."
UM-St. Louis Faculty Handbook, Section 02-06, Page 6

Program criteria especially emphasize the importance of external evaluations. Faculty make recommendations about potential sources for such evaluations, but the ad-personam committee (described below) and the tenured Public Policy faculty make independent judgments regarding external referees.

2. Procedures for Promotion and Tenure:

When a candidate for tenure is in his/her sixth year of service toward tenure, the tenured faculty form an "ad-personam" committee to gather material relevant to the tenure case. This committee must be comprised of at least three tenured faculty members. In the case of the MPPA, where all faculty are on joint appointment with another academic unit, a special arrangement has been made to avoid duplication in the collection of material. The two units agree on a joint ad-personam committee. While the number of Public Policy Administration faculty on this committee might vary the MPPA (as well as the other appointing unit) is guaranteed at least one of three places on the committee. The MPPA has decided that it will require that at least one committee member be an MPPA faculty member whose joint appointment is from a different discipline than the joint appointment of the faculty member being considered for tenure. The ad-personam committee gathers material which it submits to the tenured faculty. It has the option of making a recommendation as a part of its submission, but it is not required to do so.

In the UM-St. Louis system, promotion to Associate Professor is normally considered as a part of the tenure-granting process, though it is possible to be tenured without being promoted. A similar procedure is used with regard to promotion to full Professor, except for the absence of any time limit on making such a recommendation.

After receipt of a report from the ad-personam committee, tenured Public Policy Administration faculty make a recommendation on these questions (promotional recommendations are limited to those faculty holding the rank to which promotion is being considered.) The MPPA Director receives the faculty recommendation, adds comments, and submits a report, including the faculty vote, to the Dean of the Graduate School. The Graduate Dean then submits a report, including any additional comments, to the Appointments, Tenure and Promotion Committee of the UM-St. Louis Senate. Since faculty are on joint appointment, the APT Committee will also be receiving comparable reports from the other tenure-bearing unit. The APT Committee has been instructed to give equal weight to the two reports. The APT Committee submits its recommendations to the UM-St. Louis Chancellor. After action at that level, they are submitted to the University President, for action and submission to the University of Missouri Board of Curators.

Special arrangements have been made in case the two units in which the faculty member holds a tenure-bearing appointment disagree with regard to their tenure recommendations. In such a case, both reports, the negative and the positive, would go forward to the APT Committee. If tenure were ultimately granted by the University, the unit that recommended tenure would have the responsibility for absorbing the entire appointment (or making arrangements for a different joint appointment) after the usual terminal year contract. Under this procedure, it would be possible for an individual to be awarded tenure even though one of the two tenure-bearing units opposed it, but the opposing unit would not have a faculty member tenured within it against its will. In fact, no such “split decisions” regarding tenure have arisen in the history of the program.

5.41 Instruction

A. Quality of Instruction:

The MPPA program continually monitors the quality of its instruction. Course evaluations are required in all courses, and faculty review of Exit Projects provides an opportunity for comprehensive review of student performance.

Advisement by students’ individual advisors, or by the MPPA Program Director, is required before registration for each semester’s coursework. This allows the program to monitor student progress toward the degree, and affords an opportunity for student feedback regarding coursework already completed.

Faculty evaluations, which determine salary increases, place significant weight on evaluations of instructional quality.

B. Workload Policy:

Normal faculty workload is 9 hours per semester, but this is reduced for active research. Responsibility for directing Exit Projects, and serving on Exit Project committees, is divided among the faculty.

C. Class Sizes:

Table 5.41 C – Class Sizes

NUMBER OF COURSE SECTIONS				
Class Size	Year 1997-1998	Year 1998 – 1999	Year 1999 - 2000	Year 2000 - 2001
1-9	23	29	21	24
10-19	5	2	9	7
20-29	2	4	3	2
30-39		4		
40-49				
Over 50		1		

D. Actual Credit-Hours Taught:
Table 5.41 D – Actual Credit Hours Taught

FACULTY NUCLEUS MEMBER	YEAR 1999-2000				YEAR 2000-2001			
	GR AD CR HO UR S	GR AD UN DG RA D CR HO UR S	UN DG RA D CR HO UR S	TO TA L CR HO UR S	GR AD CR HO UR S	GR AD UN DG RA D CR HO UR S	UN DG RA D CR HO UR S	TO TA L CR HO UR S
Alan Artibise	3			3	6			6
Deborah Balsler	6	3		9	6		6	12
Gerald Blasi	12	3		15	9	3		12
Brady Baybeck	3			3	3	3		6
Andrew Glassberg	6	3		9		3		3
Jean Germain Gros	6		9	15	3	3	3	9
E. Terrence Jones		6		6			3	3
Carol Kohfeld	9		3	12				
Timothy McBride	3		3	6	3			3
George McCall	6		3	9	6	3		9
John McClusky	3			3	3			3
T. Michael McDowell	6			6	6			6
Donald Phares	3		6	9	3	3	3	9
Lana Stein	3		3	6	6			6
Anne Winkler	3	3	3	9	6	3	3	12

5.42 Research

Research Summary:

As faculty members in a research-oriented university, MPPA faculty have a significant record of ongoing research and publication.

The interdisciplinary nature of the faculty means that this research covers a wide variety of policy and administrative areas. The program has directly administered grant and contract work examining welfare reform in Missouri, and has participated in the evaluation of program impact for the St. Louis County Housing Authority and for the regional planning body's Initiative for a Metropolitan Community.

As would be expected in a metropolitan setting, much, but by no means all of faculty research focuses on metropolitan issues. Topics have included the impact of a proposed new baseball stadium, and growth forecasting for the region. Several faculty books have focused on governance (and fragmentation) in the St. Louis region.

Faculty research has also examined immediate relevant topics such as performance measurement and accountability, and nonprofit contracting.

Ongoing faculty research also includes broad work on topics of importance to public administration and public policy, such as organizational routines and organizational identity, environmental justice and conflict prevention.

Health policy research has included issues in comparative health policy, health policy developments in the St. Louis metropolitan area, and rural health policy.

Faculty work has also examined the role (and income) of women in the workforce, and the role of public policy in this regard.

5.43 Experience and Service

Service Summary:

Faculty have substantial service experience. Faculty members have served as chairs of the St. Louis sections of the American Planning Association and the American Society for Public Administration, as Board Co-Chair of the St. Louis Nonprofit Services Consortium. Several faculty have extensive experience as consultants on local initiatives, such as the St. Louis Regional Report Card, the St. Louis Empowerment Zone Initiative,

Faculty have significant experience in other settings as well. One faculty member served as Executive Director of the Broome County (NY) YMCA, and another as Chair of Leadership Vancouver, and another with the San Francisco Housing Authority. The Program Director served as Director of the Office of University Relations in the Office of the Mayor of New York City, and as a NASPAA Fellow in the Office of Economic Adjustment of the Department of Defense.

Faculty serve on numerous journal editorial boards and on committees of their disciplinary academic associations.

5.5 Faculty Diversity

A. Diversity Plans:

The MPPA program operates within the University's Affirmative Action Plan. When there is an external search for a new faculty member, one faculty member is designated as the affirmative action advocate on the search committee. There is a campus affirmative action office and all searches are done in consultation with this individual. The affirmative action officer aids in obtaining candidates for the pool and suggesting alternative sources for advertising.

Since the last self-study, the program has added a full-time tenure-track African American faculty member, and that individual has subsequently been granted tenure and promotion to Associate Professor. In the past three years, the program (in conjunction with jointly appointing units in Political Science and Business Administration), has appointed three new tenure-track faculty members, one White Male and two White Females.

The program also takes steps to ensure student exposure to the full diversity of public administration and public policy practitioners through guest speakers. The keynote speaker (and program evaluator) in conjunction with our 25th anniversary celebrations was an African-American, as is the head of our Alumni group, who also spoke.

Our summer courses on local government management, taught in conjunction with the St. Louis Area City Managers Association, always include significant numbers of minority and female practitioners among the presenters.

B. Diversity Data: list white male, Hispanic female, and so forth.

FACULTY DIVERSITY

Tenured Professors – 4 White Males, 2 White Females

Tenured Associate Professors – 2 White Males, 1 African-American Male, 1 White Female

Tenured Assistant Professor – 1 White Male

Non-tenured Assistant Professors – 1 White Male, 1 White Female. (One new hire beginning in Fall 2001 is White Female.)

Non-Tenure Track Faculty – 2 White Males, 1 White Female

B. Faculty Searches:

For the three tenure-track searches, affirmative data on each is as follows:

Search One – 52 Total Applicants, including 14 female and five “gender unknown.” A short list of two individuals was created, including one female. The female candidate was hired.

Search Two – 41 Total applicants, including 10 females, 1 African American, and 3 other minorities. A short list of three individuals was created, including two females. Two individuals were interviewed, including one female. A male candidate was hired.

Search Three – 28 Total applicants, including 8 females, 1 African American. A short list of three individuals was created, including two females and one African American. A white female was hired.

NOTE – Provision of ethnic identification is optional on university forms, and race is unknown for many applicants.

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

A. Admission Goals and Standards

1. Admission Policies in Relation to Program Mission:

MPPA and Graduate School admission policies are consistent with the program mission and philosophy. Admissions requirements are set at a level that will support a demanding and rigorous course of study. However, multiple criteria are utilized and procedures are flexible enough to allow a balanced look at the overall record of achievement. There are procedures that allow students who are marginal in academic criteria to take course work and gain admittance after demonstrating the ability to successfully meet academic requirements. In summary, admissions procedures are sufficiently stringent to avoid undermining the intellectual quality of the program, but sufficiently flexible to provide opportunities for mid-career or other non-traditional students.

B. Admission Process

- a. Admission of full-time graduate students
- b. Admission of part-time graduate students

UM-St. Louis standards for admission of prospective graduate students are the same for full-time and part-time students. Regular admission into the Graduate School requires an undergraduate grade point average of at least 2.75 and the submission of GRE scores. (Although GRE scores are required as part of the admissions process, the Public Policy Administration faculty has voted to use them for placement purposes, especially in the program's quantitative sequence, rather than as the basis for admission decisions.) Students with undergraduate grade point averages between 2.5 and 2.75 may be admitted on a "restricted" basis. Such students must have their records reviewed after no more than 12 credit hours of graduate work, and must maintain at least a 3.0 average in that work.

Successful completion of graduate work at UM-St. Louis requires that courses included in the degree program for graduation must produce at least a 3.0 average. Degree work must be completed within six years of admission, but special circumstances, e.g. temporary transfer out of town, can be used to justify a request to the Dean of the Graduate School for a waiver of this time limitation requirement.

c. Special admission policies

Students with undergraduate grade point averages below 2.5 are not normally admitted into the Graduate School. Exceptions can be made on two bases: for mature individuals with substantial and successful work experience since completion of undergraduate degree work, a request can be made to the Dean of the Graduate School for special permission to enroll the student. Such admissions are always made on a Restricted basis. Students who have more recently completed undergraduate work with a grade point average below 2.5 may be permitted to enroll in the University as unclassified undergraduate students. Such students usually also lack preparation in prerequisite course work which would be needed as part of MPPA work. These students are advised of the possibility that if they register for and successfully complete this undergraduate work, they can again be considered for admission into the MPPA. Normally the program would want to see such work completed with at least a 3.0 average before making a request to the Graduate Dean for consideration for special admission. (The provisions described in this paragraph are used very infrequently, and always require special, personal approval by the Graduate Dean.)

C. Representation:

- a. Recruiting and retention
- b. Program environment

The MPPA, consistent with UM-St. Louis policy, has a particular concern with recruitment and retention of African American students who constitute by far the largest minority group in the St. Louis metropolitan region. Efforts are made to reach out to African American undergraduates at UM-St. Louis and elsewhere, and to mid-career African Americans. The flexibility in admissions policies mentioned above allows us to extend opportunity to students who may have received substandard education.

Faculty are committed to supporting all students in their pursuit of the degree. The program environment is very open and congenial. Students frequently comment on the pleasant atmosphere in the Program office and the courteous and efficient way their questions are answered. All students are treated well and any student that is having trouble receives extra attention to resolve the problem.

6.2 Baccalaureate Requirement

Undergraduate Degree:

All students are required to have a completed undergraduate degree.

6.3 Admission Factors

- A. Admission Factors: List and discuss the factors used in admissions decisions. If grade-point-averages, admission tests, or other measures are used, provide summary data on students admitted for the past four years. As appropriate, separate categories should be used for pre-service, in-service, full-time, part-time students, etc.

- B. Admissions Record: Briefly discuss the admissions records of the program, particularly with respect to the different stages of admission and with respect to women, minorities, and persons with disabilities (reporting the record of the last four years in this last category). Provide tables on admission of students for the self-study year and for each of the three preceding years. Each table should show the number of applicants in each category (gender and minority status), the number given either regular or probationary (provisional) admission, and the number who actually registered. This should be done for both full-time (FT) and part-time (PT) students. (The tables may be adapted if different categories or titles are used and if data are available in a different format as long as the tables show applicants in relevant categories moving through the admission process.)

Table 6.3.B – Admissions by Year

ADMISSIONS YEAR: 1997-1998

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	2	5	3	5	5	10	1	12	11	32
Regular Admission	1	2	2	2	5	8	1	8	9	20
Restricted	1	3	1	3	0	2	0	4	2	12
Registration	2	4	2	5	4	8	1	9	9	26

ADMISSIONS YEAR: 1998-1999

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	5	3	3	1	2	10	2	11	12	25
Regular Admission	5	1	3	1	2	8	0	4	10	14
Restricted	0	2	0	0	0	2	2	7	2	11
Registration	3	3	2	1	1	9	1	6	7	19

ADMISSIONS YEAR: 1999-2000*

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	6	5	8	1	3	19	10	16	27	41
Regular Admission	5	2	8	0	2	14	9	12	24	28
Restricted	1	3	0	1	1	5	1	4	3	13
Registration	4	3	5	1	1	13	8	13	18	30

ADMISSIONS YEAR: 2000-2001*

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	5	8	8	2	7	11	20	8	40	29
Regular Admission	4	6	6	2	6	9	18	4	34	21
Restricted	1	2	2	0	1	2	2	4	6	8
Registration	3	6	5	1	6	10	18	5	32	22

Please Note:

*Includes students who participated in the Public Policy Administration program at Ft. Leonard Wood.

