## PROGRAM SUMMARY

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<th>ITEM</th>
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<tr>
<td>1. Title of degree (1.3)</td>
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<td>2. Off-Campus locations (9.1)</td>
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<td>3. Number of credits normally required for degree (4.3-A)</td>
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<td>4. Total credits in required courses (4.21-B)</td>
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<td>5. Total credits in elective courses (4.22-A)</td>
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<td>6. Specializations advertised as available (4.22-C)</td>
<td>Coastal Management, Environmental Policy and Management, Public-Policy Analysis, Nonprofit Management (as customized concentration)</td>
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<td>7. Number of credits which can be reduced for prior undergraduate education (4.3-B)</td>
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<td>8. Number of credits which can be reduced for significant professional experience (4.3-B)</td>
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<td>9. Number in faculty nucleus (5.1-B)</td>
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<td>10. Number of students in degree program (6.3-D)</td>
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<td>11. Is a thesis or major professional report required? (4.3-C)</td>
<td>Yes</td>
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<td>12. Is a comprehensive examination required? (4.3-C)</td>
<td>No</td>
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STANDARD 1.0: -- ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

The Master of Public Administration (MPA) program at the University of North Carolina Wilmington is eligible for peer reviews and accreditation and it is applying for peer review and accreditation.

1.2 Institutional Accreditation

The Southern Association of Colleges and Schools accredits the University of North Carolina Wilmington. The most recent re-accreditation was in 2003.

1.3 Professional Education

A. Leadership and Management Objective: The MPA program at the University of North Carolina Wilmington (UNCW) prepares both in-service and pre-service students for leadership and management roles in public service. This objective is accomplished by providing a blend of management and policy oriented coursework and an integration of theory and practical experience. The MPA program continuously seeks input from students, alumni, employers and community practitioners to prepare students for careers as managers and leaders in public service.

B. Degree Specification: The Department of Political Science at UNCW offers the MPA. No other master’s degree programs are offered by the department.

1.4 Program Length

The MPA program at UNCW was authorized by the Board of Governors of The University of North Carolina 2001 and graduated its first group of students in May, 2003.

STANDARD 2.0 – PROGRAM MISSION

2.1 Mission Statement

A. Background: The MPA program at UNCW was established in 2001. UNCW is located in Wilmington, North Carolina, a city of approximately 90,000 on the southeastern coast of North Carolina. Given the proximity to the ocean and temperate climate, UNCW serves one of the fastest growing regions in the country, with a regional population of approximately 300,000 that has grown by 21% since 1990. The population increase and challenges to government and nonprofit agencies created by the rapid growth created the demand for an MPA program at UNCW, particularly since the nearest program was at least a two hour drive away (e.g., East Carolina University, UNC Chapel Hill, North Carolina State University). Furthermore, the only other professional management degree program at UNCW was an
MBA degree. During its four years of operation, the program has graduated 56 students. The full-time faculty size has grown to six (not including part-time practitioner faculty from the community). Enrollments in the first four years have ranged from 39 in Fall, 2001 to 60 in Spring 2005. Demand for the program remains strong with a new class of approximately 35 students admitted for Fall, 2005.

The MPA program began as a non-thesis program with a required internship that could be waived with at least three years of significant management or policy-level experience. A thesis option has been added to the program, specifically for those students who are interested in pursuing a doctorate. Based on experience with our students, the experience requirement for the internship waiver has been raised to five years.

As a result of ongoing assessments from students, faculty, alumni and community practitioners, the most significant change in the program over the first four years had been fine-tuning the size of the required core classes and the concentrations. At its inception, the program had a ten course required core curriculum and two concentrations: Coastal Management and Nonprofit Management (plus an option for a customized concentration for students with more unique interests such as public history, gerontology or health policy). Responding to the need for more flexibility and options for the variety of pre-service and in-service students we are serving, the required core curriculum has been reduced to six courses, with an additional advanced tools course (selected from a menu to meet individual student needs), and 2-3 electives depending on the concentration. We have also added additional concentrations in Policy Analysis and Environmental Policy and Management. The Policy Analysis concentration was designed to provide a concentration for students interested in a career in local government.

From it inception the MPA program has been very aware of the importance of engaging outside constituencies. The program has had an MPA Community Advisory Board from its inception that has provided guidance on the mission and curriculum. Board members often provide paid internship placements, fellowships, and scholarships. Secondly, faculty, students and alumni have created a new local chapter of the American Society for Public Administration that holds bi-monthly professional luncheons featuring presentations by community practitioners and co-sponsors our Public Service Recognition Reception. Thirdly, MPA faculty emphasize the use of applied community-based projects in courses wherever possible. These projects provide an opportunity to integrate theory and practice, and are a valuable resource for the community and enhance the employability of our students and also help build community support for UNCW and the MPA program. Finally, the program has designed an Academy of Strategic Management that will commence in Fall, 2005. The Academy is designed to provide leadership and management modules for mid-level managers and executives who need training but do not necessarily have the time to complete the MPA degree. By utilizing teams of academics and community practitioners, relationships with external constituencies will be strengthened. The academy should also elevate the profile of the MPA program in the community.
The Department of Political Science has also instituted a Minor in Public Administration at the undergraduate level. As this minor grows, we anticipate a continued growth in pre-service enrollment in the MPA.

B. Mission Statement:

The Master of Public Administration program is an interdisciplinary, terminal professional degree designed to: provide a broad education for individuals expecting to enter government and nonprofit institutions and who aspire to management or policy positions; enhance the capabilities and performance of those individuals currently in management and policy positions in southeastern North Carolina; produce relevant public administration research; and provide active public service aimed at the support and improvement of public administration and nonprofit management in southeastern North Carolina.

The mission is divided into four components. The first component signifies the mission to serve pre-service students who aspire to careers in government or nonprofit management. The use of the term broad education emphasizes that the program is designed to provide a broad set of management and policy skills that can be applied in a variety of settings and thereby improve the employability of pre-service students. The program offers a full-time track that allows pre-service students to finish the program in two years and pursue careers.

The second component signifies the mission to also serve in-service students currently in management positions. By building flexibility into the curriculum, the in-service students are able to tailor the curriculum to improve their capability and performance in specific areas. The program offers a flexible, part-time track and evening classes to accommodate in-service students.

The third component signifies the mission to produce research that is relevant to the students and the region. Faculty present papers to academic conferences and publish research on a regular basis as well as involve students in conferences and research activities. Such activity keeps faculty and students current in the field.

The fourth component signifies the mission to use the resources of the MPA program to provide technical assistance to the region. This component of the mission is accomplished by required internships, faculty consultancies and grant activity, and by an emphasis on community-based applied projects in coursework.

C. Mission Process: The development of the mission of the MPA program at UNCW was initially guided by the process required by the Board of Governors of the University of North Carolina in order to receive authorization to plan and establish a new graduate program. The highlights of this process and the involvement of different people and groups in the late 1990s are as follows.
One requirement is to describe how the MPA program closely fits the institutional mission of the university. First, as the only public university in southeastern North Carolina, UNCW bears a special responsibility for education and service in the region. There was no MPA program serving this region of the state. Letters of support from community leaders (on file for review) attest to the fact that there are very limited options for government and nonprofit professionals in the community who desire an MPA or are otherwise in need of advanced education.

Second, in its public service role, UNCW seeks to be a leader in initiating and coordinating programs that address the special needs of its service region. The MPA program demonstrates the university’s commitment to improving the quality of life in the region by strengthening relationships with the governmental, nonprofit, and health communities. The program prepares recent graduates of undergraduate programs in a variety of disciplines for careers in the region, as well as provides further state-of-the-art education and training for working professionals. The MPA is particularly effective for professionals with technical specialties who desire administrative and managerial training to advance their careers. Furthermore, through the use of interns, applied research projects, and faculty expertise, the MPA is a source of manpower, information, and talent previously unavailable in the region.

Third, the MPA is ideally suited to the university’s mission to strengthen and expand interdisciplinary programs. Reflecting the diverse functions of government, nonprofit, and health institutions in southeastern North Carolina and beyond, students and faculty from a variety of disciplines across campus are involved in the MPA, including political science, environmental studies, criminal justice, business, communication studies, geography, parks and recreation, nursing, public service, social work and liberal studies. Faculty are used to assist in teaching MPA classes, and students are encouraged to take elective classes in these other disciplines (and outside students are invited to take MPA classes as well).

Fourth, the proximity of UNCW to the Atlantic Ocean, Cape Fear River Basin, and extensive wetlands areas; its existing marine science and environmental programs; and its faculty expertise provide exceptional opportunities to develop professional public administrators and produce policy relevant research that meets the needs of organizations operating in this environment. The MPA program builds on this strength by offering a concentration in coastal management.

Another requirement for approval was to demonstrate the need and demand for the program in the state. A careful review of other institutions shows that although nine other UNC campuses offer the equivalent of an MPA degree (plus Duke University with a public policy graduate degree), all of these programs are at least a two-hour drive from the Wilmington area. Interviews with regional leaders in the government and nonprofit sectors emphasize the limited options for professionals from these sectors who desire an MPA. Furthermore, there is a growing unmet demand for UNCW’s undergraduate
population that is increasingly interested in professional graduate education. The MPA program can further the career interests of a variety of undergraduate majors.

Furthermore, a survey of undergraduate students at UNCW and employees in the region was conducted to estimate demand for the program. Combining the campus and community survey results, 215 individuals responded that they would enroll in the MPA program at UNCW in the next three years, and an additional 194 would consider taking the program in the future or enroll in individual courses.

Finally, approval required the demonstration of an inclusive planning process. Dr. Thomas J. Barth was hired in July, 1997 to lead the planning for the program and chaired the MPA Planning Committee in the Department of Political Science. Other members on the committee were:

**Department of Political Science MPA Planning Committee**
- Dr. Earl Sheridan (Department Chair)
- Dr. Stephen Meinhold
- Dr. Lloyd Jones
- Dr. Lee Johnston
- Dr. Roger Lowery

Three other key constituencies involved in the planning process were UNCW faculty from other departments. UNC system faculty from other MPA programs in the state, and community leaders. Through a series of group and individual meetings from 1997-2000, the mission of the MPA program was discussed and refined. These individuals include:

**UNCW Faculty**
- Biology (Dr. Scott Quackenbush)
- Business (Dean. Harold Rockness, Drs. Vincent Howe, Lewis Rosen, Rebecca Porterfield, Craig Galbraith, Denis Carter)
- Center for Marine Science Research (Dr. James Merritt)
- Communication Studies (Mr. Frank Trimble)
- Education (Dean Robert Tyndall)
- Environmental Studies (Drs. Jack Hall, Robert Buerger)
- Geography (Dr. Elizabeth Hines)
- Health, Physical Education and Recreation (Drs. Charles Lewis, Jeffery Hill)
- Nursing (Dean Virginia Adams)
- Public Service (Vice Chancellor Michelle Howard-Vital, Mr. Harold Thompson)
- Sociology and Criminal Justice (Drs. Cecil Willis, Lynne Snowden, Darrell Irwin)
- Social Work (Drs. Nelson Reid, John Nasuti)
- Office of the Provost/Academic Affairs (Dr. Melton McLaurin)

**North Carolina System University Faculty – MPA Directors**
- Appalachian State (Dr. Marvin Hoffman)
- East Carolina University (Dr. Carmine Scavo, Dr. Richard Kearney)
• Duke University (Dr. Philip Cook)
• North Carolina Central (Dr. William Lewis)
• North Carolina State (Dr. James Svara)
• Pembroke State (Dr. Daniel Barber)
• UNC Chapel Hill (Dr. Stephen Allred)
• UNC Charlotte (Dr. Gary Rassel)
• UNC Greensboro (Dr. Ruth DeHoog)
• Western Carolina (Dr. Kenneth Wink)

Community Leaders
• Boy Scouts of America (Rodney Maguire)
• Cape Fear Area United Way (Bobby Smith, Executive Director)
• Cape Fear Council of Governments (Thomas Phillips, Executive Director, Haskell Rhett, Management Services Director)
• Chamber of Commerce for Greater Wilmington (Connie Majure, CEO)
• City of Southport (William Crowe, Mayor)
• City of Wilmington (Mary Gornto, City Manager, William Whisnant and Michael Hargett, Assistant City Managers)
• Manorhouse at Wilmington (Brandon Macsata, Marketing/Admissions Director)
• New Hanover Regional Medical Center (Dr. William Atkinson, CEO, Ron Moore, Vice President for Human Resources, Judy O’Neil, Vice President for Public Relations)
• New Hanover County (Allen O’Neil, County Manager, Christine McNamee, Chief Planner in Department of Social Services)
• Pender County (John Bauer, County Manager)
• Southeastern Center for Mental Health (Carol Trambukis, Planner)
• Town of Burgaw (Andy Honeycutt, Town Manager)
• Town of Wrightsville Beach (Anthony Caudle, Town Manager)

Finally, the following individuals from MPA programs nationwide were consulted to ensure that the UNCW program was consistent with national standards and on the cutting edge of public administration education:

• National Association of Schools of Public Affairs and Administration (Michael Brintnall, Executive Director)
• Auburn University at Montgomery (Dr. Thomas Vocino, Chair, Department of Political Science and Public Administration)
• Old Dominion University (Dr. Gail Johnson, Department of Urban Studies and Public Administration)
• University of Memphis (Dr. David Cox, Graduate Program in Public Administration)
• University of Charleston (Dr. Arthur Felts, Director, Institute for Public Affairs and Policy Studies)
• University of North Texas (Dr. Robert Bland, Chair, Department of Public Administration)
University of Tennessee (Dr. Robert Cunningham, Master of Public Administration Program)
Virginia Polytechnic Institute and State University (Drs. Charles Goodsell and James Wolf, Center for Public Administration and Policy)

D. Variation from Standards: There are no variations from the standards based on our mission.

2.2 Assessment

The program shall assess its students’ performance and the accomplishment of the objectives. Assessment of procedures and measures may take any form appropriate to the program and its circumstances, but each program shall develop and use procedures for determining how well it carries out its mission.

Assessment Procedure

The MPA program uses multiple procedures to assess how well it is carrying out its mission. These include:

Department Strategic Planning Process: The department engages in an annual informal strategic planning process in preparation for its annual faculty retreat each August where key strategic issues and goals for the coming academic year are discussed. During the self-study year, and in anticipation of an incoming new Dean of the College of Arts and Sciences, the Department of Political Science underwent an intensive formal strategic planning process in Spring 2005 (Attachment 1). The resulting strategic plan discusses how the department and MPA program relates to the overall strategic objectives of UNCW and identifies a number of strengths, weaknesses, opportunities, and threats related to the MPA program that are the basis for requests for additional resources and program changes or initiatives.

MPA Community Advisory Board: Program faculty meet with a community advisory board during the fall and spring semesters (Attachment 2) A complete status update on the program is provided with any proposed curriculum changes and program initiatives; feedback from the board is invited. Board members are also asked to share any issues, concerns, or ideas for improving the program.

MPA Faculty Meetings: Meetings of the MPA faculty are routinely held after general departmental meetings to discuss the state of the program. These meetings focus on issues arising from class instruction (e.g., student feedback or faculty concerns), advising, new opportunities or initiatives, etc. A particularly important meeting is triggered each year when the Graduate School requests changes to the Graduate Catalogue, typically by October 15. Faculty meet and review the curriculum and decide on any needed changes based on feedback from students, alumni, advisory board, etc.

Capstone Projects: To complete the program, each student must complete a semester-long applied research project as part of the requirements for PLS 595: Capstone Seminar in Public
Administration. These projects may be accomplished by individuals or teams of students, and are supervised by the faculty member teaching the class in consultation with other MPA faculty and community experts depending on the topic. The projects must be presented at the end of the semester to the entire student body, MPA Community Advisory Board, and community experts either involved in the projects or in positions relevant to one or more of the topics. Participants complete evaluation forms which are used in determining the final grade by the instructor. See Attachment 3 for a sample of project titles. These projects are carefully assessed by the faculty to determine areas where the students need further development.

MPA Exit Interview: At the conclusion of the Capstone class (typically taken by students in their final semester in the program), students are asked to complete an evaluation of the program (Attachment 4). The results of this feedback are shared with the MPA faculty and discussed.

Alumni Survey: As the program has begun to build a base of alumni, faculty are regularly engaging alumni formally and informally for the feedback on curriculum and other areas where the program can be improved. An annual email survey of alumni has been instituted, asking alumni for a SWOT analysis of the program (Attachment 5). In addition, Dr. Barth and Dr. Jones undertook a formal analysis of the relevance of the curriculum to practice by surveying alumni and advisory board members on the knowledge, skills and abilities essential to practice (Attachments 6 and 7). The results of the surveys were presented at the SECOPA Conference in Charlotte, NC in October, 2004.

Annual Faculty Evaluation: All faculty undergo an annual performance review process that addresses teaching, research, scholarship and service. This review consists of a three step process: 1) faculty compile a portfolio including student evaluations of teaching and record of innovative teaching approaches and record of research, scholarship and service; 2) all faculty complete a peer review of other faculty in the department; and 3) the chair completes a final evaluation incorporating the peer reviews. This process includes goal-setting at the beginning of the year and appropriate developmental actions based on feedback from students, peers and the chair. The MPA Director also meets with all part-time faculty teaching in the program to review syllabi and discuss student evaluations.

Student Strategic Planning Exercise: The program has established a creative practice to teach students strategic planning while at the same time generating student feedback on the program by having students enrolled in PLS 507: Applied Management Tools develop a strategic plan for the program. The heart of the plan is a SWOT analysis of the program by students and analysis by the class. This practice, formally initiated in Spring 2005, provides a wealth of student-driven assessment information for consideration by the faculty (Attachment 8).

Internship Evaluation: Every student enrolled in an internship completes an evaluation of the internship as does the agency supervisor (Attachment 9). The faculty internship supervisor also has ongoing discussions with the student and supervisor during the course of the internship. Additionally, an annual roundtable of interns and agency supervisors is held (typically in September), where the faculty intern supervisor facilitates a discussion of strengths of the intern experience as well as areas that could be enhanced (Attachment 10).
**Job Placement:** One of the most important measures of an MPA program’s success is the ability of graduates to secure employment if they are pre-service students or gain promotions or more desirable positions if they are in-service students. Students, recent graduates and established alumni are continuously tracked to determine success rates as well as obstacles that the program can address.

### 2.3 Guiding Performance

*The program shall use information about its performance in directing and revising program objectives, strategies, and operations.*

**A. Guiding Performance:** Using the assessment procedures discussed in Standard 2.2, the program engages in continuous collection of mission driven assessment data as well as deliberative and open procedures that enable analysis and interpretation of data. Program changes emerge from these processes.

**B. Program Changes as a Result of Assessment**

The following lists highlights of program changes as a result of assessment activities; details are provided under each relevant standard.

**Curriculum Changes**

In response to feedback from faculty, students, alumni, and MPA advisory board members the following changes were made to the program:

- The two undergraduate prerequisite classes were eliminated (PLS 308: Introduction to Public Administration and PLS 201: Introduction to Political Science Methods). A new foundation course, PLS 510: Introduction to Public Affairs, was added to the MPA core curriculum. This new class has proved to be a more effective means of ensuring that new MPA students start the program on an equal footing.

- A required core class focusing on the analysis and presentation of quantitative data was added to the curriculum (PLS 501: Quantitative Methods).

- The MPA curriculum was revised to provide more flexibility for a diverse student body; required core classes were reduced from ten classes to seven and more electives were added to the curriculum.

- Additional concentrations in Policy Analysis and Environmental Policy and Management were added to provide additional options to students who were not interested in courses in Coastal or Nonprofit Management.

- A menu of applied skill-based electives were added to the curriculum. This requirement helps ensure that each student receives advanced training to address an area where skill
development may be needed (e.g., computer skills) or advanced professional training is required (e.g., management tools or policy analysis).

- A thesis option was added to the curriculum to serve students planning to continue their studies at the doctoral level or to facilitate students trying to pursue a joint masters degree in one of the sciences (e.g., marine science).

Student Services

In response to feedback from alumni, faculty, students and advisory board members, the following changes were made to the program:

- An MPA Fellowship model was established that provides employment for students in an agency during their matriculation in the program. Fellowships have been offered at the Towns of Wrightsville Beach and Carolina Beach as well as the Cape Fear Council of Governments.

- The MPA program established a formal relationship with the North Carolina City and County Management Association that resulted in an annual scholarship for an MPA student and the circulation of student resumes at their annual meeting.

- A new student orientation program was developed that incorporates more student and alumni involvement as well as a social; an alumni/student list serve and student directory were developed to enhance communication, and a student handbook was developed that outlines program requirements and expectations.

- The advising process was revised from a group advising approach to individualized advising where each student is assigned an advisor based on their concentration.

- The structure of the internship program was more formalized with systematic requests for hosts through the Advisory Board, a handbook with requirements and forms, and group meetings at the beginning and end of each year to answer questions, identify interests, and process experiences.

Community Outreach

In response to feedback from alumni, faculty, students and advisory board members, the following changes were made to the program:

- An annual MPA student scholarship drive was initiated.

- An annual Public Service Recognition Reception to honor outstanding public servants and MPA students was initiated.
A new local chapter of the American Society for Public Administration was established to enhance professional development and networking opportunities.

The program has increased its focus on incorporating community-based applied research projects wherever possible in the curriculum.

**STANDARD 3.0 – PROGRAM JURISDICTION**

The MPA program is part of the Department of Political Science. We recognize that the roots of public administration are in the discipline of political science, with the focus on the implementation and management of the public policies that are a product of a democratic political process.

**3.1 Administrative Organization**

The MPA program at UNCW is housed in the Department of Political Science. It is headed by a Director who reports to the Chair of the Department. The Chair reports to the Dean of the College of Arts and Sciences and Dean of the Graduate School, who report to the Provost, who is the Chief Academic Officer for the university. The administrative structure of UNCW as regards the MPA program is as follows:

<table>
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<th>Provost</th>
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<tr>
<td>Dr. Paul Hosier</td>
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<tr>
<th>Dean, College of Arts and Sciences</th>
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<tr>
<td>Dr. David Cordle</td>
<td>Dr. Robert Roer</td>
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<tr>
<th>Chair, Department of Political Science</th>
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<tr>
<td>Dr. Thomas Barth</td>
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</table>
3.2 Recognized Program

There is a public affairs and administration program with identifiable faculty membership, whose primary responsibility for the program is recognized at the next highest level of university organization.

The internal organization of the MPA program is as follows:

Chair, Department of Political Science
Dr. Thomas Barth

Director, MPA Program
Dr. Thomas Barth

Full-Time MPA Faculty
Dr. Thomas Barth
Ms. Amy Blizzard*
Dr. Milan Dluhy
Dr. Mark Imperial
Dr. Lloyd Jones
Dr. Stephen Meinhold

*One year visiting lecturer during self-study year (filling permanent tenure-track line dedicated to MPA program)

3.3 Program Administration

Responsibility for program administration is assigned to a dean, chairperson, director or other single administrator who is appointed after appropriate consultation with program faculty.

Dr. Thomas Barth, Director of the MPA Program, is responsible for its administration. The MPA faculty is closely consulted on appointment of the director.
3.4 Scope of Influence

Within the framework of organization and process peculiar to the institution, the public affairs and administration faculty and/or administrator exercises initiative, and substantial determining influence with respect to: general program policy and planning; degree requirements; new courses and curriculum changes; admissions; certification of degree candidates; course scheduling and teaching assignment; use of financial and other resources; appointment, promotion, and tenuring of program faculty.

The MPA Director and faculty exercise substantial control over general program policy and planning, including curriculum, admissions, degree requirements, course scheduling, teaching assignments, and overall program direction. With regard to the use of financial and other resources, as well as appointment, promotion and tenuring of program faculty, there is regular consultation between the Chair of the Department of Political Science, the MPA Director, and the program faculty. More specifically, for faculty appointments, search committees involving a cross-section of departmental faculty are employed, and for promotion and tenure decisions, there are senior faculty reviews and recommendations to the Chair. The MPA faculty comprise a substantial percentage of the senior departmental faculty. Finally, search committees for MPA faculty positions are always chaired by an MPA faculty member and have a majority of MPA faculty as members.

STANDARD 4.0 – CURRICULUM

4.1 Purpose of Curriculum

The purpose of the curriculum shall be to prepare students for professional leadership in public service.

The curriculum is linked to both our program mission and philosophy. Several specific statements in the mission link to the curriculum. The program is “interdisciplinary” by encouraging students through electives to take courses outside of the department, by using faculty and speakers from different disciplines, and by drawing on fields of economics, psychology, sociology, environmental science and business in coursework. The program provides a “broad education for individuals expecting to enter government and management positions” through internships, applied research projects and professional development opportunities. The program “enhances the capabilities of those currently in management or policy positions” by offering enough flexibility in the curriculum through electives and customized concentrations to enable seasoned students to address individual weaknesses or pursue unique areas of interest. Finally, the “broad education” and preparation for “policy and management” positions is accomplished by the blend of quantitative and qualitative, theoretical and applied, and policy and management coursework in the curriculum.
4.2 Curriculum Components

The curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service. Courses taken to fulfill the common curriculum components shall be primarily for graduate students. Both the common and the additional curriculum components need to be assessed as to their quality and consistency with the stated mission of the program.

A. Background Information:

1. Credit System: The semester credit system is used.

2. Length of Terms: The Fall and Spring semesters are fifteen weeks in length. There are also two summer sessions of five weeks in length, but all MPA classes are taught over both summer sessions.

3. Number of Terms: There are two long semesters and one summer semester per year. The summer session is divided into two sessions, but as noted above the MPA classes are taught over both sessions.

4. Full-Time Status: A full-time graduate student takes nine credit hours (three courses) per semester. Any student taking fewer than nine credit hours is defined as part-time. The normal maximum for a graduate student is 12 credit hours per long semester or four courses. The full-time course load during the summer session is six hours.

5. Time Limitation: The MPA degree must be completed in five calendar years.

6. Class Contact Hours: All graduate courses are three credits and every course requires a minimum of 750 contact minutes per credit hour or 37.5 contact hours.

7. Numbering System: The numbering system designates 100 through 499 as undergraduate courses; master’s courses are at the 500-599 level; and doctoral courses are designated at the 600 level.

B. Course Distribution:

The MPA degree is a 42-semester hour program consisting of a core of 24 hours (which includes a 3 hour internship, a 3 hour Capstone course project, and a 3 hour applied skill-based elective); a concentration of 9-12 hours; and electives of 6-9 hours. (See Table 4.1)

Note: There are two possible variations from the 42-hour degree program. First, the 3-hour internship requirement can be waived if students can demonstrate a minimum of five years of significant management or policy-related professional experience. Second, students wishing to complete a thesis option may do so by completing a six-hour thesis requirement in lieu of taking the Capstone class. The thesis option results in a 45-hour program.
Table 4.1 Course Distribution

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Common Components</th>
<th>Curriculum Required Graduates</th>
<th>Additional Curriculum Components</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common Components</td>
<td>Curriculum Required Graduates</td>
<td>Additional Curriculum Components</td>
<td>Total</td>
</tr>
<tr>
<td>Lower Division</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Upper Division</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Upper Div. &amp; Graduate</td>
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<td>0</td>
</tr>
<tr>
<td>Exclusively Graduate</td>
<td>0</td>
<td>24</td>
<td>18</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>24</td>
<td>18</td>
<td>42</td>
</tr>
</tbody>
</table>

**C. Capable Professionals:**

The core curriculum is based on competencies that have been identified by the faculty and public sector and nonprofit practitioners, alumni, NASPAA, the MPA Advisory Council, and experienced in-service students as essential for successful performance in public organizations today. The additional curriculum components, including skill-based electives, concentrations, and approved electives recognize the diversity of backgrounds, interests, and agency settings and allows students to build knowledge, skills and abilities to meet their more specific needs. Students who do not have professional experience are required to gain capability by participation in an internship. The entire curriculum stresses core knowledge, skills and abilities identified in the mission statement that MPA students must master. The combination of knowledge, skills and abilities is designed to produce capable public and nonprofit sector managers and professionals.

**D. Assessment and Guiding Performance:**

The numerous assessment processes used by the MPA program described in Standard 2.2 and feedback summarized in Attachments 1-10 have had a significant impact on how we have shaped the curriculum. The following summarizes the positive themes as well as how we have responded to suggestions for improvements.

**Positive Themes**

- The presence of both pre-service and in-service students in the classroom; this approach provides a stimulating balance of youthful ideas and experience.
- The breadth of the curriculum prepares students for the diversity of the professional world.
• Community-based team projects provide real world experience, professional contacts, an understanding of the challenges of building a team, and work products useful for the job market.

• Internships have been very valuable experiences.

• Flexibility in the curriculum helps students tailor classes to their particular needs and interests.

• Accessibility and commitment of faculty; small student/teacher ratio.

• Faculty with practitioner and consulting experience.

• Partnerships with agencies that has generated strong community support.

• Job placement.

• Strong coastal management concentration.

• Excellent facility.

• Willingness to work with in-service students.

Responses to Suggestions

• In response to feedback from faculty, students, alumni and advisory board members over the course of the program, two major curriculum changes have been enacted. Attachment 11 outlines in detail changes made in the third year of the program to build more flexibility into the curriculum and add additional concentrations in policy analysis and management and environmental policy and management. Under the initial curriculum, 10 of 14 courses were required core courses and only two concentrations were offered (coastal and nonprofit management). Students and faculty believed that such a tightly structured curriculum was appropriate at the initial stages of the program, but was too constraining. The revisions offered students more ability to take additional courses in their areas of professional interest and make the program more attractive to a wider range of students. The new concentration in environmental policy and management also took advantage of a new graduate certificate program in Environmental Studies offered by the university. Another change in the curriculum was the dropping of the prerequisite undergraduate classes (equivalent of introduction to public administration and methods). The faculty were not satisfied that the prerequisites were not providing the students entering the program with a consistent foundation in the field, so we created a new required core class, PLS 510: Introduction to Public Affairs that would be taken by all new students.
• **Attachment 12** outlines the other major change in the curriculum effective in the fifth (and current) year of the program. This change was in response to feedback from alumni and faculty to increase the focus on the analysis, interpretation and presentation of quantitative data in the core curriculum (by adding a more focused course in quantitative methods) and the need to strengthen the concentration in policy analysis (by adding courses in program evaluation and public economics/cost-benefit analysis).