C. Probationary Student Assessments:

Students are admitted on restricted basis if their undergraduate GPA falls between 2.5 and 2.75. Some additional students, with GPA's just above 2.75, may be admitted on a restricted basis if they have weaker undergraduate records in quantitative skills needed in the program.

Students who do not meet 2.5 GPA admission standards are advised that they can still qualify for the program by making a demonstration that they now have the skills needed to be successful in the program. Students are frequently advised to enroll in additional undergraduate algebra and/or economics courses. If two such courses, specifically recommended by the MPPA program, are completed with B's or better, the program then recommends special restricted admission to the Graduate Dean, who has normally allowed such registration. As an alternative, students are advised that although the GRE is not a program requirement, successful completion of the GRE with both verbal and quantitative scores in the 50th percentile or better will allow the program to recommend restricted admission to the Graduate Dean, despite a low undergraduate GPA.

Restricted admission requires successful completion of 6 or 12 hours of MPPA work with a 3.0 average or better.

6.3 D Program Size

Table 6.3. D – Program Size – Number of Students registered in Fall Term

YEAR	FULL-TIME	PART-TIME	TOTAL	MINORITY	FEMALE	DISABILITIES
1997-1998	10	42	52	7	22	0
1998-1999	11	46	57	14	35	0
1999-2000*	16	56	72	18	45	0
2000-2001*	26	47	73	19	39	2

Please Note:

*Includes students who participated in the Public Policy Administration program at Ft. Leonard Wood

STANDARD 7.0--STUDENT SERVICES

Student Services and Mission: Relate Standard 7.0 on student services to the program mission as an overview for this section. In particular, discuss how advising, career guidance, progress appraisal and placement assistance correlate with program mission. Report elements relevant to advising, appraisal and placement in the mission statement, matters evaluated in the assessment process, and the use of such information in guiding program operation. Describe use of the mission process and any findings or outcomes related to student services. Please list and justify any deviations from Standard 7.0 based on mission.

7.1 Advisement and Appraisal

A. Advising System: All students must receive advising each semester in order to be permitted to register for the following semester. This advice is provided by the student’s advisor and/or the Program Director. After completion of the advising process, the program’s Administrative Assistant clears students for registration, using the University’s computerized registration system. Students cannot register without completing this process.

B. Financial Assistance:

Although the MPPS program receives no direct financial assistance from the University for student financial assistance, the program uses its own revenues, generated by grants and contracts, and its off-campus program, to support graduate assistantships for students. In each of the last several years this has produced support for three full-time students. The University supplements this by waiving tuition charges for students receiving graduate assistantships. In addition to assistantships directly provided by the program, the Public Policy Research Center has been able to support one or two students each academic year. Additional support is provided by assistantships that place students with appropriate skills in assignments in the Advanced Quantitative Lab used by MPPA and other graduate social science students.

C. Student Attrition:

Table 7.1. C – Students Who Are No Longer Active

	FULL TIME NUMBER	FULL TIME PERCENT	PART TIME NUMBER	PART TIME PERCENT	TOTAL NUMBER	TOTAL PERCENT
MINORITY FEMALE	2	0	4	0		0%
MINORITY MALE	2	0	9	4	4	37%
WHITE FEMALE	4	0	11	3	3	20%
WHITE MALE	1	0	16	7	7	42%
TOTAL NO LONGER ACTIVE	0		40	35%	14	35%

7.2 Placement Service

A. Placement Assistance:

Because most MPPA students are part-time and are not immediately seeking employment after graduation, the MPPA is able to provide individualized assistance to students needing placement. This is done by program faculty, including the Program Director. Students also have access to campus-wide placement services provided by the Career Services Office.

The program maintains an active student listserv. One of the responsibilities of a graduate assistant is the regular posting of information on job opportunities. The program's Local Government Management and Leadership Program also provides a useful vehicle through the weekly e-mail "Local Government Briefings" of the regional planning body. This briefing provides an extensive list of job opportunities. Students are regularly invited to consult with the Program Director, or other faculty with significant connections to the local job market, regarding the job application process.

B. Number of Graduates:

Table 7.2.B – Program Graduates

YEAR	TOTAL GRADUATES	MINORITY GRADUATES	FEMALE GRADUATES	GRADUATES W/DISABILITIES
1997-1998	4	0	2	1
1998-1999	9	3	7	0
1999-2000*	12	6	6	0
2000-2001*	23	4	9	0

Please Note:

Includes students who participated in the Public Policy Administration program at Ft. Leonard Wood

A. Follow-up of Graduates

Table 7.2.C1 – Followup Of Graduates – Current Employment Status

Initials	Date	Race	Sex	Employed By
WH	WS98	W	F	Federal Government – EPA
R Mc	WS98	W	M	Local Government- City Administrator
SW	SS98	W	F	Local Government - Accountant
*	SS98	W	F	State Government – Education
*	FS98	*	*	Local Government
SM	WS99	W	F	Voluntarily not in workforce
CHP	SS99	A	M	State Government – Education Asst. Dir Provincial Office of Education in South Korea
DLH	WS00	B	F	Federal Government
KS	WS00	W	F	Non Profit Organization
*	SS00	*	*	State Government
LW	SS00	B	F	Private Business
GN	FS00	W	F	Non Profit Organization – Development Administrator
PF	FS00	W	M	Private Business – Financial Analyst

*	FS00	*	*	Federal Government
MV	WS01	W	F	Local Government
HI	WS01	W	F	Local Government-Health Administrator
CH	WS01	W	M	Local Government
JA	FS00	W	M	Federal Government Military**
BF	FS00	B	M	
WP	FS00	W	M	
SS	FS00	H	F	
TS	FS00	W	M	
JW	FS00	W	M	

Please Note:

- **Information gathered from a survey submitted to both current and alumni students. Students had the option of anonymity.**
- **Participants in the Public Policy Administration program in Ft. Leonard Wood.**

Table 7.2.C2 – Followup of Graduates – Summary

Employing Organization	Total Graduates	Minority	Female	Persons w/Disabilities
Federal Government	3	1	1	
Federal Government – Military	6	2		
State Government	2		1	
Local Government	6		3	
Non Profit Organization	2		1	
Private Business	2			
Employed in Home Country	1	1		
Unemployed	1		1	

STANDARD 8.0--SUPPORT SERVICES AND FACILITIES

8.1 Budget

A. Budget Process:

The MPPA budget is prepared by the Program Director, and submitted to the Graduate Dean for approval.

Salary recommendations form the single largest part of this exercise. This activity is performed independently by the program for faculty on joint appointment. The Program Director consults with the head of the jointly appointing unit, but makes an independent recommendation to the Graduate Dean, based on activity relevant to the Public Policy Administration program. This is then approved by the Graduate Dean, after discussion with the Program Director. The Public Policy Administration program, as a unit of the Graduate School, has an independent salary raise pool.

The University of Missouri has no pay scales. Instead, each unit, including Public Policy Administration, receives a percentage raise allocation. The Program Director recommends individual salary adjustments to the Graduate Dean consonant with the total size of the available pool. The Graduate Dean makes the salary recommendation for the 75% of the Program Director’s salary that is attributable to Public Policy Administration.

Public Policy Administration also has an Expense and Equipment budget, which is administered by the Program Director under guidelines approved by the Public Policy Administration faculty.

The most significant item in the program’s budget process is the use of reserves and five year smoothing. This procedure provides the program with incentives to develop additional funding sources and to use them over time, rather than on a one-time all-or-nothing basis. This allows more efficient planning in the allocation of resources. Growth in this area has been a significant source of additional student assistantship and faculty travel and research support.

The Ft. Leonard Wood program (discussed in Section 9) has been one such source of additional funds. Under an agreement with the Chancellor's office, any funds produced by the program above and beyond program costs fully accrue to Public Policy Administration for the first three years of the activity. We are currently completing our second year.

The program also generates funds through short courses. We have an ongoing relationship to deliver a "Chancellor's Certificate in Public Administration" to the International Association of Clerks, Recorders, Election Officials, and Treasurers (IACREOT). These short courses are taught by our regular faculty, who receive additional compensation for doing so. Funds generated by this activity above and beyond program costs also accrue to Public Policy Administration, and get added to the reserves.

Although the Local Government Management and Leadership Program and the Nonprofit Management and Leadership Program have budgets separate from the Master of Public Policy Administration, they are part of the same unit (and also administered by the Director of Public Policy Administration.) It has been possible to use revenues generated within these activities for assistantship support for Public Policy Administration students.

B. Budget Sufficiency:

Although total budgeted resources for the program have been growing only slowly, the program's ability to generate and use external funds in an efficient way has meant that budgetary resources have been generally sufficient for the program's purposes. The interdisciplinary nature of the program, and its system of cross-listed courses, has also meant that the program has access to resources beyond its direct budgetary allocation. While the program could provide its core needs out of the funds directly allocated to it, the system in place allows for an enhanced set of available courses and faculty expertise.

The University has been using a system of "reallocations" over the past several years to provide funds sufficient for annual average raise pools in the 4 to 5% range. Public Policy Administration has met these reallocations by surrendering portions of its "hard money" Expense and Equipment budget. This has not had material effect on the program since funds from our reserves have been sufficient to make up for these losses.

For FY 1999-2000, the total Public Policy Administration budget included \$273,508 in our Salary and Wage (S&W) account, \$21,767 in our Expense and Equipment (E&E) account, and a carryover positive balance of \$139,194.

For FY 2000-01, the total Public Policy Administration budget included \$301,662 (which included a \$20,000 transfer from University Outreach/Extension to support our Local Government Management and Leadership Program.

C. Salary Information:

Detailed faculty salary information will be made available to the Site Visit Team during their visit.

8.2 Library Services

A. Library Support:

The Thomas Jefferson Library is the main library available at the University of Missouri-St. Louis. It is a full government document depository and is well staffed with experts in the retrieval of public policy and

administration documents. Library holdings in public administration, public policy, and urban administration are extensive. The library can secure any book not in its collection through inter-library loan, and computerized catalogs allow access to this system, and the placement of requests, from outside the library itself.

Key journals in the library collection include (but are not limited to):

Administration and Society
Administrative Law Review
Administrative Science Quarterly
American Economic Review
American Journal of Economics and Sociology
American Journal of Evaluation
American Journal of Political Science
American Journal of Sociology
American Political Science Review
American Review of Public Administration
American Sociological Review
Canadian Public Administration
Governance
Governing
Human Resource Management
Indian Journal of Public Administration
International Review of Administrative Sciences
Journal of Policy Analysis and Management
Journal of Human Resources
Journal of Politics
Journal of Urban Affairs
Legislative Studies Quarterly
National Tax Journal
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management and Leadership
Polity
Policy and Politics
Policy Studies Journal
Policy Studies Review
Political Quarterly
Public Administration
Public Administration and Development
Public Administration Quarterly
Public Administration Review
Public Budgeting and Finance
Public Management
Public Manager
Public Personnel Management
Public Finance Review
Review of Public Personnel Administration
Social Science Quarterly
State and Local Government Review
State Legislatures

Urban Affairs Review
Urban Studies

B. Library Program Role: The Program Director regularly reviews collection adequacy with library personnel. Faculty can suggest additional acquisitions needs.

8.3 Support Personnel

Personnel Assistance: The Program shares support personnel with the Gerontology Program. The two units share two full-time staff members, one of whom concentrates on program administration and the other on program finances. Tenure track faculty are all on joint appointment and also have access to support personnel through their jointly-appointing units.

8.4 Instructional Equipment

- A. Computer Support: All faculty have up-to-date computer equipment (including individual printers.) A campus program makes a new desktop computer available to each faculty member on a three-year replacement cycle. The program supplements this with assistance for printers and any additional needed software.

There are many student computer labs on campus, including one specifically designed for advanced students in the Social Sciences. This lab is staffed by graduate assistants (including MPPA students with appropriate background) and has a designated non-tenure-track faculty administrator. All students have access to campus-provided dial-up services for access from off-campus locations.

- B. Audio-Visual Support:

The campus has a significant Instructional Technology Center, which supports faculty needs in audio-visual as well as other computer-assisted technologies.

8.5 Faculty Offices

Office Arrangements: All faculty have private offices in the Social Sciences and Business/Tower complex.

The program is dependent on offices made available by other units for space for several of its non-tenure track personnel, and additional space is needed if the program is to continue to expand.

8.6 Classrooms

Classroom Arrangements: Classrooms are modern and appropriate for seminar-type graduate instruction.

Numerous classrooms are equipped with desktop computers for each student and the program's quantitative courses, PPA 401 and PPA 418 are regularly taught in such classrooms. Many other classrooms have Internet access, and the program has access to a laptop computer and projection system that can be used in such classrooms.

8.7 Meeting Area

Meeting Area Arrangements: The program lacks its own meeting areas, and is dependent on borrowed space from other units for faculty meetings, etc. These have routinely been available. The program also lacks appropriate meeting space for students, although the single office available for our graduate assistants serves this purpose in a de-facto way. The new, and very well-supplied Millenium Student Center provides many settings for informal student interaction, and settings for events such as meetings with alumni and our 25th anniversary celebration events during the self-study year.

Additional space is definitely required.

STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION

9.1 Definition and Scope

Identify all off-campus and distance education offerings and arrangements as defined in Standard 9.1.

Fort Leonard Wood, Missouri

(NOTE - For Academic Year 2001-02 the program will be experimenting with a distance video offering of its curriculum at Mineral Area College. While not specifically a part of self-study year activities, evaluation of this experiment will be a significant agenda item for the program in the 01-02 year. The experiment, requested by the campus administration and approved by our faculty, involves one distance video course in each of the two regular semesters. These will be taught by our regular faculty. In the Fall 2001 semester, one of our faculty members will teach a core course only to distance students at Mineral Area College. In the Winter 2002 semester, one of our faculty members will teach a core course both to distance students at Mineral Area College and simultaneously to on-campus students. Our faculty will evaluate the functionality of this experiment before deciding whether to proceed further. The campus has an ongoing relationship with Mineral Area College which provides on-site support mechanisms for such activities.)

For each off-campus and distance education site, program, and arrangement, provide the authorization that has been obtained from the appropriate state or regional accrediting associations, as applicable.

The Fort Leonard Wood program, which does not differ significantly from our on-campus program, was developed subsequent to the most recent campus review by the North Central Association. Missouri requires no special permission is required for the delivery of programs to military installations in the state. The development of the program was reported to the central administration of the University.

9.2 Program Mission, Assessment and Guidance

The Master of Public Policy Administration program at Fort Leonard Wood is a special program available to officers in the Career Captains Course of the Army Engineers. This is a program for newly-promoted Captains, to prepare them for command and advancement within the Army Engineers. (Ft. Leonard Wood serves as a training center for several such programs.)

For a number of years, the Army Engineers have had a relationship with the University of Missouri's engineering campus, the University of Missouri-Rolla, which is located approximately 25 miles from Ft. Leonard Wood. The University of Missouri-Rolla provides a Master's program in Engineering Management, which is available to those officers with undergraduate degrees in engineering or related fields. Such individuals make up approximately half of the enrollees in the Army Engineers' Career Captains Course.

The Army has sought a mechanism to make an appropriate, accredited Master's program available to those officers without this type of undergraduate training. In the course of varied University of Missouri-St. Louis discussions with administrators at Ft. Leonard Wood, the possibility of offering our Master of Public Policy Administration degree was raised.

Our faculty insisted from the outset that we would proceed with such an arrangement only if its core content was essentially identical to that provided for on-campus students. This is the understanding under which we undertook this program.

Because students have career interests in engineering-related areas (as well as more generally in public administration), our faculty agreed that work provided by the University of Missouri-Rolla and taught by their faculty would be appropriate for meeting our elective requirements. Our arrangement with the Army Engineers, and with the University of Missouri-Rolla, provides for our acceptance of master's level coursework in courses in engineering management and related civil engineering areas.

All core courses for the MPPA degree are taught by University of Missouri-St. Louis faculty. All except two courses are taught by the same full-time faculty who teach these courses on campus. Two courses are taught by an adjunct faculty member, who holds a Ph.D. in Economics from Texas A&M University, and who is a regular on-campus instructor as well.

Our faculty travel to Ft. Leonard Wood to teach their courses, and we contract with the long-established University of Missouri-Rolla office at Ft. Leonard Wood to handle initial stages of course registration, assignment of classrooms, initial processing of financial aid applications, and similar issues.

We teach the program to a once-a-year cohort, with all enrollees proceeding through the program together. Students are released from active duty for the completion of their coursework. Completion of the entire program takes 13 months, and students meet all degree requirements that on-campus students would meet.

There are, of course, certain unique features to the delivery structure. Our normal courses meet for 16 weeks, for 2 ½ hours per week. Our Ft. Leonard Wood courses meet for eight weeks, with each course meeting for a full day of at least five hours of class time.

The elective work offered by the University of Missouri-Rolla is modeled on their long-standing Master of Engineering Management arrangements. Under that system, the Dept. of Engineering Management at UMR identifies material in the Army's Career Captain's Course that parallels graduate work in their own program.

They then “top up” that work with instruction by their own faculty. In practice, this means that students complete UMR electives by registering for one hour of course credit, taught by UMR faculty. UMR identifies the equivalent of two course hours within the content of the Career Captains Course and then awards the full three credits that comprise a graduate course.

We teach the bulk of the core of our program in an intensive sixteen-week schedule, when officers are released from all other responsibilities. Our willingness to begin such an arrangement was based on feedback from University of Missouri-Rolla faculty, who strongly praised the motivation of the students they had taught in their related program. We have arranged for this period to approximately fit with our university’s summer break, and faculty who teach in the program are given the choice of either extra compensation or an academic year course reduction.

Our faculty also felt that since many Army Engineer officers would be pursuing post-military public service careers in any event, that we could make an important contribution to preparing these students for both the similarities and differences they would find in a professional civilian environment.

Our program’s arrangement with our university provides that the surplus of revenues over expenses generated by the program go entirely to our program, and are used to support additional assistantships for our on-campus students. (This funding arrangement is a part of the “five year smoothing” budget arrangements discussed in Section 8.1 of this report.)

The self-study year included the first year of operation of the Ft. Leonard Wood program. We are currently in our second year. Feedback from the first year was very positive, and enrollments increased by 50% for the second year. (Utilizing feedback from the first cohort, we have fine-tuned the program by strongly encouraging an earlier start on program Exit Projects.) We have also appointed a full-time non-tenure track faculty member (with both a Ph.D. and a J.D. and with prior experience in the administration of accredited MPA programs) as Associate Director of our program with special responsibility for the Ft. Leonard Wood program. He receives course release for providing this administrative service.

9.3 Program Jurisdiction

The MPPA faculty approved this off-campus program and approved the University of Missouri-Rolla elective work that is included in it. Admission standards are identical to the on-campus program, the program core is identical to that offered on campus, and the faculty is substantially identical to those teaching the program on campus.

9.4 Curriculum

The Ft. Leonard Wood program is identical in its core with our on-campus program and meets the same program mission. Elective work provides an integrated set of courses that further prepare students for administrative responsibilities in the Army Engineers and in civilian administration (particularly in public works and municipal administration.) The only distinction is the waiver of the on-campus program requirement for in-person presentation of Exit Projects. Exit Project review is instead conducted by e-mail.

9.5 Faculty

The faculty is substantially identical with those teaching on campus.

9.6 Admission of Students

Admission standards and procedures are identical to those used for on-campus students.

9.7 Student Services

We join with the University of Missouri-Rolla in providing on-site support at Ft. Leonard Wood with two administrative staff, and have appointed a full-time on-campus faculty member as Associate Director for the Ft. Leonard Wood program. The Associate Director maintains regular contact with all students.

9.8 Support Services and Facilities

The Ft. Leonard Wood Army Engineer School is a teaching facility on a par (or better) with the best-equipped and most modern university facilities. Excellent computer classrooms are available. We use the Engineer Library for reserve material, and students have full access to the libraries of the University of Missouri-Rolla, approximately 20 miles away. Students also have Internet access to the extensive set of library materials available to on campus students (including large numbers of full-text journals,) and can access this material through their local dial-up accounts at Ft. Leonard Wood.

APPENDIX B – NASPAA ACCREDITATION LETTER, COMMENDATIONS AND RECOMMENDATIONS FROM ACCREDITATION SITE VISIT TEAM, AND CAMPUS RESPONSE TO RECOMMENDATIONS




**NATIONAL ASSOCIATION OF SCHOOLS OF
PUBLIC AFFAIRS AND ADMINISTRATION**

1120 G Street, NW, Suite 700, Washington, DC 20037-2041
202-336-6000 Fax: 202-336-4008 E-Mail: membership@nasppa.org

MEMORANDUM

TO: Andrew Glassberg
Public Policy Administration Masters Program
University of Missouri, St. Louis

FROM: Stuart Breischneider, Chairman 
Commission on Peer Review and Accreditation

DATE: July 18, 2002

SUBJECT: Accreditation Review

On behalf of the Commission on Peer Review and Accreditation (COPRA), I am pleased to inform you that your **MASTERS IN PUBLIC POLICY ADMINISTRATION** program has been found to be in conformity with NASPAA Standards. Your program will be accredited for a period of six years and included on the Annual Roster of Accredited Programs.

The Commission recognizes the distinctive curriculum of the program, but in consideration of Standard 4.21 (Common Curriculum Components) the Commission asks that the program review its core curriculum to make ethical analysis more explicit and to ensure that the courses collectively add up to a comprehensive coverage of basic ethical issues facing public administrators and analysts. It asks that the program provide an update on ethics in the curriculum in its next annual report.

I want to thank you for your cooperation and continued support of the accreditation process. Please note that the Commission will review each of your annual reports to determine progress toward implementation, and they will become a permanent part of your folder for your next accreditation review. We look forward to receiving your first annual report, by April 15 of 2003. If you have any questions, please call me at 315.443.1890, or email sibranse@maxwell.syr.edu. Questions about next year's annual report should be directed to the Commission's Managing Director, Laurel McFarland (mcfarland@nasppa.org).

COMMENDATIONS AND RECOMMENDATIONS

There is much to commend about the UMSL MPPA program.

- § The program has assembled a fine faculty with appropriate specialties from multiple departments.
- § The program is truly interdisciplinary. Faculty from different departments identify with the program and with each other. Many of them engage in research with each other.
- § The program is well designed for its metropolitan mission. It serves students from the area. The faculty do applied research and service in the area. The program has close ties to institutions in the region. There is even a liaison position partially funded by the program and partially funded by other regional institution.
- § The program has been innovative and entrepreneurial in seeking out opportunities that expand its reach while earning resources to support its basic mission in a resource-constrained environment.
- § The unusual organizational structure seems to work well, in part because of the consensual style of decision making.

Suggestions:

- § The MPPA program should continually review the relationship between its mission and the various activities it is undertaking. The combination of a complex organizational structure and entrepreneurial activities requires more attention to mission than would be the case in a traditional program. The program may find it useful to include research and service activities in its review because they contribute to the impact on the metropolitan region as well as to faculty and student experiences that can enhance the instructional program.
- § In recent years the program has focused on designing new specialty tracks to further its mission in response to regional needs and opportunities. The program should now reexamine the core curriculum, especially with regard to the coverage of ethics.
- § Any change in organizational location should be planned carefully with the participation of program faculty to avoid disrupting interdisciplinary relationships.
- § In the present resource environment of UMSL the entrepreneurial activities of the MPPA program are essential its current level of operation as well as to its planned growth in terms of full-time students on graduate assistantships. Any proposed change should be carefully evaluated in terms of its impact on the program's ability to acquire outside resources.
- § The program needs more space for graduate assistant offices and a meeting place for students.

PROGRAM AND CAMPUS ACTIONS IN RESPONSE TO RECOMMENDATIONS FROM ACCREDITATION TEAM

- *The program seeks to emphasize the links between its teaching, research and service missions.*
- *The program has reviewed its core courses and added additional specificity with regard to the teaching of ethics. (See 2003 NASPAA Annual Report addendum in Appendix C of this document.)*
- *There has been no change in the program's organizational location. The campus has regularized the budgetary status of the nonprofit program, and university support for the local government management partnership, through University Extension, has also been regularized.*

- *There have been no changes in the campus' continuing support of program entrepreneurial activities.*
- *There have been no developments with regard to student meeting space. The program has sought to have its administrative and graduate assistant office space consolidated.*

**2002-2003 ANNUAL REVIEW OF
ACCREDITED PROGRAM:
University of Missouri-St. Louis Master of
Public Policy Administration**

Data Section

- 1. Applications:** 39
- 2. Admissions:** 32
- 3. New Enrollments:** 32
Full-Time: 19 Part-Time: 13
- 4. Degrees Granted:** 17
- 5. Core Faculty:** 14

6. Itemized Core Faculty:

<u>Name</u>	<u>% of Teaching Load</u>	<u>Department</u>
Deborah Balsler	50%	Business
Brady Baybeck	50%	Political Science
Gerald Blasi	100%	MPPA
Andrew Glassberg	on leave	
Political Science		
Jean-Germain Gros	25%	Political
Science		

E. Terrence Jones	0%	Political
Science		
James Krueger	0%	Business
Timothy McBride	40%	Economics
George McCall	20%	Sociology
John McClusky	100%	Political
Science		
Donald Phares	0%	Economics
Lana Stein	0%	Political Science
Anne Winkler	20%	Economics
Anne Zerr	100%	MPPA

7. Budget:

total: \$392,094

instructional salaries only: \$206,788

Narrative Section

Standard 1.0 Eligibility for Peer Review

The University of Missouri-St. Louis MPPA program was officially reaccredited in July, 2002.

Standard 2.0 Program Mission

Because of the recency of our reaccreditation, no changes were made to our statement of program mission during the past year. However, we did consider the issue of frequent student delays in completing our Computer Proficiency Examination; in doing so, we systematically collected statistical information about times to completion, and through discussions at faculty meetings revised our statement of due dates and consequences of noncompliance.

Standard 3.0 Program Jurisdiction

Potential changes in organizational arrangements are only in the discussion stage, but we do now report to a different Dean of the Graduate College, Judith Walker de Felix. The only significant change in program administration is a temporary one, as George J. McCall has been serving as Acting Director while Director Andrew D. Glassberg is on research leave.

Standard 4.0 Curriculum

No significant changes.

Standard 5.0 Faculty

Two professors elected early retirement but continue to serve the program on a time-limited basis.

Another professor, as well as the Director of our Local Government Management and Leadership program, resigned from the university.

Standard 6.0 Admission of Students

The program has experienced a 15% increase in enrollments.

Standard 7.0 Student Services

No significant change.

Standard 8.0 Support Services and Facilities

One senior secretary elected early retirement but continues to serve the program on a time-limited basis. Our program budget amount was \$392,094, a figure that includes faculty salaries, graduate research assistant salaries, administrative and support salaries, staff benefits, and operating expenses. That number is essentially unchanged from last year, and thus has essentially no implications for our mission.