• In response to concerns over the quality of the instruction in the Nonprofit Management concentration, a new part-time instructor with significant nonprofit and training experience was hired, and increased attention has been given to existing instructors by the MPA Director. In addition, recent tenure-track faculty recruitment efforts have focused on applicants with nonprofit expertise.

• In response to concerns over the wide range of expertise in PLS 504: Computer Applications and MIS in Public Administration, this class was dropped as a required core class and added as one of a menu of tools classes that could be taken to fulfill an “advanced skills” requirement. This change allowed the class to become more tailored to students interested in more advanced applications rather than the basics which are covered throughout the core curriculum.

• In response to concerns about increasing the academic rigor of the program, admission standards have risen and the expectations for class projects has been increased by partnering with agencies with real needs and expectations.

• In response to concerns about the reputation and marketing of the program, the MPA website has been enhanced by featuring class projects, marketing the program more regularly in the community and at professional conferences, and involving students in high visibility community projects.

**E. Graduate Classes:**

Courses taken to fulfill the common curriculum components are primarily for graduate students. The minimum number of credits that must be earned in courses reserved exclusively for graduate students is 42.

**F. Required Prerequisites:**

There are no required prerequisites for the MPA program. As discussed under the student admissions section, students lacking the credentials for admission to the program due to low GPA or GRE scores may be advised to enroll in undergraduate classes (e.g., introduction to public administration or introduction to political science methods) to address weaknesses and demonstrate competencies.
4.21 Common Curriculum Components

The common curriculum components shall enhance the student’s values, knowledge, and skills to act ethically and effectively:

- In the Management of Public Service Organizations, the components of which include: Human resources; Budgeting and financial processes; Information management, technology applications, and policy.
- In the Application of Quantitative and Qualitative Techniques of Analysis, the components of which include: Policy and program formulation, implementation and evaluation; Decision making and problem solving.
- With an understanding of the Public Policy and Organizational Environment, the components of which include: Political and legal institutions and processes; Economic and social institutions and processes; economic and social institutions and processes; Organization and management concepts and behavior.

These area requirements do not prescribe specific courses. Neither do they imply that equal time should be spent on each area or that courses must all be offered by the public affairs, public policy or public administration programs. Nor should they be interpreted in a manner that might impede the development of special strengths in each program.

A. Required Graduate Courses

(3 credits each)

PLS 500: Managing Public and Nonprofit Organizations
PLS 501: Quantitative Methods
PLS 502: Public Human Resources Administration
PLS 503: Public Budgeting and Finance Administration
PLS 510: Introduction to Public Affairs
PLS 595: Capstone Seminar in Public Administration
PLS 598: Internship in Public Administration

One course from the following:
PLS 504: Computer Applications and MIS in Public Administration
PLS 505: Policy Analysis
PLS 506: Program Evaluation
PLS 507: Applied Management Tools, Skills and Techniques
PLS 541: Public Economics and Cost-Benefit Analysis

A total of 24 credit hours are required. The internship requirement (PLS 598) can be waived if the student can demonstrate a minimum of five years of management or policy-level experience. Furthermore, if an employment situation precludes the ability to do an internship, the student can substitute PLS 594: Practicum in Public Administration. A practicum requires an applied research project.
On occasion other course substitutions are granted to meet the needs of students with highly specialized interests or in-service professionals with scheduling conflicts who are near graduation. For example, two students in the health sector (a nurse and a radiographer) were allowed to substitute an epidemiology course from UNC Chapel Hill for the quantitative methods requirement, and a health policy class from the UNCW nursing program for the policy analysis requirement. To address scheduling conflicts, students may take and independent study (PLS 591) that covers equivalent material under the direction of the faculty member responsible for the class. An independent study course form that documents the content of the class is retained in the student files. Again, these cases are not common.

As part of the required curriculum, students must choose at least one course from a group of five skill-based electives. In consultation with their advisor, students choose a class based on individual needs or interests. For example, students with a need to enhance computer skills would take PLS 504: Computer Applications and MIS in Public Administration; students interested in enhancing management skills would take PLS 507: Applied Management Tools, Skills and Techniques; students interested in building analytical or policy skills would take PLS 505: Policy Analysis, PLS 506: Program Evaluation, or PLS 541: Public Economics and Cost-Benefit Analysis.

B. Ethical Action:

It is the philosophy of the program that ethics is best taught by integrating ethics throughout the core curriculum through relevant case studies and lectures, particularly in PLS 510: Introduction to Public Affairs, PLS 500: Managing Public And Nonprofit Organizations, PLS 502: Public Human Resources Administration, and PLS 595: Capstone in Public Administration. Faculty supervising the internships also focus on discussion of ethical dilemmas encountered by students as well. Furthermore, to reflect the importance of ethic, the most frequently offered elective in the program is PLS 508: Ethics and Leadership in Public Life, which is offered at least once per year.

C. Curriculum Coverage

Please relate the curriculum to the areas listed in standard 4.21. Note the coverage of these areas in the curriculum, particularly as they relate to the program mission. Since the areas do not prescribe specific courses or equal time and since not all courses must be offered and other special strengths can be added, it is important in the presentation to show what is and is not covered and to provide supporting rationale. Relate the required curriculum components to the following areas listed in Standard 4.21 (a matrix table may be used to summarize which courses contribute to each area).

The MPA program requires that each student completes:

- seven courses in the core concentration (21 credits);
- one applied skill-based elective (three credits) where students chose from a set of five approved electives; and
- A concentration that contains required and elective coursework (nine to twelve credits).
The core classes provide students with a broad understanding of the theory and practice of managing public and nonprofit organizations. The advanced skill-based electives provide advanced knowledge and skills to advance the student’s professional interests. The concentrations provide an advanced set of skills and focus more specifically on the management and policy theories and practices that are consistent with the students’ career interests. **Tables 4.2, 4.3 and 4.4** demonstrate that the aforementioned curriculum addresses standard 4.21 by contributing to the following areas:

1. Management of public service organizations;
2. The application of the quantitative and qualitative techniques of analysis; and,
3. An understanding of public policy and the organizational environment.

The core curriculum and the skill-based electives are offered on a regular basis to ensure that we adequately serve full-time and part-time students alike [Table 4.5].

**Table 4.2: Core Curriculum & Coverage of Standard 4.21**

<table>
<thead>
<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>PLS 503 – Pub Budgeting &amp; Finance</td>
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<td>X</td>
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<td>PLS 595 – Capstone Seminar*</td>
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<td>X</td>
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<td>PLS 598 – Internship*</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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</table>

*Depends on the nature of the applied project or internship placement

**Table 4.3: Skill-Based Electives & Coverage of Standard 4.21**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>PLS 504 – Comp. Appl. &amp; MIS</td>
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<td>PLS 505 – Policy Analysis</td>
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<td><strong>Coastal Management</strong></td>
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<td>PLS 522 – Field Seminar in Coastal Mgt.*</td>
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<td><strong>Environmental Policy &amp; Mgt</strong></td>
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<td>EVS 501 – Introduction to Envtl. Problems &amp; Policy*</td>
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<td>PLS 521 – Legal Foundations of Coastal &amp; Envtl Mgt</td>
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<td>PLS 522 – Field Seminar in Coastal Mgt.</td>
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<td><strong>Nonprofit Management</strong></td>
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<td>PLS 530 – Mgt. Practices in Nonprofit Orgs</td>
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<td>PLS 532 – Issues in Nonprofit Mgt.*</td>
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<td><strong>Public Policy Analysis</strong></td>
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<td>PLS 505 – Policy Analysis</td>
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<td>PLS 541 - Public Economics &amp; C-B Analysis*</td>
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</table>
Table 4.5 Course Coverage for the Core Curriculum and Skill-Based Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
<th>When Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum (9 Credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLS 510 – Intro to Public Affairs</td>
<td>Jones, Dluhy</td>
<td>Every Fall and Spring</td>
</tr>
<tr>
<td>PLS 500 – Managing Pub. &amp; Nonprofit Orgs.</td>
<td>Imperial, Barth</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PLS 501 – Quantitative Methods</td>
<td>Jones, Nelson</td>
<td>Every Fall and Spring</td>
</tr>
<tr>
<td>PLS 502 – Public Human Res. Admin</td>
<td>Barth</td>
<td>Every Fall</td>
</tr>
<tr>
<td>PLS 503 – Pub Budgeting &amp; Finance</td>
<td>Dluhy, Nelson, McClure</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PLS 595 – Capstone Seminar</td>
<td>Barth, Dluhy, Imperial</td>
<td>Every Fall and Spring</td>
</tr>
<tr>
<td>PLS 598 – Internship</td>
<td>Barth, Meinhold, Imperial</td>
<td>Every Fall, Spring, and Summer</td>
</tr>
<tr>
<td><strong>Skill-based Electives (3 Credits)</strong></td>
<td></td>
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<tr>
<td>PLS 504 – Comp. Appl. &amp; MIS</td>
<td>Jones, Blizzard</td>
<td>Approximately every third semester</td>
</tr>
<tr>
<td>PLS 505 – Policy Analysis</td>
<td>Imperial, Dluhy</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PLS 506 – Program Evaluation</td>
<td>Meinhold, Dluhy</td>
<td>Every Spring</td>
</tr>
<tr>
<td>PLS 507 – Applied Mgt. Tools</td>
<td>Barth, Dluhy</td>
<td>Once a year</td>
</tr>
<tr>
<td>PLS 541 – Public Economics &amp; C-B Analysis</td>
<td>Dluhy</td>
<td>Every Fall</td>
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</tbody>
</table>

### 4.22 Additional Curriculum Components

Each program shall clearly define its objectives for additional work and the rationale for the objectives, and shall explain how the curriculum is designed to achieve those objectives. The statement of objectives shall include any program specializations or concentrations and the main categories of students to be served (e.g., pre-service, in-service, full-time, part-time).

If a program advertises its ability to provide preparation for a specialization or concentration in its catalog, bulletin, brochures, and/or posters, evidence shall be given that key courses in the specialization or concentration are offered on a regular basis by qualified faculty. Specialization or concentration courses may be offered by units other than the public affairs or administration program. The specialization or concentration courses shall not be substitutes for the common curriculum components.

According to the mission statement, the MPA is an interdisciplinary program designed to provide a broad education for individuals expecting to enter government and nonprofit agencies and enhance the capabilities and performance of individuals currently in management and policy positions. The program meets this mission objective through concentrations in:

- Coastal Management (12 hours)
- Environmental Policy and Management (13 hours)
- Public Policy (12 hours)
- Nonprofit Management (9 hours)*
- Customized Concentration (9 hours)
*The Nonprofit Management concentration appears in the university’s Graduate Catalogue as an example of a customized concentration. However the availability of this concentration is advertised in program brochures and other marketing materials because of the clear student demand for coursework in the nonprofit area. The program does regularly delivery the courses needed to deliver a customized concentration in this area.

The interdisciplinary mission of the program is achieved by approving a broad but relevant array of courses in other disciplines on campus and other universities, as well as having faculty from other disciplines teach in the program. Detailed examples are provided in the following material.

The inclusion of a customized concentration and at least six hours of electives in the program also supports the mission to serve both pre-service and in-service students who represent a variety of needs given differing levels of experience and employment settings.

The concentration courses cannot be substituted for the common curriculum components.

**A. Elective Design:**

Elective courses are designed to provide both broad advanced training as well as specialized areas of study. Depending on the concentration chosen, students can take from 6-9 general electives, and from 9-13 elective courses toward a concentration.

**B. Elective Courses for Broad Advanced Training**

1. The broad elective courses offered by the MPA program represent two categories relevant to the mission of the program. The first category is key management topics relevant to the practice of public administration and the needs and interests of a diverse group of pre-service and in-service students (e.g., PLS 508: Ethics and Leadership, PLS 542: Managing Interorganizational Relations). The second category reflects key policy areas relevant to governance in a high growth, coastal region (e.g., PLS 513: Politics, Planning and Urban Sprawl, PLS 542: Managing Interorganizational Relations). The elective courses offered by other UNCW departments reflect courses relevant to the broad practice of public administration and of interest to students with specific interests or needs.

2. The list of elected courses for broad advanced training is:

**MPA Program**
- PLS 508: Ethics and Leadership in Public Life
- PLS 513: Politics, Planning and Urban Sprawl
- PLS 524: Managing Coastal Hazards
- PLS 525: Managing Coastal Ecosystems
- PLS 526: Environmental Policy and Management
- PLS 527: Planning Theory and Law
- PLS 528: Resource Economics
- PLS 540: Environmental Policy and Management
- PLS 542: Managing Interorganizational Relations
PLS 592: Special Topics In Public Administration

Other UNCW Departments
EVS 501: Introduction to Environmental Problems and Policy
GGY 524: Geographic Information Systems
GLS 530: The Shaping of America: Cultural Landscapes and the American Sense of Place
MBA 555: Leading Organizational Change
NSG 504: Health Policy

C. Elective Courses for Specializations

All students pursue a concentrated area of study consisting of nine to twelve credits consisting of required classes and approved electives. The required courses are offered primarily by the Department of Political Science. Students are also allowed and encouraged to take elective courses from other departments (or universities) when they will enhance their professional development. The concentrations offered by the MPA program are:

- Coastal Management (12 Credits)
- Environmental Management (12 Credits)
- Public Policy Analysis (12 Credits) and
- Nonprofit Management (9 credits).

Students can also elect to design their own customized nine to twelve credit concentration in conjunction with their advisor and the approval of the MPA director. While infrequent, customized concentrations have included health policy, gerontology, and public history. As a general rule, students have been evenly split between the coastal management, nonprofit management, and policy analysis concentrations.