Standard 9.0 Off-Campus Programs and Distance Education

Our off-campus degree programs increased significantly, as we added a second yearly cohort to our Fort Leonard Wood program and also added a degree program on the campus of Mineral Area College. Our nondegree programs also increased, as we concluded an agreement to provide educational services to the National Association of County Treasurers and Financial Officials. During the current semester we are experimenting with a Web-enhanced course entitled Nonprofit Organizations in the Public Policy Context.

ADDENDUM TO 2003 ANNUAL REPORT TO NASPAA

TO: Stuart Bretschneider, Chairman
NASPAA Commission on Peer Review and Accreditation

FROM: Andrew Glassberg, Director
Master of Public Policy Administration Program
University of Missouri-St. Louis

RE: Annual Report

DATE: August 22, 2003

I have just returned from a year's Research Leave and I write in Response to your letter of July 23, 2003, regarding our Annual Report. As your letter indicates, the report submitted by the Acting Director should have provided information regarding Standard 4.2 - Curriculum Components.

The July 18, 2002 reaccreditation letter from COPRA asked our program to "review its core curriculum to make ethical analysis more explicit and to ensure that the courses collectively add up to a comprehensive coverage of basic ethical issues facing public administrators and analysts."

While not reflected in the 2002-03 report as submitted, such a review did in fact take place last academic year, and the changes decided on at that time are in place for this academic year. These changes were recommended by our faculty's Curriculum Committee and approved by the entire faculty.

Specifically, our faculty decided that, while ethics issues infuse most, if not all, of our core courses, that we would make this content more explicit. We have added a section to our core course, PPA 440 - Proseminar in Public Administration, in which the ethics codes of the American Society for Public Administration and the International City-County Management Association are introduced and discussed. We have also added a section to our capstone course, PPA 419 - Cases in Public Policy Analysis. Our capstone course has always included several modules that focus on ethics issues. We will now use those cases to raise the issue of how the ASPA and ICMA codes address the facts and interpretations of the cases being reviewed.

We believe that this new explicit reference to ethics codes both early and late in our required course sequence will give our students a firmer grounding the ethical issues that our curriculum as a whole has always addressed.

Please let me know if this gives you the information you need, and if there is anything further you would like to have.

NASPAA Annual Report
University of Missouri, St. Louis
Year: 2004

Your school does not have any standards that are being specifically monitored at present.

First Name: Andrew

Last Name: Glassberg

Title: Director, Public Policy Administration

Email Address: glassberg@umsl.edu

1. Number of completed Applications (for accredited degree program only) received for current academic year

69

2. Number of New Admissions (regular & probationary) for current academic year

65

3. Number of Full-Time and Part-Time New Enrollments for current academic year A) Full-time B) Part-time

A) 20

B) 28

4. Number of program degrees granted last academic year

31

5. Number of Core Faculty (based on the definition you used in your last self study)

13

6. Itemized Core Faculty

 Name	% of teaching load allocated to courses in the program (Use Integers from 1-100)	 Dept. (of their tenure)
Deborah Balsler	50	Business Administration and Public Policy Administration
Brady Baybeck	50	Political Science and Public Policy Administration

Gerald Blasi	100	Public Policy Administration (non-tenure track)
Andrew Glassberg	75	Political Science and Public Policy Administration
Jean-Germain Gros	25	Political Science and Public Policy Administration
E. Terrence Jones	0	Political Science and Public Policy Administration
Nancy Kinney	50	Political Science and Public Policy Administration
James Krueger	0	Business Administration and Public Policy Administration
John McClusky	100	Public Policy Administration (non-tenure track)
Lana Stein	0	Political Science and Public Policy Administration
Julie Stone	50	Public Policy Administration (non-tenure track)
Kristi Walker	100	Public Policy Administration (non-tenure track)
Anne Winkler	50	Economics and Public Policy Administration

7. Budget for the accredited degree program (not the school or dept.) A) total for program, including salaries B) faculty and staff salaries only (incl. Adjuncts)

A) **322679**

B) **296073**

Standard 1.0 Eligibility for Peer Review

No change

Standard 2.0 Program Mission

Based on our ongoing relationships with area practitioners, described in our accreditation document, as well as information from NASPAA conferences and other professional settings, we have instituted a new separate course in Information Technology. It will be taught for the first time in Fall 2004. We believe this helps us meet our mission statement goal of: "prepar(ing) students for managerial and policy analysis positions in the public and nonprofit sectors or in organizations having substantial interaction with the public and nonprofit sectors." The Graduate School office regularly surveys all students completing graduate degrees, asking questions which would be useful in our program review. We have not been satisfied with the response rate this campus-wide activity has been generating, and have returned to using our own annual surveys of both current students and alumni. (Our current survey instrument is attached as a supplement to this report.) Information from these surveys, as well as course enrollment data, will guide our fall decision making on priority areas for new hiring.

Standard 3.0 Program Jurisdiction

No change. There had been discussions, noted last year, about changing our program reporting structure. These discussions were initiated by our previous Chancellor, not by our program. With a new Chancellor in place, our current reporting structure, as a freestanding unit of the Graduate School, has been confirmed. This was our unit's clear preference.

Standard 4.0 Curriculum

1. Although no final decision has yet been taken, our faculty has been discussing suspending our health policy specialization. This is the result of a combination of low student interest and the resignation of a key faculty member in this area. 2. As indicated in the supplemental filing to last year's report, we have added an explicit ethics module to our core public administration course, the Proseminar in Public Policy Administration. The course now includes specific reference to the ethics codes of ASPA and ICMA. Also see comments under Standard 2.0 regarding new course offering in Information Technology, and Standard 5.0 regarding consideration of suspending specialization in health policy.

Standard 5.0 Faculty

We had two retirements under the University's early retirement program, and one additional faculty resignation (to accept a position at another university.) The two early retirees continue to teach for our program. Only one of the two had been directly on our payroll, the second had a courtesy appointment. The first retiree still teaches as much for us as prior to "retirement," and the second teaches more for us than previously. The first of these appointees had a .167 appointment in our program but in fact was more significantly involved than the fraction would indicate. The second had a zero appointment with us prior to retirement. As mentioned above, we also had one resignation, of a health policy specialist with a .4 appointment in our program. Funds from resignations such as this remain with our program. We will be deciding next academic year what our priorities are for a replacement. We have hired one additional faculty member on a two-year temporary appointment. This individual, one of our own Ph.D.'s, has a 1.0 appointment in our program. She will be teaching on campus, and also off-campus at two sites. (We were able to get the Continuing Education office to cover half of her salary for one aspect of her off-campus teaching.) The net effect of these changes, therefore, have not yet been fully felt. The two retirees remain a part of our faculty. We will need to replace the one faculty member (male) who resigned, but we have made a temporary (female) appointment covering the next two academic years. Although FTE's assigned to our unit are not a particularly good measure of actual faculty involvement, the net effect of these retirements, resignation, and new appointment has been an increase of .433 FTE (loss of .167 appointment and .4 appointment, addition of a 1.0 appointment.) The two retirements, and the one resignation, were of male faculty, the new hire is female. The core faculty list shown under Item 6 does not include retired faculty who continue to teach for our program. Faculty shown under Item 6 with zero has percentage of teaching for the program in fact do more than that. Zero, in this context, means they are not on our payroll at all. Prof. E. Terrence Jones, a former program director, administers our internship program and teaches the program capstone course at Ft. Leonard Wood. Dr. James Krueger is Vice Chancellor for Administrative, Technical, and Financial Services and is an occasional lecturer in our Governmental Budgeting course (which he taught before becoming a full-time campus administrator.) Prof. Lana Stein is Chair of the Political Science Department and teaches our core Proseminar in Public Policy Administration once a year. Salary amounts, as shown in Item #7 only include portions of faculty salaries paid for from "hard money" in the Public Policy Administration budget, but do include associated fringe benefit costs.

Standard 6.0 Admission of Students

As shown in the application and enrollment data above, we have had a significant increase in applications, in admissions, in part-time enrollment and in degrees granted. There has been no significant change in student diversity. Our admissions process normally begins with a meeting with the Program Director, and students who appear not to qualify for admission are informed of this. Where appropriate, they are given advice about additional undergraduate coursework that might qualify them for admission at a later date.

Standard 7.0 Student Services

No change.

Standard 8.0 Support Services and Facilities

The program received a modest increase in our hard money allocation for the academic year which is now ending. This was used to fund modest across-the-board salary increases, with the exception of one newly-promoted faculty member, who received a larger increase. As indicated in our accreditation report, we fund the bulk of our support services through funds we generate from a variety of entrepreneurial activities. Because our accounts can roll over at the end of each fiscal year, we maintain significant reserves so that we can smooth the effect of any significant changes in our external funding. Although we cannot be certain about our comparative budgetary position until the fiscal year closes on June 30th, we anticipate reserves of the same size, or slightly larger, than we had accumulated at the end of the last fiscal year. The dollar figures shown above in data section #7 only reflect our "hard money" allocations. They do not include our entrepreneurial activities, nor do they include our Nonprofit and Local Government Management and Leadership Partnerships, which are funded by a variety of cooperative agreements and entrepreneurial activities. We anticipate that the end of fiscal year balances of both of these programs will be higher than a year ago. We use external funds to support faculty travel and graduate assistantships. Our .5

FTE Administrative Assistant took early retirement, but continues to work for us on a .2 FTE basis. We have hired a new .5 Administrative Assistant as a replacement.

Standard 9.0 Off-Campus Programs and Distance Education

1. We continue with our off-campus degree program, taught at Ft. Leonard Wood to Army Engineer Captains (in cooperation with the University's engineering campus, the University of Missouri-Rolla.) This program, also described in our accreditation report, is taught by our regular faculty, primarily on an overload basis. This activity has been a significant "profit center" for us. There are some uncertainties about the continuation of this program due to immediate Army manpower needs. 2. We are completing work with a second off-campus cohort at Mineral Area Community College. This program, initiated by our former Chancellor, has never generated many students. The campus has funded the program, and continues to contribute significant resources to the program to pay its costs. (Our two-year temporary full-time faculty appointment is half-funded in this way.) We do not intend to continue it once the current cohort completes degree requirements. 3. We have signed multi-year contracts for two national non-degree certificate programs we teach, with the National Association of County Treasurers and Finance Officers (NACTFO) and the International Association of Clerks, Recorders, Election Officials, and Treasurers (IACREOT.) These certificate programs are another source of net revenue to the program.

Supplement

We are copying our current survey instrument below. ----- University of Missouri-St. Louis Master Of Public Policy Administration Student and Alumni Survey Instrument 1. What is your involvement in the Public Policy Administration Master's Program? ___ Current Master's Degree student ___ Alumni (completed Master's Degree) 2. What is your employment status? Please check the statement(s) that best pertain to you: ___ Full-time in Public Policy Administration-related career. (Please specify) ___ Part-time in Public Policy Administration-related career. (Please specify) ___ Full-time other career ___ Part-time other career ___ Full-time student ___ Voluntarily not in work force ___ Unemployed 3. Did you have a job in public administration or a related field before entering the MPPA program? ___ Yes ___ No 4. (Alumni Only) If currently employed, please indicate which category best describes your type of employment? ___ Federal Government ___ State Government ___ Local Government ___ College or University ___ Non-Profit ___ Private Business ___ International Organization ___ Employed by home country if other than U.S. 5. Please check the statement that best applies to you. ___ I will be (am) looking for a job only in the St. Louis area ___ I am willing to move outside the St. Louis area in order to find a job ___ Uncertain ___ Not applicable--already have job and/or not in the job market 6. What area of public administration/public policy interests you the most? ___ Budgeting/finance ___ Local government management ___ Human resource/personnel management ___ Policy analysis and program evaluation ___ Health policy ___ Nonprofit organizations ___ Other _____ 7. Are you most interested in public administration/public policy as it relates to: ___ Local and State government ___ Federal government ___ Healthcare organizations ___ Nonprofit organizations ___ International affairs 8. A. If employed, do you feel your current career has been enhanced or is a result of pursuing/acquiring an MPPA degree? ___ Greatly enhanced career or career is a direct result of the MPPA degree ___ Somewhat enhanced or contributed to current career ___ No effect at all B. How do you feel your MPPA courses have assisted you or prepared you for your job? ___ Excellent assistance/preparation ___ Good assistance/preparation ___ Fair assistance/preparation Please elaborate, if you wish: 9. Which MPPA course(s) have you found most helpful? 10. Which MPPA course(s) have you the least helpful? 11. How would you rate the quality of student advising you are receiving (received) in the MPPA program? 1 2 3 4 Poor Fair Good Excellent 12. A. In general, what do you perceive to be the major strengths and innovations of the program: B. In general, what do you perceive to be the major weakness of the program: 13. On a scale of 1 to 7, 7 being "extremely beneficial" and 1 being "not beneficial", how would you describe the MPPA program to others interested in public policy administration? 1 2 3 4 5 6 7 Not beneficial Extremely beneficial 14. How did you learn about the UM-St. Louis MPPA program? 15. When did you start the MPPA program? ___ Fall, 19___/20 ___ Winter, 19___/20 ___ Summer, 19___/20 ___ 16. When did you or do you expect to complete your MPPA degree? (Best guess) ___ Fall, 19___/20 ___ Winter, 19___/20 ___ Summer, 19___/20 ___ 17. Have you ever received financial assistance (scholarships, assistantships, paid internships, etc.) from the University of Missouri-St. Louis to pursue the MPPA degree? If yes, please specify type and amount: 18. Have you ever received financial assistance from a source other than UM-St. Louis to pursue the MPPA degree (the Ford Foundation, tuition reimbursement by employer, etc.)? If yes, please specify type and amount: 19. Any additional comments? 20. What course(s) or area of study would you recommend that we add to the MPPA curriculum? 21. Attached are the current core and emphasis areas (specializations) for the MPPA program. Do you think that these are the appropriate specializations? ___ Yes ___ No Please provide any additional comments regarding the core and emphasis areas (specializations). Optional demographic information: Name _____ Phone number Day (_____) _____ - _____ Evening (_____) _____ - _____ Race ___ Black ___ White ___ Other Gender ___ Female ___ Male Age _____ Annual salary \$ _____ Disability if any _____ FOR ALUMNI RESPONSE ONLY: Would you be interested in joining an MPPA chapter of the Alumni Association? Yes ___ No ___ Thank you for your time.