Coastal Management

Students in the Coastal Management concentration are generally interested in planning, and management jobs in local governments or management and policy analysis jobs in federal and state environmental agencies. Three students in this concentration have subsequently enrolled in Ph.D. programs as well. Students complete three required classes [Table 4.6]. PLS 520 provides an overview of a variety of coastal and environmental issues from a scientific perspective as well as the management and policy implications associated with these issues. PLS 521 explores the legal and policy issues confronting coastal managers at the state and local level. PLS 522 is a seminar class that uses applied projects for client agencies that allows students to apply the policy and management theories learned in core MPA classes and other concentration classes while addressing regional coastal management issues and problems for client agencies. Students also take an elective approved by their advisor. Electives offered include EVS 501, PLS 513, PLS 524, and PLS 528. Students may also take science or resource management courses offered by other departments as approved electives. A few students have also chosen to complete the EVS graduate certificate program in conjunction with this concentration.
Table 4.6 Course Coverage for the Coastal Management Concentration

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<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
<th>When Offered</th>
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<tbody>
<tr>
<td>Required (9 Credits)</td>
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<tr>
<td>PLS 520 – Sem in Coastal Processes &amp;</td>
<td>Herstine, Blizzard</td>
<td>Once a year, usually in the Fall</td>
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<td>Problems</td>
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<tr>
<td>PLS 521 – Legal Foundations of Coastal</td>
<td>Imperial</td>
<td>Once a year, usually in the Spring</td>
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<tr>
<td>&amp; Envtl Mgt</td>
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<tr>
<td>PLS 522 – Field Seminar in Coastal</td>
<td>Imperial</td>
<td>Once a year</td>
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<td>Mgt.</td>
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<tr>
<td>Electives Offered (3 Credits)</td>
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<tr>
<td>EVS 501 – Introduction to Envtl.</td>
<td>Herstine, Rotenberg,</td>
<td>Every Fall and Spring</td>
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<tr>
<td>Problems &amp; Policy</td>
<td>Potts, Harts,</td>
<td></td>
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<tr>
<td></td>
<td>Taggart</td>
<td></td>
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<tr>
<td>PLS 513 – Politics, Planning, &amp;</td>
<td>Dluhy, Adjuncts</td>
<td>Every Summer</td>
</tr>
<tr>
<td>Urban Sprawl (Offered as a 592 as</td>
<td>(David Salvesen and</td>
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<td>well)</td>
<td>Mary Shaw)</td>
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<tr>
<td>PLS 524 – Managing Coastal Hazards</td>
<td>Meinhold</td>
<td>Once every two years</td>
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<tr>
<td>PLS 528 – Resource Economics</td>
<td>Dumas (Economics and</td>
<td>Once every two years</td>
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Environmental Policy & Management

Students in the Environmental Policy and Management Concentration generally have environmental interests that are broader than students in the Coastal Management Concentration. They are generally interested in planning, and management jobs in local governments or federal or state environmental agencies. Students complete three required classes [Table 4.7]. EVS 501 introduces students to critical and practical skills necessary to identify, analyze, and assess environmental problems and includes the study and review of a selected set of environmental policy issues. PLS 521 explores the legal and policy issues confronting coastal managers at the state and local level. PLS 522 is a seminar class that uses applied projects for client agencies that allows students to apply the policy and management theories learned in core MPA classes and other concentration classes while addressing regional coastal management issues and problems for client agencies. Students also take an elective approved by their advisor. Electives offered include EVS 501, PLS 513, PLS 524, and PLS 528. Students may also take science or resource management courses offered by other departments as approved electives. A few students have also chosen to complete the EVS graduate certificate program in conjunction with this concentration.

Table 4.7 Course Coverage for the Environmental Policy & Management Concentration

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<tr>
<th>Course</th>
<th>Faculty</th>
<th>When Offered</th>
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<tr>
<td>Required (9 Credits)</td>
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<tr>
<td>EVS 501 – Introduction to Envtl.</td>
<td>Herstine, Rotenberg,</td>
<td>Every Fall and Spring</td>
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<td>Problems &amp; Policy</td>
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<tr>
<td>PLS 521 – Legal Foundations of Coastal</td>
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<tr>
<td>PLS 522 – Field Seminar in Coastal</td>
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<td>Once a year</td>
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</table>
Public Policy Analysis

Students in the Public Policy Analysis Concentration are generally interested in careers as a policy analyst or managers in a state or local agencies. Students complete three required classes [Table 4.8]. PLS 541 is an applied policy analysis course covering basic economic concepts. It also introduces students to the techniques of cost-benefit analysis and students complete an applied cost-benefit project and present the results to a simulated audience. PLS 505 examines the rationales for government intervention and the different approaches and techniques for analyzing public policy using cases and policy projects. PLS 506 covers basic research methods including research design and hypothesis testing. It also examines the theory and practice of program evaluation including ethical issues related to the practice of program evaluation. Students also take an elective approved by their advisor.

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<tr>
<th>Course</th>
<th>Faculty</th>
<th>When Offered</th>
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<tr>
<td>PLS 505 – Policy Analysis</td>
<td>Imperial, Dluhy</td>
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<td>PLS 506 – Program Evaluation</td>
<td>Meinhold, Dluhy</td>
<td>Spring</td>
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<tr>
<td>PLS 541 – Public Economics &amp; C-B Analysis</td>
<td>Dluhy</td>
<td>Fall</td>
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<tr>
<th>Electives Offered (3 Credits)</th>
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<tr>
<td>PLS 513 – Politics, Planning, &amp; Urban Sprawl (Offered as a 592 as well)</td>
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<tr>
<td>PLS 521 – Legal Foundations of Coastal &amp; Envtl Mgt</td>
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<td>PLS 524 – Managing Coastal Hazards</td>
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<td>PLS 592 – Special Topics Public Admin. (Topic: Transportation &amp; Housing Policy)</td>
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<tr>
<td>PLS 528 – Resource Economics</td>
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Nonprofit Management

Students in the Nonprofit Management Concentration are generally interested in a career working in or with the nonprofit sector. Students complete three required classes [Table 4.9]. PLS 530 introduces students to the theoretical foundations, structures, and processes of nonprofit
organizations. It also focuses on the historical development and impact of the social, political, legal, and economic environment in which nonprofit organizations operate. PLS 531 examines the theory and practice of resource development (e.g., financial support, volunteers, and community awareness) in the nonprofit sector. PLS 531 examines current managerial, legal, and political issues facing nonprofit managers and students frequently complete projects for clients in the community.

| Table 4.9 Course Coverage for the Nonprofit Management Concentration |
|--------------------------------------------------|-----------------|-----------------------------|
| Course                                           | Faculty         | When Offered                |
| Required (9 Credits)                             |                 |                             |
| PLS 530 – Mgt. Practices in Nonprofit Orgs       | McNamee         | Rotates every third semester |
| PLS 531 – Res. Development in Nonprofit Orgs     | Meinhold        | Rotates every third semester |
| PSL 532 – Issues in Nonprofit Mgt. *             | McNamee, Kingsbury | Rotates every third semester |

4.23 General Competencies

The common and additional curriculum components shall develop in students general competencies that are consistent with the program mission.

Consistent with our mission to provide a broad education to both pre-service and in-service students aspiring to policy and management positions in government or nonprofit institutions, the overall curriculum builds competencies at three levels:

**Required core curriculum**: theory and application of management, budgeting and human resources principles; analysis, interpretation and presentation of data; application of knowledge through internships and community-based Capstone projects.

**Applied skill-based electives**: depending on needs and interests of students, advanced development of skills in computer applications and MIS; policy analysis; program evaluation; management tools (e.g., strategic planning, performance measurement); and public economics/cost-benefit analysis.

**Concentrations**: specialized study in either substantive areas (coastal/environmental management, nonprofit management) or analytical tools (policy analysis).

4.3 Minimum Degree Requirements

Students with little or no educational background or professional experience in the common and additional curriculum components are expected to devote the equivalent of two academic years of full-time study to complete the professional masters degree program. Where students have had strong undergraduate preparation in the common curriculum requirements or have been engaged in significant managerial activities, some of the subject matter requirements might be
appropriately waived or reduced. Even in such cases, students ordinarily must spend the equivalent of a calendar year of full-time study in formal academic work, exclusive of an internship, to obtain the professional masters degree. A calendar year is defined as two semesters and a summer session at least eight weeks in duration or four quarters (exclusive of internship) of full-time academic work.

A. Degree Credit Hours

The minimum number of graduate credit hours required for graduation with an MPA degree is 42 semester hours. The three hour internship may be waived for students with a minimum of five years of managerial or policy-level experience. If granted an internship waiver, the minimum number of graduate credits needed to receive the MPA degree is 39 semester hours.

The MPA program also has a thesis option. For students choosing the thesis option, the minimum number of graduate credits needed to receive the MPA is 45 semester hours (a six credit thesis course (PLS 599) is substituted for the three hour capstone course (PLS 595).

B. Degree Length

The usual or normal number of full-time equivalent months of study needed to complete the degree requirements for students with little or no educational background in and no professional experience is two full academic years (four regular semesters and one extended summer session) or 22 months. For example, a full-time student beginning the program in Fall, 2001 (August) graduated in Spring 2003 (May). Since the program does not require prerequisites and the only waiver for experience is the three hour internship, the usual or normal length of time to complete the degree for a full-time student does not vary by background or experience.

Since the MPA program accepts in-service students who desire to attend the program on a part-time basis, these students normally take three to four academic years to complete the degree. In-service, part-time students are advised to take no more than two classes in a semester. Depending on employment situations, part-time students will normally take 1-2 courses a semester. This pace equates to a 3-4 year program.

The internship requirement normally earns three credits and is designed to cover a minimum of three months (one semester) with students working a minimum of 20 hours per week. On rare occasions a student may enroll in an internship for six credits. This option requires either 40 hours per week for three months (one semester), or 20 hours per week for six months (two semesters).

C. Concluding Requirements

Unless choosing the thesis option, all students are required to enroll in PLS 595: Capstone Seminar in Public Administration. The Capstone course requires the design and completion of an applied research project and paper that must be presented to the faculty, student body, and invited advisory board members and other community practitioners with an interest in the topic. A comprehensive exam is not required.
D. Course Formats

To accommodate in-service students, almost all classes are offered in the evening from Monday through Thursday. The majority of classes are offered one night per week from 6:00 – 8:45 p.m. or 6:30 – 9:15 p.m., or two nights per week from 5:00 – 6:15 p.m.

E. Student Transcript Analysis

The following table provides a listing of all the course grades received by a sample of MPA graduates. The sample was created from a list of all MPA graduates for the self-study academic year 2004-2005 and the previous academic year 2003-2004 in order to obtain a minimum of 20 students in the sample per instructions.

Table 4.10 Student Transcript Analysis

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<tr>
<td>535 Managing Coastal Ecosystems</td>
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</tr>
</tbody>
</table>

Course and Title                                      | C | E | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
4.4. Internships

A carefully planned internship experience shall be made available by the program and students who lack a significant professional work background shall be strongly encouraged to take advantage of it. The program shall provide on-going academic supervision. Internship programs shall generally reflect NASPAA’s internship guidelines.

A. Internship Design

The internship is designed to provide practical experience for students with limited or no practitioner experience, consistent with the mission of our program to provide a broad education for individuals expecting to enter government and nonprofit agencies and aspire to management or policy positions. Through a journal, paper, and group discussion, students are required to integrate theory covered in courses with practical experiences in the field. The internship requirement normally earns three academic credits and is designed to cover a minimum of three months (one semester) with students working a minimum of 20 hours per week. On rare occasions a student may enroll in an internship for six credits. This option requires either 40 hours per week for three months (one semester), or 20 hours per week for six months (two semesters). All agency placements must be approved by the university and a contract outlining roles and responsibilities are signed by the student, agency supervisory, faculty supervisor, and MPA Director (Attachment 13).

B. Internship Status

An internship is required of all students unless they can demonstrate a minimum of five years of managerial or policy-level experience. The only other exception is the rare occasion when a student cannot participate in an internship because of employment responsibilities. In this case the student is allowed to substitute PLS 594: Practicum in Public Administration, which requires an applied research project based on their employment experience. Students are advised to take the internship after the completion of two semesters in the program so that they have the ability...
to integrate theory from coursework and practice, and credit hours are determined by the weekly hours and duration of the internship as described in the previous section. Grades are assigned by the faculty supervisor based on an evaluation of a paper, journal, and evaluation by the student’s agency supervisor.

C. Internship Supervision

Interns are supervised by a faculty member and a designated agency supervisor (Dr. Mark Imperial). Regular site visits by program personnel are not required, but routinely occur when circumstances warrant, such as a new agency placement or when a student expresses dissatisfaction or lack of clarity about responsibilities or duties. The faculty supervisor convenes a roundtable of interns and agency supervisors in the fall of each academic year (involving all interns from the prior fall, spring and summer semesters) to discuss the experience in an open forum. Participants share highlights of learning experiences as well as ideas for improving the internship experience. All MPA students are invited to attend. Internships are initially coordinated through the administrative coordinator (Dr. Jennifer Horan), who maintains all internship records and processes required paperwork. Matching students with placements is a group effort, determined by the needs and interests of the student and agency in consultation with the faculty supervisor with the ultimate approval of the MPA Director. It is not unusual for more than one student to be interested in a given agency placement; in this case the agency is encouraged to interview and select a student in a manner similar to a job interview process. This process allows the agency to select the best fit and provides interviewing experience for the student. Agencies are strongly encouraged to provide remuneration for interns, and to pay the interns directly. Almost all internship placements in the program involved remuneration at some level.

D. Internship Placement

The placement of an intern is a multi-faceted process. The MPA program submits a formal request for internship placements at each Community Advisory Board meeting (Attachment 22), and also routinely announces the need for internship placements at all program functions throughout the year involving agency supervisors. The program also convenes a meeting with students at the beginning of each academic year to explain the purpose and design of the internship, and encourage students to be proactive about the type of internship they are seeking so that the administrative coordinator can make appropriate contacts in the community. Students are also encouraged to identify potential internship placements by taking advantage of networking opportunities at program functions throughout the year that involve agency managers and executives. The table below lists internship placements from the beginning of the program. All internships listed were for a minimum of one semester, 20 hours per week, and earned three credit hours.
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Internship office</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>Bundgaard, Jennifer</td>
<td>Cavanaugh &amp; Associates, PA</td>
</tr>
<tr>
<td>2002</td>
<td>Davis, Tracie</td>
<td>Town Manager, Town of Elizabethtown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Director, Cape Fear Chapter Red Cross</td>
</tr>
<tr>
<td>2002</td>
<td>Calhoun, Sandra</td>
<td>U.S. Army Corps of Engineers</td>
</tr>
<tr>
<td>2002</td>
<td>Vallery, Elizabeth</td>
<td>U.S. Army Corps of Engineers</td>
</tr>
<tr>
<td>2002</td>
<td>Waters-Bailey, Stacy</td>
<td>Office of Environmental Health &amp; Safety, UNCW</td>
</tr>
<tr>
<td>2002</td>
<td>Ferguson, Adam</td>
<td>City Attorney's Office, City of Wilmington</td>
</tr>
<tr>
<td>2002</td>
<td>Isom, Carla</td>
<td>City Manager. Town of Burgaw</td>
</tr>
<tr>
<td>2003</td>
<td>Knox, Blair</td>
<td>County Manager, Pender County Government</td>
</tr>
<tr>
<td>2003</td>
<td>Hong, Tao</td>
<td>Community Development, City of Wilmington</td>
</tr>
<tr>
<td>2003</td>
<td>Heyliger, Orlando</td>
<td>Planning Department, New Hanover County</td>
</tr>
<tr>
<td>2003</td>
<td>MacClennen, Kari</td>
<td>Institute of Political Leadership, UNCW</td>
</tr>
<tr>
<td>2003</td>
<td>St. Juste, Vivian</td>
<td>City Manager, City of Wilmington</td>
</tr>
<tr>
<td>2003</td>
<td>Troutman, Nic</td>
<td>Finance Department, Town of Burgaw</td>
</tr>
<tr>
<td>2004</td>
<td>Rappa, Angela</td>
<td>Environmental Health &amp; Safety, General Electric</td>
</tr>
<tr>
<td>2004</td>
<td>Rogers, Chris</td>
<td>Cape Fear Council of Governments</td>
</tr>
<tr>
<td>2004</td>
<td>Dobbins, Laura</td>
<td>Cape Fear Council of Governments</td>
</tr>
<tr>
<td>2004</td>
<td>McEwen, Chad</td>
<td>Financial Department, Town of Burgaw</td>
</tr>
<tr>
<td>2004</td>
<td>Payne, Jenny</td>
<td>Cape Fear Museum of Science and History</td>
</tr>
<tr>
<td>2004</td>
<td>Broadfoot, Amy</td>
<td>Planning Department, Town of Carolina Beach</td>
</tr>
<tr>
<td>2004</td>
<td>Kellon, Eric</td>
<td>Finance Department, Town of Carolina Beach</td>
</tr>
<tr>
<td>2004</td>
<td>Parker, Amber</td>
<td>Town Manager, Town of Holdem Beach</td>
</tr>
<tr>
<td>2004</td>
<td>Bryant, Patrick</td>
<td>City Manager, Town of Leland</td>
</tr>
<tr>
<td>2004</td>
<td>Weinbach, Landon</td>
<td>Executive Director, CFA United Way</td>
</tr>
<tr>
<td>2004</td>
<td>Spruill, Steven</td>
<td>Office of Personnel, General Electric</td>
</tr>
</tbody>
</table>
2005  Hanes, Jennifer  Alumni Relations, UNCW
2005  Sceiford, Rich  Cape Fear Museum of Science and History
2005  Ashburn, Bradley  Planning Department, New Hanover County
2005  Taylor, Corey Beth  Planning Department, Town of Carolina Beach
2005  Rose, Jeff  Office of International Programs
2005  Hassell, Brian  Executive Director, Cape Fear Chapter Red Cross
2005  Vinciguerra, Luke  City Manager, Town of Oak Island
2005  Christenbury, Rebecca  Office of Environmental Health & Safety, UNCW
2005  Guthrie, Ariadne  American Red Cross
2005  Gunther, Kelley  City Manager, Communications Division, City of Wilmington

STANDARD 5.0 – THE FACULTY

Faculty and Mission: Consistent with our mission to “provide a broad education…, produce relevant public administration research…, and provide active public service aimed at the support and improvement of public administration and nonprofit management in southeastern North Carolina,” the MPA program has faculty who are classic “triple threats,” accomplished in teaching, research and public service. A consistent theme in feedback from students is the dedication and accessibility of the faculty; the faculty regularly presents papers at professional conferences and publishes; and we are heavily involved in the community through grants, consultancies, and participation on boards and committees.

5.1 Faculty Nucleus

There must be a faculty nucleus that accepts primary responsibility for the professional graduate program. The regular faculty should consist of a sufficient number of full-time faculty significantly involved with the program to support the set of teaching, research and service responsibilities appropriate to the size and structure of the program. In no case should this faculty nucleus be fewer than five (5) full-time persons. The institution should specify how each regular faculty member is involved in the teaching and related research and service aspects of the program. At least 50 percent of the courses offered in the curriculum as well as at least 50 percent of the courses covering the common curriculum components shall be taught by full-time faculty of the institution.
A. Critical Mass:

During the self-study year, the MPA program had six full-time faculty members who were significantly involved in the teaching and operation of the program. Dr. Thomas Barth and Dr. Milan Dluhy are tenured full professors. Dr. Stephen Meinhold and Dr. Lloyd Jones are tenured associate professors. Dr. Mark Imperial is a tenure-track assistant professor. Ms. Amy Blizzard encumbered a vacant full-time, tenure track MPA faculty position as a visiting lecturer. She is an experienced government planner with a B.A. in Planning and an ABD from East Carolina University in Coastal Resources Management. Part-time faculty were also utilized during the self-study year to teach classes as needed, as discussed in detail under 5.3.

B. Faculty Nucleus

Table 5.1 Faculty Nucleus

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank &amp; Title</th>
<th>Tenure Status</th>
<th>Administrative Unit</th>
<th>Degree &amp; Field</th>
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<tbody>
<tr>
<td>Barth, Thomas</td>
<td>Professor</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Public Administration</td>
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<td>Blizzard, Amy</td>
<td>Lecturer</td>
<td>NA</td>
<td>Political Science</td>
<td>ABD Coastal Resources Management/Planning</td>
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<tr>
<td>Dluhy, Milan</td>
<td>Professor</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Political Science/Public Administration</td>
</tr>
<tr>
<td>Imperial, Mark</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>Political Science</td>
<td>Ph.D. Public Affairs</td>
</tr>
<tr>
<td>Jones, Lloyd</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Political Science</td>
</tr>
<tr>
<td>Meinhold, Stephen</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Political Science</td>
<td>Ph.D. Political Science</td>
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C. Teaching Assignments:

Table 5.2 Courses Taught by Faculty Nucleus

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<tr>
<th>Faculty</th>
<th>Academic Year</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Barth, Thomas</td>
<td>2001-2002</td>
<td>PLS 502</td>
<td>3.0</td>
<td>Public Human Resources Administration</td>
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<td></td>
<td>2002-2003</td>
<td>PLS 507</td>
<td>3.0</td>
<td>Applied Public Management</td>
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<td></td>
<td>PLS 502</td>
<td>3.0</td>
<td>Public Human Resources Administration</td>
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<td></td>
<td></td>
<td>PLS 508</td>
<td>3.0</td>
<td>Ethics and Leadership in Public Life</td>
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<td>PLS 595</td>
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<td>Capstone Seminar in Public Administration</td>
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<td>2003-2004</td>
<td>PLS 595</td>
<td>3.0</td>
<td>Capstone Seminar in Public Administration</td>
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<td></td>
<td></td>
<td>PLS 507</td>
<td>3.0</td>
<td>Applied Management Skills, Tools and Techniques</td>
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<td></td>
<td>PLS 591</td>
<td>3.0</td>
<td>DIS: Public Human Resources Administration</td>
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<td></td>
<td>PLS 595</td>
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<tr>
<td>Course Code</td>
<td>Credits</td>
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<td>Ethics and Leadership in Public Life</td>
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<td>2004-2005</td>
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<td>PLS 508</td>
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<td>Ethics and Leadership in Public Life</td>
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<td></td>
<td>Blizzard, Amy</td>
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<tr>
<td>PLS 520</td>
<td>3.0</td>
<td>Seminar in Coastal Processes and Problems</td>
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<td>2004-2005</td>
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<tr>
<td>PLS 504</td>
<td>3.0</td>
<td>Computer Applications and MIS in Public Administration</td>
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<tr>
<td>Dluhy, Milan</td>
<td>2001-2002</td>
<td>PLS 501 3.0 Research &amp; Statistical Methods in Public Administration</td>
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<tr>
<td>PLS 505</td>
<td>3.0</td>
<td>Public Economics</td>
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<td>2002-2003</td>
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<tr>
<td>PLS 506</td>
<td>3.0</td>
<td>Public Policy Analysis and Program Evaluation</td>
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<td>2004-2005</td>
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<td>Dluhy, Milan</td>
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<td>2001-2002</td>
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<td>PLS 507</td>
<td>3.0</td>
<td>Applied Management Tools, Skills and Techniques</td>
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<td>PLS 510</td>
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<td>Political, Social and Economic Context of Public Administration</td>
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<tr>
<td>PLS 592</td>
<td>3.0</td>
<td>Special Topics: Housing &amp; Transportation Policy</td>
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<td>PLS 513</td>
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<td>Politics &amp; Planning at the State &amp; Local Level</td>
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<td>Imperial, Mark</td>
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<td>PLS 500 3.0 Public Administrative Theory</td>
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<td>2002-2003</td>
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<tr>
<td>PLS 521</td>
<td>3.0</td>
<td>Legal Foundations of Coastal and Environmental Management</td>
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<td>PLS 500</td>
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<td>Public Administrative Theory</td>
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<td>PLS 520</td>
<td>3.0</td>
<td>Political and Economic Environment of Coastal Towns</td>
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<td>PLS 521</td>
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<td>Legal Foundations of Coastal and Environmental Management</td>
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<td>2003-2004</td>
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<td>PLS 505</td>
<td>3.0</td>
<td>Applied Policy Analysis and Cost Benefit Analysis</td>
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<td>PLS 500</td>
<td>3.0</td>
<td>Managing Public and Nonprofit Organizations</td>
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<tr>
<td>PLS 521</td>
<td>3.0</td>
<td>Legal Foundations of Coastal and Environmental Management</td>
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<td>PLS 522</td>
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<td>Field Seminar in Coastal Management</td>
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<tr>
<td>PLS 505</td>
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<td>Applied Policy Analysis and Cost Benefit Analysis</td>
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<td>Managing Public and Nonprofit Organizations</td>
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<td>PLS 521</td>
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<td>Legal Foundations of Coastal and Environmental Management</td>
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<td>Jones, Lloyd</td>
<td>2001-2002</td>
<td>PLS 504 3.0 Computer Applications in Public Administration</td>
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<td>2002-2003</td>
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<td>Computer Applications in Public Administration</td>
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<td>2003-2004</td>
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<tr>
<td>PLS 510</td>
<td>3.0</td>
<td>Political, Social and Economic Context of Public Administration</td>
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<td>PLS 504</td>
<td>3.0</td>
<td>Computer Applications and MIS in Public Administration</td>
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<td>2004-2005</td>
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<td>PLS 510</td>
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<td>Political, Social and Economic Context of Public Administration</td>
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<td>PLS 501</td>
<td>3.0</td>
<td>Statistics for Public Managers and Policy Analysts</td>
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<tr>
<td>Meinhold</td>
<td>2002-2003</td>
<td>PLS 501 3.0 Research and Statistical Methods in Public Administration</td>
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<td></td>
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<td>2003-2004</td>
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<tr>
<td>PLS 506</td>
<td>3.0</td>
<td>Public Policy Analysis and Program Evaluation</td>
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</tbody>
</table>
D. Course Load:

Table 5.3 Core Faculty Course Load During Self-Study Year 2004-2005

<table>
<thead>
<tr>
<th>Name</th>
<th>Normal Course Load</th>
<th>Actual Course Load</th>
<th>Reason/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barth, Thomas</td>
<td>3/3</td>
<td>2/2</td>
<td>One course release per semester, Department Chairmanship and MPA Director</td>
</tr>
<tr>
<td>Blizzard, Amy</td>
<td>3/3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Dluhy, Milan</td>
<td>3/3</td>
<td>2/2</td>
<td>One course release per semester, for direction of Academy for Strategic Management</td>
</tr>
<tr>
<td>Imperial, Mark</td>
<td>3/3</td>
<td>2/3</td>
<td>One course release per academic year as Coordinator of Coastal Management concentration.</td>
</tr>
<tr>
<td>Jones, Lloyd</td>
<td>3/3</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

E. Other Full-Time Faculty:

Table 5.4 Additional Full-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank &amp; Title</th>
<th>Tenure Status</th>
<th>Administrative Unit</th>
<th>Degree &amp; Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dumas, Christopher</td>
<td>Associate Professor of Economics</td>
<td>Tenured</td>
<td>Department of Economics</td>
<td>Ph.D. Natural Resources Economics</td>
</tr>
<tr>
<td>Herstine, James</td>
<td>Assistant Professor of Parks and Recreation Management</td>
<td>Untenured</td>
<td>Department of Health &amp; Applied Human Sciences</td>
<td>Ph.D. Forestry</td>
</tr>
<tr>
<td>Leutze, James</td>
<td>Chancellor Emeritus and Professor of History</td>
<td>Tenured</td>
<td>Department of History</td>
<td>Ph.D. History</td>
</tr>
<tr>
<td>Nelson, Kim</td>
<td>Assistant Professor of Public Administration</td>
<td>Untenured</td>
<td>Department of Political Science, Southern Illinois University</td>
<td>Ph.D. North Carolina State University</td>
</tr>
</tbody>
</table>
5.2 Professional Qualifications

At least 75 percent of the professional graduate program’s full-time faculty should hold an earned doctorate or other equivalent terminal professional degree in their field. Any full-time faculty member lacking the terminal degree must have a record of outstanding professional or academic experience directly relevant to the faculty member’s assigned responsibilities. Full-time faculty actively pursuing appropriate terminal degree are to be included in the 25 percent not holding a terminal degree.

Table 5.5 Percent Full Time Faculty Holding Doctorate Degree

<table>
<thead>
<tr>
<th>Date</th>
<th>Full-time Faculty Holding Doctorate Degree</th>
<th>Other Full-time Faculty Holding Doctorate Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>83%</td>
<td>100%</td>
<td>89%</td>
</tr>
</tbody>
</table>

5.3 Practitioner Involvement

*The involvement of practitioners is integral to the activities of a professional masters degree program. The institution shall specify how it involves practitioners in its program. Where practitioners teach courses, there shall be satisfactory evidence of the quality of their academic qualifications, professional experience, and teaching ability.*

A. Instruction by Practitioners

The practitioners listed below were hired to address specific teaching needs in the curriculum where full-time faculty either had other teaching obligations or where the faculty believed the recent practical experience would add value to the program. An excellent example is the hiring of Kathryn Johnston to teach public budgeting and finance. Although Milan Dluhy on the faculty has the experience and background to teach this class, we believe Ms. Johnston has an excellent background as the highly respected past Budget Director for the City of Wilmington, North Carolina. Furthermore, she has a flourishing consulting business and has experience working with a variety of agencies. Finally, she has an MPA from North Carolina State University where she took budgeting and finance from Professor Charles Coe, a highly respected academic in the field. Leigh Ann Kingsbury and Christine McNamee have provided essential experience and expertise to the Nonprofit Management concentration, given that only one full-time faculty member has extensive experience in this sector. Both individuals have MPA degrees. Furthermore, Ms. Kingsbury has extensive experience as a consultant and trainer in the nonprofit field, while Ms. McNamee has a keen understanding of the relationships between nonprofits and government agencies with here experience both in United Way agencies and current position as a senior planner with the Division of Social Services. We took advantage of David Redwine’s experience as the former Chair of the Budget and Appropriations Committee for the North Carolina State Assembly by teaming him with a full-time faculty member to teach a class on state politics and planning. Finally, A.J. McClure also has taught the public budgeting
and finance class early in the program. Mr. McClure has an MBA from UNC Wilmington and is the Finance Director for the Cape Fear Council of Governments/

Table 5.6 Practitioners Teaching In MPA Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Job Title/Agency</th>
<th>Course Title</th>
<th>Degree &amp; Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnston, Kathryn</td>
<td>2004-2005</td>
<td>Budget Director City of Wilmington</td>
<td>PLS 503: Public Budgeting and Finance</td>
<td>MPA</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McNamee, Christine</td>
<td>2003-2004</td>
<td>Chief Planner, Division of Social Services, New Hanover County</td>
<td>PLS 530: Management Practices in Nonprofit Organizations</td>
<td>MPA</td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redwine, David</td>
<td>2003-2004</td>
<td>Member, North Carolina State Assembly</td>
<td>PLS 592: Special Topics in State Politics and Planning</td>
<td>B.A. in History and Political Science</td>
</tr>
<tr>
<td>(team taught class with full-time faculty member)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Other Practitioner Involvement

A major strength of the MPA program is the ongoing development of relationships with practitioners from the public and nonprofit sectors throughout southeastern North Carolina. Examples include:

MPA Community Advisory Board: The program has an active, engaged advisory board comprises of 30 members representing a cross-section of public, nonprofit and private organizations throughout the Cape Fear Region (Attachments 2 and 14). The entire board meets each semester where students are introduced, program updates provided, and support for internships, guest speakers, and resources are requested. All major changes and program initiatives are reported to the board for their feedback and support.