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NASPAA Annual Report
University of Missouri, St. Louis
Year: 2005

Your school does not have any standards that are being specifically monitored at present.

First Name: Andrew

Last Name: Glassberg

Title: Director, Public Policy Administration

Email Address: glassberg@umsl.edu

1. Number of completed Applications (for accredited degree program only) received for current academic year

62

2. Number of New Admissions (regular & probationary) for current academic year

57

3. Number of Full-Time and Part-Time New Enrollments for current academic year A) Full-time B) Part-time

A) 10

B) 24

4. Number of program degrees granted last academic year

33

5. Number of Core Faculty (based on the definition you used in your last self study)

13

6. Itemized Core Faculty

Name	% of teaching load allocated to courses in the program (Use Integers from 1-100)	Dept. (of their tenure)
Deborah Balsler	50	Business Administration and Public Policy Administration
Brady Baybeck	50	Political Science and Public Policy Administration
Gerald Blasi	100	Public Policy Administration (non-tenure)

		track)
Andrew Glassberg	75	Political Science and Public Policy Administration
Jean-Germain Gros	25	Political Science and Public Policy Administration
E. Terrence Jones	0	Political Science and Public Policy Administration
Nancy Kinney	50	Political Science and Public Policy Administration
James Krueger	0	Business Administration and Public Policy Administration
John McClusky	100	Public Policy Administration (non-tenure track)
Lana Stein	0	Political Science and Public Policy Administration
Julie Stone	50	Public Policy Administration (non-tenure track)
Kristi Walker	100	Public Policy Administration (non-tenure track)
Anne Winkler	50	Economics and Public Policy Administration

7. Budget for the accredited degree program (not the school or dept.) A) total for program, including salaries B) faculty and staff salaries only (incl. Adjuncts)

A) **327390**

B) **308665**

Standard 1.0 Eligibility for Peer Review

No change

Standard 2.0 Program Mission

As reported last year, because the campus' generic survey of graduating students did not provide sufficient information for our needs, our program has instituted its own student and alumni survey. (A copy was attached to last year's report and we are using the same instrument this year.) Our faculty has used the responses we obtained from last year's survey in structuring the issues we needed to consider as priority matters this year. Information from these surveys, combined with student performance in our exit exam process, were the major elements of faculty discussion. While these discussions did not lead us to make any changes in our mission statement, they have led us to make changes in our admission criteria (described below under Standard 6.0). They have also led us to more closely monitor the campus registration system, to ensure that our program requirement that all students be advised each semester before registration is in fact occurring. (A change in campus software has produced a number of glitches in this process, which is requiring additional monitoring by the program office.)

Standard 3.0 Program Jurisdiction

No change

Standard 4.0 Curriculum

Our major curricular change was the formalization of our new course offering in Information Technology for the Public Sector. We experimented with this course under one-time "Dean's Approval." Based on faculty and student reaction, we have now made it a part of our regular elective curriculum. We have come to agreement with the College of Business Administration to cross-list this course. This will allow them to add a new course to their already-existing Information Technology programs.

Standard 5.0 Faculty

Our campus has appointed a new Provost, Dr. Glen Cope, who is in our field. We have added her to our faculty roster. While she is not on our payroll and has not yet been able to teach any courses for us, we look forward to her continued involvement with our program and its further development. A major change has occurred in our hard money budget allocations, as they affect faculty. Our nonprofit program had been administered on a cost-dollar basis, with the program receiving tuition revenue but paying all program costs. We have now had approval from the Provost to convert these funds, on a dollar-for-dollar basis, to hard money. This will allow us to transform the Nonprofit Program Director position into a regular tenure-track position.

Standard 6.0 Admission of Students

Our enrollments have remained steady, with no change in composition of students. Our faculty have voted to change the GPA requirement for regular admission from 2.75 to 3.0, and to require a writing sample (in addition to a statement of purpose) to required application material.

Standard 7.0 Student Services

No change

Standard 8.0 Support Services and Facilities

As with all campus colleges, the Graduate School received a 2% raise pool for the coming academic year. It has been the policy of the Graduate Dean to fully pass on this raise pool to our program. For the coming fiscal year we have also received an adjustment to account for a small increase in the campus' fringe benefit percentage. Our major budgetary change, described above, is a transfer in of an additional \$120,000 in hard money for our nonprofit program. While we will give up a comparable amount of soft money earned income, this is a significant forward step for our program and the campus in more fully institutionalizing our nonprofit program. NOTE -Since this change will only take effect with the new fiscal year that begins on July 1st, this transfer is not reflected in the budget numbers reported in Item 7 above.

Standard 9.0 Off-Campus Programs and Distance Education

We are continuing our Ft. Leonard Wood program with Army Engineers. This past year we experimented with offering the program to two cohorts, but this did not increase enrollment sufficiently to justify the increased expenses associated with it. We have come to agreement with our partner, the University of Missouri-Rolla, which offers the elective work for our Ft. Leonard Wood program, so that for the one cohort a year when we offer our degree, the UM-R Engineering Management degree will not be offered. We anticipate that this change will increase our enrollments for that cohort, and thereby increase our "profits," which we spend largely on graduate student research assistantships. We will complete our off-campus degree program (taught by our campus faculty) at Mineral Area Community College. This program, begun by our former Chancellor, has never produced many students. It was fully funded by the campus and we will graduate its last cohort this coming fall. Our off-campus non-degree certificate programs with the National Association of County Treasurers and Finance Officers (NACTFO) and with the International Association of Clerks, Recorders, Election Officials, and Trasurers (IACREOT) continue.

Supplement

We are pleased with the development of our partnerships with our regional city managers' group, the St. Louis Area City Managers Association (SLACMA), and with our regional council of governments, the East West Gateway Council of Governments (EWGCC.) Both of these were described in our last accreditation report. Building on these ties, we received a Dept. of Defense grant (for advance planning in case of BRAC base closings) together with EWGCC, and continue to pursue discussions with both groups for additional ties. We are continuing our summer city manager-taught course with SLACMA and our Local Government Management and Leadership Partnership (with EWGCC.) We currently offer a Graduate Certificate in Nonprofit Administration and our faculty has voted to begin a comparable new Graduate Certificate program in Local Government Management. (Campus policies permit simultaneous enrollment in Graduate Certificate and graduate degree programs, so we are not concerned with any negative degree enrollment consequences from this, but rather anticipate some course enrollment increases.) We have also added a non-credit short course program sponsored jointly by our Local Government Partnership and the St. Louis chapter of the American Planning Association.

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**APPENDIX D- APPROVAL AND MEMBERSHIP LETTER FROM NATIONAL ACADEMIC
CENTERS COUNCIL**

Nonprofit Academic Centers Council

December 1, 2000

John McClusky
Director
Nonprofit Management and Leadership Program
University of Missouri, St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121

Dear John,

I am pleased to inform you that Nonprofit Management and Leadership Program has been accepted into NACC, the Nonprofit Academic Centers Council.

As you know, NACC's mission is to strengthen academic centers devoted to the study of the nonprofit/nongovernmental sector, philanthropy and voluntary action to advance education, research and practice that promote civil society and democracy and enhance human welfare. NACC is an organization of such Centers, where members are Center Directors.

As a small and growing organization, NACC depends on the involvement and dedication of its membership. Having just met for our annual fall meeting, we will be meeting again in late May for our annual Spring Retreat. We look forward to your joining us for this gathering, as well as for future meetings.

You will be added to the NACC List-Serv immediately, an electronic forum for dialogue among members. In the meantime, please feel free to contact me, or my assistant Kristin Richman with any questions you may have. Our contact information is provided below.

Thank you for your interest in joining the Nonprofit Academic Centers Council, and welcome to NACC!

Sincerely,



Suzanne Feeney
President and Chair, NACC
Director, Institute for Nonprofit Management
Portland State University
Phone: 503.725.8221
Fax: 503.725.8045
Email: feeneys@pdx.edu



Kristin Richman
Assistant to NACC
Phone: 503.888.9317
Email: kmrichman@earthlink.net

CC: Teresa Aspinwall Conners, Independent Sector

The Nonprofit Academic Centers Council

The Nonprofit Academic Centers Council (NACC) is an organization comprised of the directors of centers focused toward the study of nonprofit organizations, voluntarism, and/or philanthropy. NACC's mission is to strengthen academic centers devoted to the study of the nonprofit/non governmental sector, philanthropy and voluntary action in order to advance education, research and practice that promote democracy and enhance human welfare.

To fulfill its mission, NACC will pursue the following specific goals focused on academic-based, nonprofit and philanthropic center:

1. Providing leadership and support to strengthen existing centers and to foster the establishment of new ones.
2. Serving as a resource for transferring best practices among centers and programs.
3. Fostering collaboration among programs and centers.
4. Developing creative approaches to researcher-practitioner collaborations
5. Advancing universities' missions of teaching, research and service through nonprofit studies.
6. Identifying issues for NACC action on behalf of its member

Nonprofit Academic Centers Council

1200 18th Street, NW, Suite 200

Washington, DC 20036

202/467-6100

202/467-6101(fax)

**APPENDIX E - EXCERPT FROM 2005 CAP REVIEW OF GRADUATE SCHOOL
RELEVANT TO PUBLIC POLICY ADMINISTRATION**

**Academic Audit Report on
Graduate School
University of Missouri-Saint Louis**

Winter 2005

Submitted by:

Pam Benoit	(UMC)
Ron Bieniek	(UMR)
Bob Bliss	(UMSL)
John David	(UMC)
Nancy Gleason	(UMSL, Team Leader)
Leon Hall	(UMR)
Joe Hughey	(UMKC)
Paula Lutz	(UMR)
Daniel Mahala	(UMKC, Team Leader)
Deborah Noble	(UM System)
Kevin Rudeen	(UMC)
Ekk Sinn	(UMR)
Alan Strahtman	(UMC)

Suggestions for Improvement:

1. The two units housed within the Graduate School are content with this arrangement, but in the case of the Public Policy and Administration Program, there is discontent with the lack of any meaningful relationship or coordination with the Public Policy Research Center. This lack of coordination should be reviewed and possibilities for future collaboration should be explored.

CAMPUS RESPONSE TO CAP REVIEW

- This matter is still unresolved.



Master of Public Policy Administration

Student Handbook

August 2005

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This information is also available on the MPPA website:

<http://www.umsl.edu/divisions/graduate/mppa/>

For additional information, contact:

Dr. Andrew Glassberg
Director, Public Policy Administration
406 Tower
University of Missouri-St. Louis
One University Boulevard
St. Louis, MO 63121-4400
Phone: (314) 516-5146
Fax: (314) 516-5210
Email: glassberg@umsl.edu

OR

MPPA Program Assistant
Phone: (314) 516-5145
Fax: (314) 516-5210

MESSAGE FROM THE DIRECTOR

I'm happy to welcome you to the Public Policy Administration program. Public Policy Administration now has three components: the Master of Public Policy Administration (MPPA) degree program, the Nonprofit Management and Leadership program, and the Local Government Partnership.

The Master's Program in Public Policy Administration (MPPA) is an interdisciplinary program designed to prepare students for managerial and policy analysis positions in the public and nonprofit sectors or in organizations having substantial interaction with the public and nonprofit sectors. The program is a unit of the Graduate School and is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). Core faculty are on joint appointment in public policy administration and disciplines such as economics, political science, sociology, or business administration. The program includes courses in policy analysis, public administration, management, budgeting, and economics in the basic curriculum. The University of Missouri-St. Louis' MPPA program differs from existing programs available in the Missouri-Illinois region in its interdisciplinary nature and emphasis on the development of analytic and administrative skills. It is designed to meet the needs of prospective full-time students, as well as those who wish to earn a degree in the evening while continuing to work.

From its outset 25 years ago, the MPPA program has been based on an integration of policy and administration in the core. This is based on the longstanding program premise that students preparing for careers in administration need to be educated consumers of policy analysis, and that students preparing for careers in policy analysis need to be sensitive to the administrative contexts in which their recommendations will (or will not be) acted upon.

The MPPA now has five emphasis areas:

- Managing Human Resources And Organizations
- Policy Research And Analysis
- Local Government Management
- Health Policy
- Nonprofit Organization Management and Leadership

We also can arrange an individualized emphasis area to meet specific student needs.

In addition to our MPPA degree program, Public Policy Administration also includes the Local Government Partnership – a cooperative effort with East West Gateway Council of Governments and University Of Missouri Extension. This program links the campus community and the local government professional community.

Our Nonprofit Management and Leadership program includes a Graduate Certificate in Nonprofit Management and Leadership as well as a range of outreach and consulting activities.

Both the Local Government Partnership and the Nonprofit Management and Leadership program have been nationally recognized.

Public Policy Administration serves as an Editorial Home of the American Review of Public Administration, one of the leading journals in the field.

We invite you to explore this collection of information and to contact us with further questions about our program.

Andy Glassberg
Director, Public Policy Administration

ADVISING

All students will be assigned a faculty advisor upon entering the MPPA program. This advisor can help answer questions about the program and will help the student plan the scheduling of courses throughout the program. Students must meet with this advisor before attempting to register for courses each semester. Advising assignments will be posted on the MPPA web site.

PROGRAM PREREQUISITES

GRE scores are NOT required. However, please submit them if you have taken the GRE.

MATH: At least one college algebra course (with a passing grade) is required. One basic economics course is also helpful.

A college course or other substantial familiarity with American government (city, state, national) is helpful for success in the program.