Academy for Strategic Management: A good example of involvement by practitioners is our new Academy for Strategic Management, which the community leaders have enthusiastically supported by offering to serve as instructors and encouraging employees to apply (Attachment 15). By providing training to mid-level managers and executives in the community, the academy will further deepen relationships between the MPA program and community practitioners.
Local ASPA Chapter: Practitioners are heavily involved in our local ASPA chapter, serving both as officers and guest speakers at bi-monthly professional luncheons.

Internships and Fellowships: Practitioners serve as on-site supervisors for MPA interns and fellows, providing ongoing guidance, feedback and future job references.

Community-based Class Projects: Practitioners provide on-site guidance for class projects.

Guest Speaking Engagements: MPA courses routinely utilize practitioners from the community to share expertise and experience.

MPA Student Orientation: Practitioners participate in the orientation program for new MPA students each year by speaking to the value of the degree and the skills and qualities students should be developing.

5.4 Faculty Quality

*In addition to the above the qualitative adequacy of faculty members shall be demonstrated by their previous and current [instruction, research, experience and service].*

A. Faculty Data Sheets

Provided in Volume II of this report.

B. Promotion and Tenure

The Department of Political Science and the university use three criteria for promotion and tenure of faculty. These criteria are teaching, research and scholarship, and service.

Teaching: Faculty must be well-trained, knowledgeable, skillful, and enthusiastic presenters of knowledge. In addition, they should embody for students the life of scholarship. Teaching involves all aspects of the educative process inside and outside of the classroom. In addition to teaching courses, these aspects include revising old courses and developing new ones; developing teaching methods; and assisting, advising and counseling students in academic matters. Evaluation should be made of as many aspects of teaching as possible. Formal evaluation of teaching shall include peer evaluation, student evaluations, classroom observations, and documentation of innovative teaching and other teaching-related activities.

Research and Scholarship: Scholarship is expected of every faculty member. Besides a mastery of the fundamentals of a discipline it involves a thorough familiarity with its various areas, problems, and continuing investigations; it necessitates staying abreast of the relevant literature and includes the ability and insight to organize, synthesize, and evaluate effectively the work of others. An important aspect of scholarship is professional development. The department and university encourage faculty to continue their education throughout their professional lives through attending professional meetings and workshops, reviewing
manuscripts, and serving on editorial boards. Research understood as original investigation is also an important function of higher education and expected of faculty. By continuously adding to the store of human knowledge, research enriches society at large while contributing greatly to vitality and depth of teaching. Since the communication of knowledge is a central function of an educational institution, public rendition of a faculty member’s research is highly desirable and may assume a variety of forms, which may be addressed to her/his professional colleagues or to society at large. Such renditions may include books, reviews, articles, reports, lectures, seminars, and papers presented at meetings.

Service: The department and university expects and encourages its faculty members to apply their talents and abilities in service to the university, to organizations and to the community at large. Service within the university is expected of all faculty members, including participation on committees and willing assistance in supporting the functions and purposes of the university. Faculty service to professional and scholarly organizations are encouraged, as is service in an educational advisory or informational capacity at the local, regional, state, national and international levels. Examples of such activities include conducting workshops, consulting, and serving on advisory boards.

Criteria for Tenure and Promotion: For appointment to the rank of assistant professor a candidate shall show promise as a teacher and evidence of progress in the area of research. For appointment to the rank of associate professor a candidate shall show evidence of having developed into an effective teacher, of a continuing pattern of research, of regular professional service, and of scholarship and professional development. For appointment to the rank of professor a candidate shall have exhibited during his/her career distinguished accomplishment in teaching, a tangible record of research, and a significant record of service. An individual with the rank of professor should have a reputation as an excellent teacher and be recognized as a scholar within her/his professional field.

In terms of research expectations in the department, appointment to the rank of associate professor requires the equivalent of five refereed journal articles. Equivalency determinations are made on an individual basis, but requires a body of work that may include books, reports, book chapters, book reviews, and grants. Appointment at the rank of professor requires demonstration of a national reputation in the field as demonstrated by a body of work that not only includes publication in well respected journals in the field or books in respected presses but a distinguished record of teaching and service.

Procedures for Tenure and Promotion: Faculty are required to compile a dossier in accordance with a university-approved format that addresses the qualifications and accomplishments of the faculty in the areas of teaching, research and scholarship, and service. Department faculty at the appropriate level (all tenured faculty for assistant professors applying for tenure and all full professors for associates applying for full) review the dossier and make a recommendation to the chair. The chair makes a recommendation to the university tenure and promotion committee, who then make a recommendation to the Dean of the College of Arts and Sciences. The final stage within the university is for the Dean to make a recommendation to the Provost.
Dr. Thomas Barth is the only member of the MPA faculty nucleus that has undergone tenure and promotion review at the university. He has been granted tenure at the associate level in 1999 and promoted to full professor in 2003.

The university also has a post-tenure review process as well that faculty undergo every five year period after tenure. The chair appoints a committee of three tenured faculty members who review a portfolio consisting of annual evaluations, student evaluations, and peer evaluations for the past five years. The committee recommends an overall assessment to the department chair of deficient, satisfactory or exemplary. The chair makes a recommendation to the Dean of the College of Arts and Sciences who in turn makes a recommendation to the Provost.

Criteria for satisfactory faculty performance are professional competence; conscientious discharge of duties, taking into account distribution of workload as assigned by the department chair; and efforts to improve performance.

Criteria for exemplary faculty performance are sustained excellence in teaching, research, and service; and professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty. Deficient faculty performance is performance that does not meet the criteria for being judged satisfactory, as stated above. Annual evaluations for the period under review shall be given great consideration during post-tenure review; faculty whose annual reviews have indicated satisfactory performance or better during that period shall normally be expected to receive a satisfactory evaluation or better.

Dr. Lloyd Jones and Dr. Stephen Meinhold of the MPA faculty nucleus have undergone post-tenure review and received an assessment of satisfactory and exemplary, respectively.

5.41 Instruction

Efforts to improve the instructional program, including student advisement, teaching methods, course content, and innovative curricula development.

A. Quality of Instruction

All MPA faculty are committed to high quality teaching. Teaching quality is measured in a variety of ways, including:

Student Course Evaluations: MPA faculty receive strong evaluations from students. For example on a scale of 1-7 with a score of 1 considered “very ineffective” and a score of 7.0 “very effective,” the average overall evaluation score of MPA faculty was 5.67, well above average. The following sample of narrative comments were also provided by students:

“Dr. Dluhy is an asset to the MPA program and UNCW. He sincerely cares about his students and I am lucky to be a student under his guidance.”

“Dr. Dluhy’s course was excellent…it made me consider changing my major.”
“Dr. Dluhy was always very willing to help outside of class; was always willing to take time and help us understand the material.”

“Dr. Imperial’s class was very good…I learned a lot…very helpful website.”

“Dr. Imperial is a very effective instructor. He is an asset to the MPA program.”

“Dr. Imperial is a great professor!”

“Dr. Imperial is one of the best instructors in the department…his class was a lot of work but structured in a way that also helped me learn a lot.”

“Dr. Imperial is always challenging but I know that I will always learn a lot about the subject material. Great class.”

“Ms. Blizzard was very excited about her work; I liked that. She was easily approachable and easy to follow.”

“Ms. Blizzard was very willing to help outside of class…she is great at responding to questions.”

“I really enjoyed Ms. Blizzard’s class. There was enough freedom so that students weren’t bored, yet the topics were interested and well covered.”

“I loved Ms. Blizzard’s course. The subject was of interest, but the teacher made it the great course it was. All the extra bits of information, stories and examples helped illustrate concepts and were also very interesting. Great course taught by a great instructor!”

“Dr. Dumas is incredibly intelligent, and is a great economics professor and researcher.”

“Dr. Dumas’ class was very interesting…the models were well presented and easy to follow…I really appreciated his enthusiasm.”

“Dr. Dumas’ class was very well organized…I learned a lot…great class and great speakers.”

“Dr. Meinhold is a brilliant orator with many insights.”

“I learned a lot from the project in Dr. Barth’s class. It thought it was a great learning opportunity.”

“Dr. Barth is an excellent instructor…the course was well organized with clear expectations…guest speakers were a big plus for course.”

**Exit Interviews:** Graduating students comment on the availability of faculty and willingness to discuss ideas and provide help outside of the classroom and the willingness of faculty to work with people with different interests and backgrounds. Exiting students are also positive about the diversity of teaching styles of the faculty as well the integration of guest speakers as well as in-
service students with experience. The other full-time instructors from other departments on campus are also valued. The reviews of part-time instructors from the community have been more mixed (particularly in the budgeting and nonprofit areas) and the program has taken steps to upgrade the quality of the part-time instructors and increased support and training of part-timers. Concerns about the need for more instruction on state and local government has been addressed by retooling the PLS 513: Politics, Planning and Urban Sprawl to focus more on local issues as well as new electives such as a course in transportation and housing policy and strategic management in local government. (Attachment 4)

Alumni Surveys: Alumni point to the experience and accessibility of the faculty, the effectiveness of community-based group projects, the engagement of students through class projects and discussion, the value of internships, and the overall encouragement provided by faculty to help students pursue career goals. Some concerns included lack of continuing education opportunities, lack of quantitative and technical instruction, and uneven levels of rigor across classes. The program has responded to these concerns by initiating an Academy for Strategic Management that provides training for mid-level managers and executives that also accepts alumni; the addition of a quantitative methods class in the core curriculum, and greater emphasis on technical skills such as EXCEL spreadsheets and Geographic Information Systems (GIS). More consistent rigor in classes has been enhanced by raising the selectivity of student admissions and by more focused discussions between MPA faculty about assignments and expectations. Concerns about limited course selections and large core classes by alumni from the early stages of the program have been addressed by adding more concentrations and electives and adding additional sections of classes where possible. (Attachment 5)

Strategic Planning: In the strategic planning exercise conducted by the management tools class in Spring, 2005, 30 of 35 students pointed to core faculty and course instruction as a strength of the program. Consistent with feedback from other assessment processes, the program is distinguished by core faculty who are experienced and accessible to students as well as coursework which integrates theory and practice. Concerns over advising, consistency of academic rigor, the nonprofit concentration, and a more applied orientation in classes have been addressed elsewhere in this document. The concern raised about a more predictable class schedule has been addressed by the creation of a more systematic advising template (Attachment 16).

Teaching Awards: Dr. Meinhold received the Chancellor’s Excellence in Teaching Award in 2003-2204; Dr. Barth has been nominated for this award and received a Teaching Excellence Award from the Center for Teaching Excellence in 2001; all faculty have received formal recognition from the Dean of the College of Arts and Sciences and the Vice Chancellor for Student Affairs for being recognized by graduating students as having a significant impact on their educational experience.

B. Workload Policy

The normal full-time teaching assignment is three courses per semester. Typically MPA faculty will teach two graduate classes and one undergraduate class related to public administration or
public policy during a semester. Course reductions are provided for extraordinary service responsibilities. For example, Dr. Imperial has a course reduction for his extensive coordination work with the MPA program, particularly the concentration in Coastal Management. Dr. Imperial has a one course reduction each semester for his work as Director of the Academy for Strategic Management. As Chair of the Department and MPA Director, Dr. Barth typically teaches one MPA class and one undergraduate class each semester. Summer teaching is optional, but Drs. Barth, Dluhy and Imperial typically offer MPA classes during this period. Dr. Meinhold also supervises the bulk of the MPA internships during the summer as well.

Typically only one section of a course is offered in a semester. Therefore the number of faculty preparations in a semester is equal to the number of courses they teach. Faculty also supervise Directed Independent Studies as needed, although these are limited to protect faculty workload.

The applied research project required for graduation is supervised by the faculty member teaching PLS 595: Capstone Seminar in Public Administration in a given semester. This responsibility is rotated among the faculty. During the self-study year, for example, the Capstone course was taught by Dr. Dluhy in the fall semester and Dr. Barth in the spring semester. Other MPA faculty assist students on their research projects as needed. For example, Dr. Imperial assists students who choose projects related to environmental and coastal management. As Director of the department’s Survey Research Lab, Dr. Jones will assist when a student project involves extensive survey research.

C. Class Sizes

Table 5.7 Class Sizes by Number of Course Sections

<table>
<thead>
<tr>
<th>Class Size</th>
<th>F 01</th>
<th>S 02</th>
<th>S U 02</th>
<th>F 02</th>
<th>S 03</th>
<th>S U 03</th>
<th>F 03</th>
<th>S 04</th>
<th>S U 04</th>
<th>F 04</th>
<th>S 05</th>
<th>S U 05</th>
</tr>
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<tbody>
<tr>
<td>1-9</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<td>10-19</td>
<td>0</td>
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<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>20-29</td>
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<td>3</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>2</td>
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<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
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<td>30-39</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>40-49</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
</tr>
</tbody>
</table>

D. Actual Credit Hours Taught

Table 5.8 Total Credit Hours Taught by Faculty Nucleus

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barth</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Dluhy*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Imperial</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>15</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Jones</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>18</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Meinhold</td>
<td>9</td>
<td>12</td>
<td>0</td>
<td>21</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>15</td>
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<td>Nelson/Blizzard**</td>
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<td>12</td>
<td>0</td>
<td>18</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

* On one year leave of absence  ** One year visiting lecturers
5.42 Research

Research, writing and publications.

Research Summary: During the past four years (2001-2005) the MPA core faculty has been very active in producing scholarly and professional publications and engaged in scholarly activities. These publications range from refereed journal articles, books, book chapters and reviews, and professional reports. During the past four years, the MPA faculty has published 12 refereed journal articles, 2 books, 17 professional reports, 9 book chapters and reviews, presented papers at 37 conferences, and secured 24 externally funded grants or contracts worth approximately $612,000. Some highlights: Dr. Dluhy received the best article of the year award in 2001 from the *American Review of Public Administration* for “Choosing the Rowers: Are Private Managers of Public Housing More Successful than Public Managers.” (co-authored with John Topinka and Fred Becker). Dr. Barth received the Laverne Burchfield Award for the Best Book Review in *Public Administration Review* in 2000 for “Public Administration Handbooks: Why, How and Who.” (co-authored with Mark Green). Dr. Imperial received a prestigious grant from the IBM Center for the Business of Government in 2004 for his report, *Collaboration and Performance Measurement: Lessons from Three Watershed Governance Efforts.*


5.43 Experience and Service

Professional experience and public service with government, industry, nonprofit agencies, or consulting assignments.

Service Summary: Consistent with our mission to “provide active public service and technical assistance in support of quality public and nonprofit administration in southeastern North Carolina,” the MPA faculty is extensively involved in the government and nonprofit sectors in the region in a variety of capacities. Some highlights: Major surveys for a variety of community organizations are regularly conducted under the direction of Dr. Lloyd Jones, the Director of the Survey Research Lab, with assistance from Dr. Mark Imperial and Dr. Stephen Meinhold. These projects include a survey of registered boat owners in coastal North Carolina, a survey of beachgoers at Wrightsville Beach, an assessment of family social services in the region, a survey of New Hanover County residents regarding the county land use plan, a survey of voters for the Institute for Political Leadership, and surveys on quality of life in the region. Dr. Stephen Meinhold serves as the President of the Cape Fear Area United Way Board of Directors, where
he is the primary volunteer responsible for the fiscal and policy oversight of an agency with a $3.1 million annual budget. In this capacity he was instrumental in the commissioning of the MPA program to conduct a health and human services needs assessment for the region. (Attachment 17). Dr. Meinhold also actively consults with the emergency management agencies in the region. Dr. Mark Imperial serves as a consultant and advisor throughout the year on a variety of coastal management and land use issues to the City of Wilmington and the Towns of Kure Beach and Wrightsville Beach. Dr. Tom Barth serves on the Executive Council of the Southeastern North Carolina Chapter of the American Society for Public Administration and on the Board of Directors of the Family Services Agency of New Hanover County. Dr. Barth also serves as a strategic planning and teambuilding consultant for the City of Wilmington and Lee County government. Dr. Mark Imperial serves as a consultant and advisor throughout the year on a variety of coastal management and land use issues to the City of Wilmington and the Towns of Kure Beach and Wrightsville Beach. Dr. Tom Barth serves on the Executive Council of the Southeastern North Carolina Chapter of the American Society for Public Administration and on the Board of Directors of the Family Services Agency of New Hanover County. Dr. Barth also serves as a strategic planning and teambuilding consultant for the City of Wilmington and Lee County government. Dr. Milan Dluhy developed the proposal for an Academy for Strategic Management which has been endorsed by the department and the MPA Community Advisory Board. The Academy is scheduled to hold its first session in Fall, 2005 and will provide training to mid-level managers and executives in the government and nonprofit sectors in southeastern North Carolina. Dr. Dluhy is also a member of the Mayor’s Task Force on the Convention Center in Wilmington, and was recently accepted to Leadership North Carolina, a development program for leaders in the public, nonprofit and private sectors throughout the state.

On an institutional level, the UNCW MPA program sponsors the Annual Public Service Recognition Reception, where awards are given to the Public Servants and Public Organizations of the Year in the Cape Fear Region (Attachment 18). The UNCW MPA program also founded the Southeastern North Carolina Chapter of the American Society for Public Administration. Both of these programs provide professional development opportunities and enrichment for public servants throughout the region.

5.5 Faculty Diversity

There should be evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and persons with disabilities. Programs and plans to insure faculty diversity shall generally reflect NASPAA’s Diversity Guidelines.

A. Diversity Plans: The MPA program as well as the larger university is keenly aware of the need to diversity its faculty. The UNCW Chancellor commissioned a task force which published a “Report on the Status of Ethnic Diversity at UNCW” on October 28, 2002. This report provides specific recommendations regarding faculty diversity, and led to the creation of a Director of the office of Campus Diversity, filled in July, 2005. This position reports to the Office of the Provost & Vice Chancellor for Academic Affairs. Primary responsibilities include planning, implementing, and evaluating educational programs, activities, and functions that are in keeping with the mission of the office and assisting in the monitoring and analysis of minority student, faculty and staff recruitment, retention and advancement. Specific recommendations related to faculty recruitment include a five-year minority recruitment plan for faculty, staff and administrators that provides for the continued defrayment of costs relative to the hiring and placement of minority faculty, the continued use of rank of incoming minority faculty as an incentive for accepting appointment to the
UNCW community, and the continued use of Targeted Opportunities positions as leverage for the hiring of under-represented minority faculty. One of the goals of this office is to establish current and comprehensive listings of minorities with graduate degrees, and contact with nationwide graduate programs with a high production of minority PhDs. The strategic planning process conducted by our MPA class (Attachment 8), identifies faculty diversity as a major strategic issue for the program, and states that the program should “recruit new faculty based primarily on ability, skills and knowledge but also take into account their gender, race or ethnic background.”

These documents symbolize the commitment of UNCW and the MPA program to continue efforts to diversify the faculty. Specific strategies used in faculty recruitment efforts beyond advertising in the standard places such as the PA Times, American Political Science Association (APSA) and Chronicle of Higher Education include:

- Personal contact with minority and female program directors and colleagues in the field (e.g, chair of the Conference of Minority Public Administrators).
- Personal faculty outreach at key conferences such as the national ASPA Conference and SECOPA.
- Requesting additional resources for interviewing and attracting diverse faculty candidates (outlined in more detail in section C. below).
- The program also attempts to create a climate of diversity by recognizing accomplished public servants in the community. For example, at this past year’s Public Service Recognition Reception, one of the two Public Servants of the Year was an African American female, and the ASPA Member of the Year was female. Of the nine nominees for Public Servant of the Year (all recognized publicly at the reception, three were women and three were African American.

B. Diversity Data:

Table 5.9 Faculty Diversity

<table>
<thead>
<tr>
<th>Faculty *</th>
<th>AA/EEO/ADA Category</th>
<th>Rank</th>
<th>Tenure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A**</td>
<td>White Female</td>
<td>Lecturer</td>
<td>Untenured</td>
</tr>
<tr>
<td>B</td>
<td>White Male</td>
<td>Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>C</td>
<td>White Male</td>
<td>Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>D</td>
<td>White Male</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>E</td>
<td>White Male</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>F</td>
<td>White Male</td>
<td>Assistant Professor</td>
<td>Untenured</td>
</tr>
</tbody>
</table>
*Faculty listed by letter.
**Lecturer during self-study year was one-year appointment after unsuccessful search to fill assistant professor, tenure track line.

### Table 5.10 Faculty Diversity: Part-time Faculty

<table>
<thead>
<tr>
<th>Faculty*</th>
<th>AA/EEO/ADA Category</th>
<th>Rank</th>
<th>Tenure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>White Female</td>
<td>Instructor</td>
<td>Untenured</td>
</tr>
<tr>
<td>B</td>
<td>White Female</td>
<td>Instructor</td>
<td>Untenured</td>
</tr>
<tr>
<td>C</td>
<td>White Female</td>
<td>Instructor</td>
<td>Untenured</td>
</tr>
<tr>
<td>D</td>
<td>White Female</td>
<td>Instructor</td>
<td>Untenured</td>
</tr>
</tbody>
</table>

*Faculty listed by letter.

In addition to the hiring of female part-time instructors, the MPA program has also strived to achieve faculty diversity in other ways. For example, of the 30 members of the MPA Community Advisory Board, 12 or 40% are female and 3 or 10% are African American. In our new Academy for Strategic Management, six of our practitioner instructors are female and two are African American. Similar efforts are made when speakers and roundtables are utilized in the classroom.

### C. Faculty Searches

The MPA program has conducted two successful faculty searches in 2000 and 2001, and two unsuccessful faculty searches the past two years. In each case we have made extensive efforts to recruit diverse faculty members.

In 2000 the department conducted an external search for a chair, with the goal of hiring a senior person at the full professor level who would add to the MPA faculty nucleus. Four applicants were invited for interviews, two white males and two white females. One of the white females withdrew from the search for personnel and professional reasons. After campus interviews, the position was offered to and accepted by Dr. Milan Dluhy from Florida International University who possessed in our opinion the most distinguished record of teaching, research and service. Since this was a faculty leadership position, we were particularly impressed by Dr. Dluhy’s career as the Director of the Florida Institute of Government. His administrative experience and success in securing external funding, as well as his record as a consultant and practitioner, set him apart from the other candidates.

In 2001 we recruited for an assistant professor, tenure-track position for the MPA program. We received approximately 50 applications, with six minority candidates. For this position we initially interviewed four applicants on campus (two white female and two white males). However, when a qualified African American male applied, we lobbied the Dean for
additional travel funds to bring this individual to campus as well. The Dean agreed. After campus interviews, the minority candidate withdrew from the pool to accept another position at a Research I university. Of the remaining four candidates, Dr. Mark Imperial from the School of Public and Environmental Affairs at Indiana University was chosen because of his superior record in teaching, scholarship and service and strong qualifications to lead the development of our coastal management concentration.

For the 2003-2004 academic year, we received permission to conduct a limited search to hire a one year instructor to replace Dr. Dluhy while he was on a one year leave of absence. We chose Dr. Kim Nelson, a white female from North Carolina State University.

The MPA program was given another assistant professor, tenure-track position in 2003-2004 to continue to build a strong faculty nucleus, and despite our best efforts we have been unsuccessful for the past two years. In fall 2003 we made two offers, one to a white male and another to a white female. In the former case a family situation prevented an acceptance, and in the latter case the candidate took another position at a Research I university. We then conducted a limited search for a one year visiting lecturer and selected Ms. Amy Blizzard, an ABD in Coastal Resources Management from East Carolina University. Ms. Blizzard was particularly attractive because of her prior teaching experience in a similar department and distinguished record as a planning practitioner in local government in the Cape Fear Region. She not only brought planning skills and great practical knowledge of the program, but technical skills in areas such as Geographic Information Systems (GIS).

We reopened the search for the assistant professor, tenure-track position in the fall of 2004. We received 52 applications, evenly split between male and female, with about 35% Asian. We reduced the list to nine for phone interviews (5 white females, 4 white males, 4 Asian). From this list we targeted four candidates for campus interviews (3 female and 1 male). One of the females and the male decided to take other positions and withdrew before coming to campus. We brought two white females to campus, and made an offer to one, who was Asian. Although very interested, she declined the offer to pursue a unique fellowship opportunity in Great Britain. There was no faculty consensus over the other female candidate because of concerns over research potential. We went back to the pool and decided to interview two more Asian candidates, one male and one female. An offer was made to the Asian male, but for spousal reasons decided to take a position with a west coast university. There was no faculty consensus over the Asian female due to concerns over teaching experience and research potential. We then decided to conduct a limited search for another one year visiting lecturer, and hired Myungjung Kwon, an ABD in Public Administration from the Askew School of Public Management at Florida State University. Mr. Kwon has a solid record of teaching and research with excellent references from Askew School faculty. We will reopen the search again in Fall, 2005 to fill the assistant professor, tenure-track position.

In summary, over four searches, we have brought to campus one African American male candidate, four white females, and two Asian females. Furthermore, we have hired two white female lecturers to fill one-year positions, and an Asian male for a one year lecturer position for the coming year. We have made competitive offers to two females, one white
and one Asian. We are keenly aware of the need to add more diversity to our MPA faculty nucleus, and will continue to vigorously pursue this goal in AY 05-06.

STANDARD 6.0 – ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

Admission goals, policy and standards, including academic prerequisites, should be clearly and publicly stated, specifying any differences for pre-service, in-service or other categories of students, and reflecting specific concern for the representation of minorities, women, and persons with disabilities. Programs and plans designed to insure student diversity shall generally reflect NASPAA’s Diversity Guidelines.

A. Mission, Assessment and Guiding Performance

Our admission policy is guided by our mission statement that indicates we serve both pre-service and in-service students. We believe the presence of both of these types of students provides for a dynamic classroom environment where the fresh perspective of one set of students is integrated with the experience of the other set of students. Furthermore, our mission to support quality public and nonprofit administration in southeastern North Carolina is enhanced by the presence of experienced in-service students who add capacity to community-based class projects. Thus we take into account professional experience during the admission process. Finally, as a program that is part of a regional university with the mission to serve the region, we have an obligation to provide students who aspire to be public servants in the region with a flexible admission process that that takes into account a variety of criteria that indicate potential success in the program. At the same time, we are conscious of feedback from our assessment tools from alumni and students that we need to pay special attention to the quality of the students admitted to the program, so we have gradually become stricter in our admissions process.

B. Admission Process

A prospective student seeks admission by filling out an application and sending it to the Graduate School for processing. Once all of the paperwork is submitted (transcripts, GRE/GMAT scores, personal statement, letters of reference), the complete file is forwarded to the MPA Director for review to check for any incomplete information. Once a sufficient set of applications is accumulated, the MPA faculty meet and review the applications as a group based on the admission factors discussed below. On occasion students are also considered for non-degree seeking status, which requires only an application and transcripts and at least a 3.0 undergraduate grade point average. Under this status a student can take up to three graduate classes. This option is currently only used for cases where a student with exceptionally high grades or work experience shows an interest in pursuing the degree very late in the application process or desires to take a few classes to determine if the program is a good fit.
C. Representation

The MPA program attempts to build and support diversity by both formal and informal means. Formally, the program actively recruits minorities and women by an aggressive marketing strategy throughout the region in agencies that have significant minority representation. Furthermore, we make efforts to ensure that our advisory board, strategic management academy instructors, and guest speakers in classes reflect diversity. We are also very conscious of diversity when seeking nominations and making awards for public servant and organization of the year. We believe that recruiting and retaining minorities and women requires the creation of a culture in the program that reinforces diversity, and the best ambassadors and recruiters for diverse students are diverse leaders in the community who support the program. Another important formal means is the extra efforts we take as a faculty to provide minority applicants an opportunity to enroll in the program. For example, minority applicants with unacceptable GPA and GRE scores are encouraged to take an undergraduate public administration class to demonstrate their abilities. The MPA Director has and will continue to provide personal attention to minority students having difficulty finishing the program. The program also creates a positive, supportive environment by holding periodic socials that allow diverse students and faculty to meet and become more familiar with each other outside of the classroom. Through our extensive use of community-based team projects, diverse students learn to work together, often in agencies with very diverse clients. Finally, the program is very family friendly because we recognize the needs of students with children and elderly parents.

6.2 Baccalaureate Requirement

Admissions shall normally be limited to applicants with a baccalaureate degree from a regionally accredited institution and appropriately evaluated applicants from non-U.S. universities.

Applicants without a baccalaureate degree from a regionally accredited institution would not be considered for admission. Periodically students in the last semester of their senior year are admitted contingent upon graduation.