COMPUTER PROFICIENCY REQUIREMENT

MPPA students must demonstrate competency in microcomputer-based applications, including spreadsheets and databases. These competencies must be acquired at the beginning of the degree program if the student is not already familiar with the required applications. Competency may be demonstrated by examination, or by successfully completing approved short courses, or by completing PPA 6800, Management Information Systems.

The computer proficiency exam is a required component of the core curriculum of the MPPA. Technology is an important component of the Master of Public Policy Administration program. In many of the courses, computers and their applications are integral to the skills and concepts learned in the course. Given this importance, the MPPA faculty designed a computer proficiency exam to give you and us a sense of where you stand in terms of technology. **To satisfy this requirement, all components of this exam must be fully and correctly completed during your first semester in the program.**

You must take the exam during first semester in the MPPA program. **If you do not take the exam, you will not be allowed to register for courses in the MPPA program for your second term.** We designed the exam to identify any challenges you may have when it comes to technology. Thus, we require you to take the exam early in your tenure in the program.

You can pick up a copy of the exam in the MPPA office in 406 Tower. Help is available in the Quantitative Computing Lab in 452 SSB. Thus, you can ask for assistance if you need to, but remember that not doing the work yourself (or not understanding help you receive) will make successful completion of courses in the MPPA program more difficult.

COURSE SEQUENCING

It is strongly recommended that PPA 6010 and PPA 6080 be taken early in the program.

PPA 6010 is the prerequisite course for PPA 6750, and both of these courses are offered each semester.

PPA 6080 and 6210 should be taken in their two-semester sequence (PPA 6080 is offered only in the fall semester and 6210 is offered only in the winter.). Students who have completed an undergraduate course in intermediate microeconomics may request a course waiver for PPA 6080. Please see the handbook section regarding course waivers.

There is no preferred order for enrolling in PPA 6000, 6400 or 6600, and all of these courses are recommended as good beginning courses.

PPA 6180 should not be taken in the first semester of enrollment, unless the student has substantial familiarity with budgeting. Familiarity with excel spreadsheets is needed for success in this course.

PPA 6900 is the capstone course of the program and is normally offered once a year in the winter semester. Students should plan to enroll in this course during their final winter semester of coursework, even if the student does not plan to complete all coursework until the following fall.

Twelve hours of electives are required and may include an internship, depending on the student's experience.

The final required course for completing your program is PPA 6990, Exit Project Research. When you arrive at the point in your program that you will be enrolling in the Exit Project, please request a copy of the Exit Project Guidelines from the MPPA office, or download a copy from the MPPA website: <http://www.umsl.edu/divisions/graduate/mppa>. (Also refer to the section of the Student Handbook for Exit Project Requirements)

COURSE WAIVERS

A course waiver will exempt a student from completing a particular course, but it will not reduce the total number of credit hours required for the degree. An elective course must replace the waived course.

PPA 6950, Internship is waived for students with substantial experience in the public or nonprofit sector.

PPA 6080, Microeconomics for Policy Analysis is waived for students who have completed undergraduate intermediate microeconomics or its equivalent.

Other course waivers will be considered on an individual basis. Students interested in exploring this option should contact the program director.

CORE CURRICULUM

All candidates for the MPPA degree must complete 28 hours in the core curriculum sequence composed of the following public policy administration courses:

Administration

6400, Proseminar in Public Policy Administration
6600, Organizational Behavior and Administrative Processes

Budgeting

6180, Governmental Budgeting and Financial Control

Economics

6080, Microeconomics for Policy Analysis
6210, Public Sector Microeconomics

Policy Analysis

6000, Introduction to Policy Analysis
6900, Cases in Public Policy Administration

Statistics and Applications

6010, Introduction to Policy Research
6750, Introduction to Evaluation Research Methods

Exit Project

6990, Exit Project Research

EMPHASIS AREAS

Prior to the completion of 15 hours in the MPPA program, students should identify an emphasis area. A 12-hour emphasis area meets the particular needs, interests, and career goals of each student. MPPA students may select one of five emphasis areas in which to concentrate their advanced studies:

- Managing Human Resources and Organizations
- Policy Research and Analysis
- Nonprofit Organization Management
- Health Policy
- Local Government Management

Students may also choose an individualized emphasis area, designed in consultation with their advisor.

Specific requirements for each emphasis area are as follows:

1) Managing Human Resources and Organizations

a. Required (3 hours)

PPA 6490 (3), Human Resources in the Public Sector

b. Electives (9 hours) chosen from:

MGMT 5611 (3), Advanced Organizational Behavior and Administrative Processes

MGMT 5624 (3), Organizational Training

Econ 6400 (3), Labor Economics

PPA 6680 (3), Negotiating Workplace Conflict

Pol Sci 3470 (3), Collective Bargaining

PPA 6950 (3), Internship – (in assignment relevant to emphasis area)

2) Policy Research and Analysis

a. Required (3 hours)

Pol Sci 6402 (3), Intermediate Techniques in Policy Research **OR**

Econ 4100 (3), Introduction to Econometrics

b. Electives (9 hours) chosen from:

Pol Sci 6403 (3), Advanced Techniques in Policy Research **OR**

Econ 4110(3), Applied Econometrics

Econ 3510 (3), Public Finance: State and Local

Econ 4550 (3), Natural Resource Economics

Econ 4160 (3), Geospatial Economic Analysis

Econ 6760 (3), Health Economics

Econ 6400 (3), Labor Economics

Econ 6900 (3), Advanced Topics in Economic Analysis

Pol Sci 6404 (3), Multi-Method Research

Pol Sci 6414 (3), Topics in Public Policy Analysis

Pol Sci 6422 (3), Law, Courts, and Public Policy

Soc 4040 (3), Survey Research Practicum **OR**

Soc 5432 (3), Survey Research Methods

PPA 6950 (3), Internship (in assignment relevant to the emphasis area)

3) Local Government Management

a. Required (6 hours)

PPA 6340 (3), Seminar in City Administration **AND**

Pol Sci 6470 (3), Proseminar in Urban Politics **OR**

Pol Sci 6471 (3), Seminar in Urban Politics

b. Electives (6 hours) chosen from:

PPA 6490 (3), Human Resources in the Public Sector

PPA 4940 (3), Leadership and Management in Nonprofit Organizations

PPA 6350 (3), Issues in Urban Management

PPA 6680 (3), Negotiating Workplace Conflict

Econ 3510 (3), Public Finance: State and Local
Econ 6700 (3), Political Economy of Metropolitan Areas
Pol Sci 6432 (3), Intergovernmental Relations
PPA 6950 (3), Internship (in assignment relevant to emphasis area)

For emphasis in Local Government Management, a course not taken to fulfill the "required 6 hours" may be taken as elective credit.

Students interested in careers in local government management are strongly encouraged to take PPA 6490, Human Resources in the Public Sector, as one of their electives.

4) Health Policy

a. Required (6 hours)

PPA 6430 (3), Health Care Policy
PPA 6460 (3), Selected Topics in Health Care Policy: Comparative Health Policy

b. Electives (6 hours) chosen from:

PPA 6460 (3), Selected Topics in Health Care Policy (with different substantive area from Comparative Health Policy)
Econ 6750 (3), Political Economy of Health Care
Econ 6760 (3), Health Economics
Ger 4376 (3), Mental Health and Aging
Ger 6401 (3), Health and Wellness in the Elderly
Ger 6441 (3), Aging and Health Behavior
PPA 6950 (3), Internship (in assignment relevant to the emphasis area)

5) Nonprofit Organization Management and Leadership

a. Required (9 hours)

PPA 4911 (1) Management Issues in Nonprofit Organizations: Staff Management Issues
PPA 4912 (1) Management Issues in Nonprofit Organizations: Legal Issues
PPA 4913 (1), Management Issues in Nonprofit Organizations: Financial Issues
PPA 4940 (3), Leadership and Management in Nonprofit Organizations
PPA 4960 (3), American Philanthropy and Nonprofit Resource Development

b. Electives (3 hours) chosen from:

PPA 6490 (3), Human Resources in the Public Sector
PPA 6550 (3), Strategic and Program Planning for Nonprofit Organizations
BA 3451 (3), Accounting for Governmental and Nonprofit Entities
BA 5100 (3), Managerial Communication
BA 5900 (3), Public Policies Toward Business
BA 5700 (3), Contemporary Marketing Concepts
Psych 7412 (3), Social Psychology
PPA 6680 (3), Negotiating Workplace Conflict
PPA 6950 (3), Internship (in assignment relevant to the emphasis area)

Students may be able to substitute another course for a specified elective, with MPPA director's approval.

GRADUATE CERTIFICATE PROGRAM IN NONPROFIT ORGANIZATION MANAGEMENT AND LEADERSHIP

The Graduate Certificate in Nonprofit Organization Management and Leadership requires the completion of 18 credit hours and is designed to enable students to learn the knowledge and competencies specific to managing, leading, and governing nonprofit and voluntary organizations. These competencies include: nonprofit management, especially involving staff, volunteer, and board relations and dynamics; mobilizing resources, particularly fund-raising and public relations; financial management, including budgeting; nonprofit law; program planning, management and evaluation; nonprofit organization governance; and, leading nonprofit organizations as they interact with their political, economic, and social environments. **The Graduate Certificate can either be taken independently or as a specialization within the MPPA or MSW degrees.**

Required courses (12 credit hours):

American Philanthropy and Nonprofit Resource Development (3 credit hours)
PPA 4960, POL SCI 4960, SW 4960

Leadership and Management of Nonprofit Organizations (3 credit hours)
PPA 4940, POL SCI 4940, SW 4940, SOC 4940

Management Issues in Nonprofit Organizations

Staff Management Issues (1 credit hour)

PPA 4911, POL SCI 4911, SW 4911

Legal Issues in Governing and Managing NPOs (1 credit hour)

PPA 4912, POL SCI 4912, SW 4912

Financial Issues in Managing NPOs (1 credit hour)

PPA 4913, POL SCI 4913, SW 4913

Internship (3 credit hours)

PPA 6950 – Depending on the student’s background, the internship may be waived by the program director and replaced with a 3 credit hour elective

Electives (6 credit hours):

Electives are to be taken from select courses in Accounting, Business Administration, Economics, Management, Marketing, Political Science, Psychology, Public Policy Administration, Social Work, and Sociology.

List of electives (prerequisites shown in parentheses):

Accounting

ACCTG 5400 – Financial and Managerial Accounting

Business Administration

BA 5100 – Managerial Communication

BA 5001 – Managerial Economic Analysis

BA 5002 – Analysis of National Economic Environment

BA 5900 – Law, Ethics, and Business

BA 5905 – Societal, Environmental, and Management Decisions (BA 5000)

BA 5450 / PPA 6180 – Governmental Budgeting and Financial Control

Economics

ECON 6500 – Public Sector Microeconomics (ECON 3001 or BA 5001 or PPA 6080)

ECON 5010 / PPA 6080 – Microeconomics for Policy Analysis

Management

MGMT 5600/ PPA 6600 – Organizational Behavior and Administrative Processes

MGMT 5621 – Managing Human Resources (MGMT 5600)

MKTG 5700 – Contemporary Marketing Concepts (BA 5000)

Political Science

POL SCI 6401 / PPA 6010 – Introduction to Policy Research

POL SCI 6449 / PPA 6490 / SW 6449 – Human Resources in the Public Sector (PPA 6600)

Psychology

PSY 7412 – Social Psychology

Public Policy Administration

PPA 6010 / POL SCI 6401 – Introduction to Policy Research

PPA 6080 / ECON 5010 – Microeconomics for Policy Analysis

PPA 6180 / BA 5450 – Governmental Budgeting and Financial Control

PPA 6210 – Public Sector Microeconomics (ECON 3001 or BA 5001 or PPA 6080)

PPA 6490 / POL SCI 6449 / SW 6449 – Human Resources in the Public Sector (PPA 6600)

PPA 6550 – Strategic and Program Planning for Nonprofit Organizations

PPA 6600 / MGMT 5600 – Organizational Behavior and Administrative Processes

PPA 6750 / CCJ 5475 / PSY 5475 / SOC 5475 – Introduction to Evaluation Research Methods

Social Work

SW 5200 – Social Policy and Social Services (SW 3400 or POL SCI 2420 or POL SCI 3460)

SW 4250 – Social Work and Human Service Organizations (SW 3300 & 4200 or PSY 3318 or BA 3611)

SW 5300 – Community Practice and Social Change (SW 3300 or SOC 4344)

SW 4400 – Social Work Research Methods and Analysis I (SOC 3230 & 3231 & 3220)

SW 5400 – Social Work Research Methods and Analysis II (SW 4400)

SW 6250 – Social and Economic Development Policy (SW 5200 or consent of instructor)

SW 6400 – Practice and Program Evaluation (SW 4400 & 5400 or consent of instructor)

SW 6449 / PPA 6490 / POL SCI 6449 – Human Resources in the Public Sector (PPA 6600)

Sociology

SOC 5420 – Theories of Conflict (SOC 5400)

SOC 5424 – Conflict Management in Organizations (SOC 5420)

SOC 5426 – Community and Regional Conflict Intervention (SOC 5420)

SOC 5430 – Policy Mediation Processes (SOC 5426)

SOC 5444 – Social Policy and Community Planning (consent of instructor)

Requirements of admission to the graduate certificate program are the same as those required for admission to the Graduate School: an undergraduate degree, and a GPA of 3.0 or better.

COURSE DESCRIPTIONS

4911 Management Issues in Nonprofit Organizations: Staff Management Issues (1)

This course addresses issues involved in managing staff in nonprofit organizations. The course will cover the following topics: fundamentals of staff supervision; balancing supervisory processes with counseling and coaching; selecting, hiring, evaluating, and terminating staff; legal issues that affect these processes.

4912 Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations (1)

This course addresses legal issues involved in managing and governing nonprofit organizations. The course will cover the following topics: The Board as steward of the organization; Director and officer liability; tax laws concerning charitable giving; legal issues in managing staff and volunteers (e.g., hiring, evaluating, and terminating employees); Missouri nonprofit law.

4913 Management Issues in Nonprofit Organizations: Financial Issues (1)

This course addresses financial issues involved in governing and managing nonprofit organizations. The course will cover the following topics: Cash flow analysis; budgeting; fund accounting; cost accounting (determining costs for programs and services); understanding and using standard financial statements, including balance sheets, cash flow statements, statements of activity, and operating and capital budgets.

4940 Leadership and Management in Nonprofit Organizations (3)

This course addresses the role and scope of the independent sector in the United States, as well as the leadership and management of nonprofit organizations within that sector. Topics include the economic and political scope of the independent sector, the role of volunteerism in a democratic society, and the role and scope of philanthropy. Topics in voluntary organization management and leadership include the dynamics, functions and membership structure of NPOs, especially staff-board and other volunteer relations; governance and management of NPOs; resource mobilization; and program development management and evaluation.

4960 American Philanthropy and Nonprofit Resources Development (3)

This course addresses the history, philosophy, roles and scope of philanthropy in the United States, including its role in the nonprofit, voluntary sector. It further examines the contemporary forces which impact philanthropy and charitable giving, both by institutions and individuals. The course examines the effective planning and management of development programs (e.g., annual giving), fund raising vehicles (e.g., mail solicitations) and the fund raising process, from planning through donor relations.

6000 Introduction to Policy Analysis (3)

Systematic development of a critical/analytic base for dealing with public policy.

6010 Introduction to Policy Research (3)

Procedures for testing explanations, including research design, principles of measurement, probability sampling, methods of data collection, and techniques for analyzing data.

6080 Microeconomics for Policy Analysis (3)

This course introduces microeconomic analysis of consumers, firms, and government, with an emphasis on policy applications. It assumes no prior training in economics and is appropriate for graduate students in public policy administration, nonprofit management, political science, gerontology, criminology and criminal justice, and other related fields.

6150 Directed Reading and Research in Public Policy (1-10)

Independent study through readings, reports, research projects, and conferences. May be repeated for credit, provided the subject matter is different.

6170 Income and Pension Policy for the Aged (3)

Examination of federal, state, and local policies that affect the economic well being of the elderly. The development of social security programs and pension programs is explored within a historical context. Emphasis is placed on the analysis of current policy problems and proposed solutions.

6180 Governmental Budgeting and Financial Control (3)

A study of municipal and federal financial control and budgeting procedures with emphasis on public policy. The impact of financial control on top management decisions and the effect of budget strategies on the allocations of public funds.

6210 Public Sector Microeconomics (3)

Prerequisite: PPA 6080. Application of tools of intermediate microeconomics to address public sector issues. Special emphasis is placed on critically analyzing current public policy debates using the models developed. Topics covered include: cases in which competitive market fails to allocate resources efficiently (e.g., externalities and public goods), importance of property rights, incentive effects of the tax and transfer system, and the fundamentals of cost-benefit analysis.

6340 Seminar in City Administration (3)

This course provides an overview of key topics in municipal structure and city administration and provides insight into the working environment of city managers/administrators and senior municipal staff. It is supported by the St. Louis Area City Managers Association. Professional city personnel make presentations to students on topics including: political structure, service delivery, finance, planning and economic development, personnel policies, intergovernmental affairs and leadership. The course provides direct observation of city council meetings, visits to various municipal facilities, exposure to different philosophies and styles of city management, and provides students a chance to assemble facts, evaluate options, and present policy recommendations for real problems that local administrators face. Offered alternating summers with 6350

6350 Issues in Urban Management (3)

Special emphasis course similar to 6340 but focusing on a specific policy/administration topic. The emphasis changes each time the course is offered. Emphasis is announced in the summer course bulletin. Offered alternating summers with 6340.

6400 Proseminar in Public Administration (3)

Examination of major approaches to analyzing public policies and their administration. Emphasis is on the effects of administrative organization and procedures on policy decisions and their impacts. Specific topics may include administrative accountability, intergovernmental relations, public-private interaction, implementation processes, bureaucratic expertise, the legal environment of public policy administration, and public service and merit issues.

6430 Health Care Policy (3)

Survey course examining current issues in health policy that face the nation. Policies are placed in a historical context to show how issues have been influenced by different political and economic conditions. Secondary consequences and limitations of current trends in health policy are explored.

6440 Seminar in Public Policy and Aging (3)

The study of specialized issues and methods related to federal, state, and local policies that affect the elderly. Potential policy areas to be covered include housing, taxation, mental health, transportation, etc. May be repeated for credit, provided the subject matter is different.

6460 Selected Topics in Health Care Policy (3)

The study of specialized issues and methods relating to health care policy. May be repeated for credit, provided the subject matter is different.

6490 Human Resources in the Public Sector (3)

Presents an overview of personnel and labor relations in the public sector. Particular emphasis placed on issues which are unique to the public sector, such as the merit system, the questions of representative bureaucracy and the constraints of personnel in the nonprofit sector. The topics include personnel reforms in the federal sector, equal employment and affirmative action policies, testing, selection, hiring, comparable worth, job evaluation, and labor relations including grievance arbitration and collective bargaining.

6510 Urban and Regional Planning and Public Policy (3)

Focuses on the interdependent processes of urbanization and public policy. Students will acquire an understanding of urban planning and public policy in North America.

6550 Strategic and Program Planning for Nonprofit Organizations (3)

Strategic and program planning enable an organization to concentrate on efforts and set priorities guided by a mission, vision, and an understanding of its environment. Focus is on preparing a strategic plan and a program plan for a nonprofit organization and analyzing an organization's ability to deliver goods and/or services to its constituents in today's economic, social and political climate.

6600 Organizational Behavior and Administrative Processes (3)

The theoretical and research contribution of the behavioral sciences to management and administration are examined and applied to selected organizational situations. Areas to be considered from the standpoint of both individual and organizational performance are communication, motivation, conflict, decision-making, goal setting, leadership, organizational design, climate, development, and control. Utilizing a systems perspective, the course attempts to develop in each student an ability to analyze and solve organizational problems.

6680 Negotiating Workplace Conflict (3)

Examines conflict and cooperation between individuals, groups, and organizations over the control of work. A central theme is how this conflict is expressed, controlled, and resolved. Students will participate in exercises to learn the basics of two-party negotiations.

6750 Introduction to Evaluation Research Methods (3)

Prerequisite course: PPA 6010. A comparative study of research strategies with regard to data sources, data collection, and modes of analysis that are appropriate for program evaluation research. Attention is given to observational, survey, and quasi-experimental designs.

6800 Management Information Systems (3)

An overview of management information systems is presented, including various information systems concepts and technologies. Students are introduced to a mainframe operating system, a microcomputer-based operating system, and a programming language. Students are also exposed to several common microcomputer-based software applications.

6850 Information Technology and the Public Sector (3)

This course addresses the needs of public administration and public policy students regarding information technology in the public and nonprofit sector. Course goals are to increase student understanding of basic hardware, software, data, and information management issues from a public management perspective. Topics include web portal design, geographic information systems, database management, e-government, strategic design, and the use of information technology to address public policy questions. Attention will be given to research focusing on communication, the use of information, and the implications of the digital divide for public organizations. The utilization of academic readings, case studies, and lessons learned from the implementation of IT in the public sector will help meet course objectives.

6900 Cases in Public Policy Administration (3)

Prerequisites: 24 hours of public policy administration courses, at least 15 of which are in core courses. This capstone course intensively analyzes public policy administration cases drawn from a variety of issues and settings.

6950 Internship (3)

Independent study involving work with an appropriate public, private, or nonprofit agency.

6990 Exit Project Research (1)

Prerequisites: Completion of or simultaneous enrollment in all other degree requirement courses. The exit project is viewed as the capstone of the MPPA program. As such, it is meant to be undertaken toward the end of a student's program, usually during the final semester. Its purpose is to provide evidence to the faculty that the degree candidate has mastered the skills acquired in the various courses completed during residence at the university and can apply them to the analysis of a practical research problem.

EXIT PROJECT REQUIREMENT

Brief Overview:

The Exit Project paper is viewed as the capstone of the MPPA program. In this project, students integrate concepts, skills, and methods learned in their coursework into a written paper.

Purpose of the Exit Project:

The purpose of the project is to provide evidence to the faculty that the degree candidate has mastered the skills (such as empirical policy analysis: quantitative and/or qualitative; economic theory and application; application of emphasis area theory to a problem, issue or situation; and research skills) learned in the MPPA coursework and can apply them to the analysis of a practical research policy problem, issue or situation.

Topic Choice:

The Exit Project should identify some problem, policy, or issue within the field of public policy, public administration, or nonprofit organization management. Topics are most likely to be of an applied nature, though theoretical questions are not necessarily unsuitable. All applied topics should contain a statement of the problem and what, if any, policy is currently addressing it. Samples of prior Exit Projects are available for review in the MPPA office.

Scope of the Exit Project:

The completed Exit Project should reflect the quality and effort associated with a well-executed professional staff paper. It is not a Masters thesis. In the project paper, each student must set forth a well-defined policy question: a problem, issue or situation that needs addressing by proposed policy alternatives or an analysis of an existing policy addressing a policy problem, issue or situation. In addition, each paper must cite prior/related literature, present alternatives and critical evidence necessary to assist in making a decision, provide policy analysis of an existing policy or analytical thinking regarding proposed alternative policies for the problem to be addressed, set forth results of this analysis, make a policy recommendation and provide adequate justification for your choice.

Students completing one of the MPPA emphasis areas should consider doing the Exit Project on a problem, issue, situation or policy affecting that emphasis area. For example, the nonprofit organization management emphasis area might address internal or external organizational issues such as how to make a governing board more effective or how to diversify the organization's financial resources.

Exit Project papers are to be approximately 25-30 double-spaced pages but under no circumstances should an Exit Project exceed 40 pages.

Quality is more important than quantity in an Exit Project paper.

How to Complete the Exit Project:

1) Register for PPA 6990 (Exit Project Research)

Prior to the student's final semester, the student must register for PPA 6990, Exit Project Research. A special consent number is required and can be obtained from the MPPA office. This course is worth one-credit hour and is required for the degree.

2) Choose an Advisor

To successfully complete the Exit Project (and obtain the MPPA degree), each student must meet with the MPPA director to identify the general topic for the student's Exit Project and to identify a prospective Exit Project advisor. The advisor will be chosen on the basis of the compatibility of the faculty member's research and teaching interests with the proposed project. Once a faculty member agrees to serve as the Exit Project advisor/chairperson, he or she assumes responsibility for the appropriateness of the topic and standard of analysis, monitoring progress on the project, presenting the student at the oral Exit Presentation, and assigning a grade for the course.

Each student should expect to meet with his or her Exit Project advisor regularly. Also, students should expect to turn in several drafts of their project to their Exit Project advisor for comments and then make the necessary changes prior to submitting the APPROVED final version of the project to the entire committee.

3) Choose Two Other Committee Members

The MPPA director in conjunction with the Exit Project advisor will identify two additional readers for the Exit Project. These two faculty members will not receive the Exit Project until the faculty Exit Project advisor informs the MPPA director that an approved Exit Project has been completed. The committee chosen may not change without the permission of the MPPA director.

4) Schedule the Oral Exit Presentation

Once the Exit Project advisor has approved a draft of the Exit Project, an exit examination will be scheduled. The Exit Project advisor will schedule the exam in conjunction with the MPPA program office.

The student must provide the faculty Exit Project Advisor and the two other committee members a copy of his or her APPROVED DRAFT OF THE EXIT PROJECT a minimum of 10 days before the scheduled exit examination.

Students should note that an oral exit presentation may be held at any time, but **in order to graduate in a particular semester, the oral presentation must be held no later than three weeks prior to commencement** (refer to the online Academic Calendar for these dates). If these deadlines are not met, the student will not graduate until the following semester **and will be charged an additional fee.**

THUS, THOSE STUDENTS SEEKING TO GRADUATE IN A GIVEN SEMESTER MUST PAY CLOSE ATTENTION TO DEADLINES.

The MPPA program has a six-year deadline within which to finish all work for graduation.

Exit Project Assessment:

The Exit Project committee determines acceptability of the Exit Project. At the completion of the exit (oral) examination, the student will be asked to leave the room while the committee members make a decision. There are three possible outcomes:

- 1) **Accepted:** The student is to be graduated subject to the proviso that all other degree requirements have been completed.
- 2) **Accepted, Subject to Revisions:** In this case, the student will be advised to make minor changes to their Exit Project paper. Given the three-week interval between the exit examination and graduation, it should be possible to complete the revisions suggested by the committee and be awarded the degree on time.
- 3) **Rejected:** In this last case, the student will be advised to re-do his or her Exit Project, postponing graduation by one or more semesters.

Most students' projects satisfy criteria for the second category: Accepted, Subject to Revisions. At the oral presentation the committee will designate the faculty Exit Project advisor to determine whether the student has satisfactorily completed the revisions. The revised Exit Project must be judged acceptable by the Exit Project advisor no later than **ONE WEEK** prior to the date of graduation.

THE CORE FACULTY

Andrew D. Glassberg, Director, Public Policy Administration
Associate Professor of Public Policy Administration & Political Science
Ph.D., Yale University

Andrew D. Glassberg is Director of the Public Policy Administration Program, and Associate Professor of Political Science and Public Policy Administration. He holds a B.A. from Columbia University, and an M.A. and Ph.D. in Political Science from Yale University. He has taught at UMSL for over 25 years. Professor Glassberg's main research interest is in urban administration and budgeting. He has studied local governments and their response to budgetary problems in the U.S. and Britain. He is the author of *Representation and Urban Community*, a study of neighborhood government in London, and numerous articles on urban administration and local government responses to budgetary problems. He is currently researching the impact on communities of military base closings and defense industry changes in the U.S. and the European Union. In 2003 he was elected to the Olivette City Council.

Deborah B. Balsler, Associate Professor of Public Policy Administration & Business Administration
Ph.D., Cornell University

Deborah Balsler received her PhD in industrial relations, specializing in organizational behavior, and her undergraduate degree in housing studies from Cornell University. Her research focuses on social movement and nonprofit organizations, disability issues in the workplace, and organizational conflict. Before joining the UMSL faculty in 1998, she worked at the Fulton Fish Market and on the floor of the New York Stock Exchange in New York City.

Brady Baybeck, Assistant Professor of Public Policy Administration & Political Science
Ph.D., Washington University

Brady Baybeck is an assistant professor in the Department of Political Science and the Program in Public Policy Administration. In the MPPA he teaches Introduction to Policy Analysis and Introduction to Policy Research. His research interests lie in political geography, the use of geographic information systems, and urban policy. He is currently working on projects examining the spatial dimensions of state policy innovation, the effects of local political geography on individual behavior, and the effects of school choice on neighborhoods.

Gerald J. Blasi, Assistant Director of MPPA Ft. Leonard Wood Program
Affiliate Assistant Professor of Public Policy Administration & Political Science
Ph.D., SUNY Binghamton University

Gerald J. Blasi has a JD from St. John's University and a Ph.D. from Binghamton University. He practiced law for over 20 years in both private practice and as an attorney for a variety of municipal governments and agencies before getting his Ph.D. He also served nonprofit organizations in numerous capacities including as attorney and also as executive director of two nationally affiliated nonprofit organizations. Dr. Blasi started at UMSL in 1998 and serves as the advisor for the Human Resources Management emphasis area as well as teaching in the nonprofit management and leadership certificate program and courses in policy analysis. Dr. Blasi is also the assistant director of our MPPA program for the army at Fort Leonard Wood.

Jean-Germain Gros, Associate Professor of Public Policy Administration & Political Science
Ph.D., University of California-Berkeley

Jean-Germain Gros specializes in African politics, with an emphasis on Francophone Africa. He is particularly interested in the processes of democratization and economic development. In addition, Dr. Gros specializes in public policy administration, with an emphasis on health policy in the United States and the Third World.

E. Terrence Jones, Professor of Public Policy Administration & Political Science
Ph.D., Georgetown University

E. Terrence Jones is the author of *The Metropolitan Chase: Politics and Policies in Urban America, Fragmented by Design: Why St. Louis Has So Many Governments*, and *Conducting Political Research*. He is the co-editor of *St. Louis Metromorphosis: Past Trends and Future Directions* and has also written dozens of scholarly articles, chapters, and technical reports. HE has served as a consultant to more than sixty governmental and non-profit agencies and has held offices in many professional and civic organizations. His research interests are primarily in metropolitan governance, urban public policy, state government, public opinion, and voting behavior.

Nancy Kinney, Assistant Professor of Political Science & Public Policy Administration
Ph. D., University of Colorado-Denver

Dr. Nancy Kinney specializes in policy research on issues related to the utilization of nonprofits—specifically those with a religious connection—in the privatization of human services. She has a particular research interest in the policy innovation known as “charitable choice.” In addition, she has examined the role of nonprofit organizations in civic engagement, particularly in the policy formulation process. She has an extensive employment history in nonprofits as well as involvement in board governance. Her teaching experience has emphasized curriculum planning and instructional design.

James M. Krueger, Assistant Professor of Public Policy Administration & Accounting
Associate Vice Chancellor for Budgeting and Academic Planning
D.B.A., C.P.A., C.G.F.M., Indiana University

Dr. Krueger is interested in financial accounting and reporting issues related to state and local governments. Also, given his current administrative position, he follows closely financial ratios and other indicators that apply to public colleges and universities.

John E. McClusky, Director, Nonprofit Management & Leadership Program
Ph.D., University of California - Berkeley

John E. McClusky, Ph.D., is the director of the Nonprofit Management and Leadership Program at the University of Missouri-St. Louis, and consultant, trainer, and speaker to hundreds of nonprofit and philanthropic organizations, locally and nationally. Dr. McClusky has been a nonprofit organization executive for more than 20 years, including program executive of the Danforth Foundation, chief executive of the St. Louis Center, national president of the Coro Foundation, vice chancellor for external relations at UM-St. Louis, and academic vice president of the Washington Center in Washington, D.C. He has published extensively on nonprofit leadership and governance in both scholarly and practice publications. He received his B.A. degree from Cornell University and M.A. and Ph.D. from the University of California-Berkeley.

Donald Phares, Professor Emeritus of Public Policy Administration & Economics

Ph.D., Syracuse University

Professor Phares received his Ph.D. from Syracuse University in 1970. His research primarily has dealt with housing and neighborhood change, state and local finance, governmental structure, and urban economic development. He is the author of *Who Pays State and Local Taxes?* and *State-Local Tax Equity: An Empirical Analysis of the Fifty States*; co-author of *Municipal Output and Performance in New York City*; and editor of *A Decent Home and Environment: Housing Urban America and Metropolitan Governance without Metropolitan Government?* In addition has published more than seventy articles and book chapters and several score technical and government reports. He has consulted for and done research with numerous governmental agencies at the federal, state, and local level; research organizations; businesses; foundations; and universities. Phares also has served as an expert witness in legal cases pertaining to state and local taxation; the projection of future income; and the analysis of social, demographic, fiscal, and economic trends. He has also done numerous economic and fiscal impact studies for both public and private organization and businesses.

Lana Stein, Professor of Political Science & Public Policy Administration
Ph.D., Michigan State University

Lana Stein is Professor and Chair of Political Science and Professor of Public Policy Administration. Her teaching and research interests include urban politics and administration and organization theory. She has published numerous articles in journals such as the *Journal of Politics*, *Political Research Quarterly*, and *Public Administration Review*. She is author of two books, *Holding Bureaucrats Accountable* and *St. Louis Politics: The Triumph of Tradition* and co-author of *City Schools and City Politics*.

Julianne Stone, Director, Local Government Partnership
M.A., Washington University

Ms. Stone currently serves as the Director of the Local Government Partnership. Stone was previously the Director of the St. Louis Urban Outreach Office of the Missouri Department of Natural Resources. She has served as Policy Assistant to former St. Louis City Mayor Clarence Harmon where she handled a wide range of local, state and federal policy issues including environmental issues, neighborhood concerns, law-enforcement, youth and health related projects. She also worked as Coordinator of Issues and Research on the Harmon for Mayor campaign. Before coming to St. Louis, Stone worked as a Legislative Assistant for the American Israel Public Affairs Committee in Washington D.C. and as the Overseas Coordinator for the Israel Women's Network in Jerusalem, Israel. A native New Yorker, she holds a Masters Degree and is ABD in Political Science from Washington University and a Bachelors Degree in Government from Oberlin College.

S. Kristi Walker, Affiliate Assistant Professor of Public Policy Administration & Political Science
Ph.D., University of Missouri-St. Louis

Kristi Walker is an Affiliate Assistant Professor of the Public Policy Administration Master's Program at the University of Missouri - St. Louis. Her research and teaching interests include brownfields, urban policy, geographic information systems, evaluation research, and quantitative methods. Her current research utilizes land, population, and economic data to assist in the identification of opportunities for successful redevelopment in urban areas.

Anne E. Winkler, Professor of Public Policy Administration & Economics
Ph.D., University of Illinois at Urbana-Champaign

Anne E. Winkler is Professor of Economics and Public Policy Administration at the University of Missouri-St. Louis. She received her Ph.D. in economics from the University of Illinois at Urbana-

Champaign, and her undergraduate degree in economics from Wesleyan University. She has been a faculty member at U.M.- St. Louis since 1989. Professor Winkler's main areas of research interest are in the economics of gender, the economics of the family, and welfare and poverty. She is co-author (with Francine D. Blau and Marianne A. Ferber) of the third and subsequent editions of *The Economics of Women, Men and Work*, published by Prentice Hall. The most recent edition of the text--the fifth--was published in July 2005. Her work has appeared in economics and broader social science journals including *Journal of Human Resources*, *Research in Labor Economics*, *Monthly Labor Review*, *Demography*, *Journal of Policy Analysis and Management*, and *Journal of Urban Economics*. Prof. Winkler previously served as 2nd Vice President of the Midwest Economics Association and as President of the St. Louis Chapter of the National Association for Business Economics (NABE). She is currently a research affiliate at the National Poverty Center, Gerald R. Ford School of Public Policy, at University of Michigan.

APPENDIX G – PPA PRIORITIES FOR CAMPUS CAPITAL CAMPAIGN

PUBLIC POLICY ADMINISTRATION

PRIORITIES FOR CAMPUS CAPITAL CAMPAIGN

I. IMPROVING ACCESS TO PUBLIC AND NONPROFIT PROFESSIONAL ADMINISTRATION FOR HISTORICALLY UNDERSERVED COMMUNITIES. REVERSING THE BRAIN DRAIN FROM THESE COMMUNITIES.

The St. Louis metropolitan area suffers from low educational levels, and this problem is particularly severe in communities which have been historically underserved. Further exacerbating this problem, many students from these communities who do go to college attend undergraduate schools elsewhere in the country and frequently do not return to St. Louis for their working careers.

This “brain drain” is coupled with a lack of professionally trained administrators from such communities in positions of responsibility with public and nonprofit organizations in the region.

At the same time, there is an impending shortage of trained professionals in local government, caused by the large numbers of anticipated retirements in the field in coming years.

This proposal suggests an intervention to recruit prospective graduate students from these communities who will commit to public service careers. We will provide a summer institute between completion of undergraduate coursework and the start of graduate work, to ensure that students are fully capable of fulfilling the rigorous quantitative and writing demands of the Master of Public Policy Administration degree program.

This program can be completed in two academic years by full-time students. In the first year of coursework, students would serve as graduate assistants to the program, and work on research projects directly applicable to the region. Beginning in the summer after completing their first year of coursework, students would be assigned as half-time interns working directly with professional local government and nonprofit administrators.

Although there are some (very expensive) national models that can be used, this initiative would focus on the human resource needs and the human resource capabilities of the St. Louis metropolitan region. It would build on our already strong relationships with the East-West Gateway Coordinating Council, the St. Louis Area City Managers Association, the International City/County Management Association. It would be integrated with our existing summer seminars in City Management, taught for us by area city managers.

Funding would be sought to cover costs of a summer prep. program prior to the start of regular coursework, and partial coverage of stipends for students during the program.

The university would make a contribution of tuition remission, and participating municipalities would make a contribution toward the cost of student stipends in the second year of the program when students would be assigned to professional internships with those cities.

This program would assist the region in keeping college graduates in the metropolitan area, particularly those from historically underserved communities which suffer the most severe impacts of brain drain, provide a replacement pool for anticipated retirements in the professional public administration community, and increase the diversity and representativeness of new entrants into the field.

II. ENHANCING REGIONAL COOPERATION AND CAPABILITY IN NONPROFIT PROGRAMS

There are over 9,000 nonprofit organizations across our metropolitan region, which provide essential programs and services across the region that contribute significantly to the quality of life in our communities. Many of these nonprofits operate on very limited budgets and rely primarily on volunteer personnel. The University's Nonprofit Management and Leadership Program is highly respected in the region and offers desired education and training that is beyond the reach of most under-capitalized organizations. It has the largest enrollment of any academic program in this field in our metropolitan area, and is the only such program approved by the national association in nonprofit studies, the Nonprofit Academic Centers Council. It also provides the largest range of noncredit professional training and consulting services to nonprofit organizations and their leaders of any higher education program in our region. Not only do virtually all of its students remain in our region to serve nonprofits upon graduation, but it attracts a comparatively large percentage of students of color and from historically underserved populations. A major gift in support of UMSL's non-credit and credit programs in nonprofit management could make these educational resources more widely accessible. As a result, linking regional nonprofits to educational opportunities would help expand the capacity of these organizations to use scarce resources wisely and thereby maximize their voluntary efforts.

III. ENHANCING INTERGOVERNMENTAL COOPERATION IN INFORMATION TECHNOLOGY

The St. Louis metropolitan region is characterized by large numbers of governmental units, with great diversity among them. Although there are a number of issue-specific linkages that promote intergovernmental cooperation, such as fire department mutual assistance agreements, and

inter-departmental police dispatching agreements, there is little that is general in scope.

A strength of the UMSL Public Policy Administration program is its distinctive set of links to both the practitioner and academic community through its Local Government Management and Leadership Partnership. This project is a joint undertaking of the University of Missouri-St. Louis, University Outreach/Extension, and the East-West Gateway Coordinating Council.

The University of Missouri-St. Louis has distinctive strengths in information technology, including resources in Public Policy Administration, which can be added to those of regional partners through the Local Government Management and Leadership Partnership.

Enhance intergovernmental cooperation

Further train students in both the technology and in what is required to make the technology useful in real world local government and nonprofit settings

Take advantage of UMSL links to cable television networks and to a wide variety of remote video links

Provide resources to support additional regular faculty in this area, with a specific mission to use the relationships already in place to support development of regional governmental and nonprofit networks.

IV. ST. LOUIS IN THE INTERNATIONAL ENVIRONMENT: ENHANCING PREPARATION FOR REGIONAL ADMINISTRATORS TO ACT EFFECTIVELY IN A GLOBAL CONTEXT

Take advantage of strengths of UMSL PPA programs in conjunction with the range of contacts developed by the center for international studies to enhance the globalization of the public policy curriculum .

Add full time regular faculty with a mission to both ensure that public policy administration graduates are fully knowledgeable about the global context for public administration, and also a mission to ensure that public sector and nonprofit administrators throughout the St. Louis region are kept abreast of applied research relevant to their ability to enhance the global economic competitiveness of the region.

This proposal would operate synergistically with the information technology proposal outlined in item iii of this proposal. The networks encouraged and developed in that proposal would be one major means of providing a delivery system for the work of globalizing the region's professional administrators.