6.3 Admission Factors

Admission shall be limited to applicants showing good potential for success in professional graduate study and public service. Admission standards shall include several of the following factors about each applicant: (a) performance on the aptitude part of the Graduate Record Exam or the Graduate Management Admissions Test, or equivalent tests; (b) undergraduate grade point average and trend of grades; (c) rank in graduating class; (d) biographical and career interest data and essays; (e) evaluation of the quality of professional experience. These admissions standards should recognize the need for different measures to establish the criteria of excellence between pre-service and in-service students. Final judgment on admissions shall be based on a combination of several of the above indicators rather than on a single criterion in order to increase the quality of professional personnel entering the public service.
A. Admission Factors

Admittance to the MPA program is based on a combination of factors. These include:

- Undergraduate GPA -- ideally a 3.0 (4.0 scale)
- GRE or GMAT – ideal GRE score is 1,000 (verbal + quantitative); ideal GMAT is 500.
- Personal statement describing experience and career goals
- Three letters of reference

Typically applicants with a GPA of 3.0 and 1,000 on the GRE are admitted. The program does not employ strict cutoff policies regarding any single criterion; we believe strongly that an applicant’s entire profile must be considered. Thus, individuals who fall below a specified criterion may be accepted if other factors indicate potential for success. For example, in-service students out of school for several years sometimes struggle with the GRE or may have a low GPA; however, an outstanding career record and excellent letters of reference may merit admittance. Similarly, a pre-service student with a low GRE but outstanding GPA and strong letters of reference from faculty indicating a strong work ethic and maturity may merit acceptance. In cases involving a low GPA or GRE, an applicant may be granted a provisional admittance, which typically requires that the student earn at least a B in their first three courses. Each applicant is treated individually under the same set of criteria; there is no systematic difference in how pre-service, in-service, full-time and part-time students are treated. Students with both a low GPA and GRE are typically not admitted.

Table 6.1 Average GRE and GPA of Students Admitted By Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>GPA</th>
<th>GRE</th>
</tr>
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<tr>
<td>2000-2001</td>
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<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>3.095</td>
<td>908</td>
</tr>
<tr>
<td>2002-2003</td>
<td>3.086</td>
<td>959</td>
</tr>
<tr>
<td>2003-2004</td>
<td>3.058</td>
<td>934</td>
</tr>
<tr>
<td>2004-2005</td>
<td>3.244</td>
<td>985</td>
</tr>
</tbody>
</table>

B. Admissions Record

Overall we have been very pleased with the level of interest in the MPA program. As we predicted with the significant population growth in the region, the lack of an MPA program within a two hour drive, and our mission to serve both pre-service, full-time and in-service, part-time students, applications to the program have been robust. We predicted that we would have enrollments in the 40-50 range, and we have exceeded those expectations.

The tables below show some trends that merit discussion. The abnormally high number of conditional admits in the first year of the program reflects the strategy to be a bit more flexible initially in order to “jump-start” the program and get a feel for the range of applicant quality. The program is also experiencing a trend toward more full-time students to the point where we are approaching a 50-50 split, while early in the program the majority of students were part-time.
This trend is not surprising. Although growing rapidly, the Cape Fear region is still not a large metropolitan area and it is likely that a high percentage of the initial pent-up demand for the MPA by in-service professionals has been met. We predict that this even distribution between full and part-time students will continue and will place additional pressures on our delivery of courses to absorb more full-time students wanting to take more courses in a given semester to move more quickly through the program.

We also recognize that although we are doing very well with admission of female students, our minority student representation is not commensurate with the percentage of minorities in the general population that we serve. Comparing the number of minority admits to registrants in the program, from 2001-2005 we have achieved 14%, 11%, 7%, and 7% respectively. This challenge is shared by the entire university. The higher percentage in the first year of the program reflects the use initial use of more flexible admissions standards discussed above. One measure we have initiated in the MPA program is to allow minority applicants with unacceptable GPA and GRE scores to take an undergraduate public administration or public policy class taught by an MPA faculty member to “earn” their way into the program. We also allow minority students enrolled in the Master of Arts in Liberal Studies (a program that has more flexible admissions standards) to take MPA classes as an elective to test themselves in the program and potentially transfer in if successful. We have had three minority students take advantage of these initiatives with one success.

| Table 6.2 Admissions Data 2001-2002 Academic Year |
|-----------------------------------------------|--------------------------------|
| Applicant | Minority | Minority | White | White | Total |
|           | Female   | Male     | Female| Male  |      |
| Applicant | 4        | 6        | 25    | 27    | 62    |
| Regular Admission | 2 | 3 | 16 | 22 | 43 |
| Conditional Admission | 2 | 2 | 7 | 4 | 15 |
| Denied Admission | 0 | 1 | 2 | 1 | 4 |
| Registered Full Time | 0 | 1 | 5 | 3 | 9 |
| Registered Part Time | 4 | 2 | 11 | 13 | 30 |
| Never Enrolled | 0 | 2 | 7 | 10 | 19 |

| Table 6.3 Admissions Data 2002-2003 Academic Year |
|-----------------------------------------------|--------------------------------|
| Applicant | Minority | Minority | White | White | Total |
|           | Female   | Male     | Female| Male  |      |
| Applicant | 8        | 6        | 27    | 27    | 68    |
| Regular Admission | 3 | 2 | 18 | 17 | 40 |
| Conditional | 1 | 0 | 2 | 4 | 7 |
### Table 6.4 Admissions Data 2003-2004 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant</td>
<td>3</td>
<td>3</td>
<td>16</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>Regular Admission</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Conditional Admission</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Denied Admission</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Registered Full Time</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Registered Part Time</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>17</td>
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<tr>
<td>Never Enrolled</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

### Table 6.5 Admissions Data 2004-2005 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>19</td>
<td>52</td>
</tr>
<tr>
<td>Regular Admission</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>Conditional Admission</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Denied Admission</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Registered Full Time</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Registered Part Time</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Never Enrolled</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>
C. Probationary Student Assessments

Students are admitted on probation (what we call conditionally admitted) because they have either a low undergraduate GPA (significantly below a 3.0) or GRE (significantly below a combined score of 1,000 on the verbal and quantitative sections), but have other aspects of their application profile that suggest strong potential for success in the program. Typical examples are excellent letters of reference from faculty indicating a strong work ethic or exemplary work experience indicating analytical ability and a commitment to the field of public administration. The requirement placed on conditional admittances is that they must earn at least a B in their first three classes in the program. Our assessment of the potential of probationary students has been very accurate. For example, in 2001-2002 we conditionally admitted 11 students and 8 or 73% were moved to regular enrollment status and graduated. Of the three who left the program, one failed and the other two withdrew for personal reasons or a job transfer. In 2002-2003, we conditionally admitted seven students, and all seven or 100% were moved to regular enrollment status and graduated. In 2003-2004, we conditionally admitted six students, of which five or 83% were moved to regular enrollment. Four of the five have graduated. The student who was not converted withdrew from the program because she realized the time commitment was more than she could manage. In 2004-2005, we conditionally admitted five students. All five students have been moved to regular enrollment and are progressing towards the degree in good standing.

D. Enrollment/Size of Program

Table 6.6 Program Size: Number of Students Registered In Fall Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
<th>Minority</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>17.9%</td>
<td>82.1%</td>
<td>39</td>
<td>17.9%</td>
<td>50%</td>
</tr>
<tr>
<td>2002</td>
<td>32.1%</td>
<td>67.9%</td>
<td>53</td>
<td>7.5%</td>
<td>56%</td>
</tr>
<tr>
<td>2003</td>
<td>36.7%</td>
<td>63.3%</td>
<td>60</td>
<td>10%</td>
<td>52.3%</td>
</tr>
<tr>
<td>2004</td>
<td>52%</td>
<td>48%</td>
<td>57</td>
<td>7%</td>
<td>51%</td>
</tr>
</tbody>
</table>

STANDARD 7.0 – STUDENT SERVICES

7.1 Advisement and Appraisal

The MPA program focuses on the provision of quality student services that is responsible to the diverse needs of a mix of pre-service and in-service students as indicated in our mission. We have secured resources from the university to create a lecturer position who devotes half of her time to providing student services by arguing that a fundamental component of graduate professional studies is the provision of mentoring, internships, job placement, professional development and alumni development. We have faculty who are noted for their accessibility and willingness to work with students outside of the classroom. In response to feedback from students, alumni and our advisory board, we have worked to continually improve new student orientation so that students understand how to navigate the university and are aware of program expectations; we have retooled our advising process so that each student is assigned an advisor
based on concentration; and have settled into a more predictable rotation of classes so that students can better predict upcoming semester schedules.

A hallmark of our program is the development of extensive partnerships with the public and nonprofit community in the Cape Fear region (e.g., advisory board, ASPA, community-based class projects, academy for strategic management). These relationships have produced significant opportunities for students to secure meaningful internships, fellowships, professional mentoring and development, and ultimately employment. Now that we have produced a substantial core of alumni, a major goal of the program is to develop an effective alumni network that will provide further professional services to students. Finally, we are continuing to develop sources of financial assistance to students through university resources (Graduate Teaching Assistantships, Graduate School scholarships) and external sources (advisory board scholarships, agency fellowships, research assistantships from grants).

A. Advising System

The MPA program provides continuous advisement to students in a variety of areas including choice of courses, career guidance and academic progress. The formal process begins with a student orientation (Attachment 19), which is held in the week prior to the beginning of fall classes. The orientation provides an introduction to faculty, curriculum, academic expectations, professional networking opportunities, etc. A copy of the MPA Student Handbook is distributed (Attachment 20), and students have their picture taken for the student directory (Attachment 21). A roundtable of current students and alumni is also included in the orientation where advice is provided and students can ask questions. Students are also advised and registered for fall courses (Attachment 16). Students are also asked for email addresses so they can be placed on the MPA list serve, which is a primary source of communication between the program and students regarding curriculum information, internship and job opportunities, and upcoming events. Students also receive a separate orientation from the Graduate School.

After orientation, students are continuously advised both formally and informally. Formal advising occurs in October of each year for the following spring semester and in March for the following summer and fall semesters. Students are assigned faculty advisors based on their concentration. Typically Dr. Imperial advises students in the coastal and environmental areas, Dr. Dluhy advises those in the policy analysis area, and Dr. Barth in the nonprofit or customized concentrations. Students are allowed to request a specific supervisor as well. As the administrative coordinator, Dr. Horan also provides walk-in advising but clears any decisions with the appropriate MPA faculty member. The MPA Director must approve any requests for substitutions, internship waivers, transfer courses, and customized concentrations.

Informal advising occurs throughout the academic year, through office hour visits and various networking functions outside of the classroom. For example, orientation is followed by a social at the home of the MPA Director and socials are routinely arranged for students and alumni. The program continuously stresses the importance of professional networking, and strives to provide numerous opportunities for students to meet professionals from the community. Students are invited and introduced at the MPA Community Advisory Board meetings and the bi-monthly professional lunches sponsored by the local ASPA Chapter. These events provide opportunities
to receive informal advising on internships, employment, and potentially develop mentoring relationships.

Although UNCW has no special advisement program for minorities and women, MPA faculty pay special attention to these groups in two ways. Given the male-dominated workplaces of most government settings in southeastern North Carolina, we attempt to prepare female students before and during internships and prior to job interviews for potential challenges. The faculty also place special emphasis on the retention of minority students by providing additional academic support where needed.

**B. Financial Assistance**

<table>
<thead>
<tr>
<th>Student</th>
<th>Teaching Assistant</th>
<th>Research Assistant</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad Ashburn</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Amy Broadfoot</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Phillip Brown</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Adam Ferguson</td>
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<tr>
<td>Kelley Gunther</td>
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<tr>
<td>Ariadne Guthrie</td>
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<tr>
<td>Jennifer Hanes</td>
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<tr>
<td>Tao Hong</td>
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<tr>
<td>Carla Ison</td>
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<tr>
<td>Blair Knox</td>
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<tr>
<td>Chad McEwen</td>
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<tr>
<td>Kari MacClennen</td>
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<tr>
<td>Tracie Davis</td>
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<td></td>
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<tr>
<td>Angel Funk</td>
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<td>Ann Hardy</td>
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<tr>
<td>Scott Logel</td>
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<td></td>
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<tr>
<td>Susi Hamilton</td>
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<td></td>
<td></td>
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<tr>
<td>Leigh Ann Kingsbury</td>
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<td></td>
</tr>
<tr>
<td>Melinda Powell</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Nicholas Swartz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Student Attrition**

We have been successful in retaining a high percentage of the students admitted to our program for two reasons. First, the MPA Director attempts to contact all students who make inquiries or apply to the program to ensure that they understand the purpose of the program and the time commitment necessary to be successful. Students are encouraged to be sure that the program is not only a good fit for their career plans but that they are in a position with respect to
employment, family and other commitments to take on the challenge of graduate study. For example, an African American female student with heavy family responsibilities wasn’t sure if she had the time to devote to the program. She was encouraged to take a class, and made the determination that she indeed did not have the time and withdrew. However, she appreciated our willingness to give her the opportunity to make an educated decision. Secondly, once students are in the program the faculty makes every effort to work with students who encounter difficulties in the program. Given our mission to serve in-service, part-time students, we believe these efforts are appropriate. For example, a Police Chief who encountered a combination of work and family pressures at the start of a semester was allowed to take the semester off and re-enroll the following semester when his life became more manageable. He took advantage of this flexibility and ultimately graduated with high honors. Faculty also work with in-service students who are forced to miss class occasionally because of council meetings or work-related travel. At the same time the MPA program does have meaningful academic standards, and there will be times when students cannot meet the standards and fail to complete the program.

Of course, as Table 7.2 demonstrates, students leave the program for a variety of reasons not directly related to the program, such as medical reasons, job transfer, new job, or decision to pursue a degree in another field.

Table 7.2 MPA Attrition 2001-2005

<table>
<thead>
<tr>
<th>Date of Initial Enrollment</th>
<th>Completed Hours</th>
<th>Race</th>
<th>Gender</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>6.0</td>
<td>African American</td>
<td>male</td>
<td>Medical</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>3.0</td>
<td>White</td>
<td>female</td>
<td>Unknown</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>6.0</td>
<td>White</td>
<td>female</td>
<td>Failed</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>15.0</td>
<td>White</td>
<td>male</td>
<td>Personal</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>3.0</td>
<td>White</td>
<td>female</td>
<td>Failed</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>6.0</td>
<td>African-American</td>
<td>male</td>
<td>Job Transfer</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>6.0</td>
<td>White</td>
<td>male</td>
<td>Job transfer</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>6.0</td>
<td>White</td>
<td>male</td>
<td>New job</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>39.0</td>
<td>African-American</td>
<td>female</td>
<td>New job</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>6.0</td>
<td>White</td>
<td>male</td>
<td>Law School</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>6.0</td>
<td>White</td>
<td>male</td>
<td>Job constraints</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>9.0</td>
<td>White</td>
<td>male</td>
<td>Unknown</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>12.0</td>
<td>White</td>
<td>male</td>
<td>Job constraints</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>9.0</td>
<td>White</td>
<td>female</td>
<td>Education program</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>12.0</td>
<td>White</td>
<td>female</td>
<td>Personal</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>6.0</td>
<td>African-American</td>
<td>female</td>
<td>Conditional admission not satisfied</td>
</tr>
</tbody>
</table>
Table 7.3 Attrition Record
Admitting Year 2001-2002

<table>
<thead>
<tr>
<th></th>
<th>Minority Female</th>
<th>Minority Male</th>
<th>White Female</th>
<th>White Male</th>
<th>Total</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Registered</td>
<td>4</td>
<td>3</td>
<td>16</td>
<td>16</td>
<td>39</td>
<td>100%</td>
</tr>
<tr>
<td>Regular Admission</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>13</td>
<td>27</td>
<td>69%</td>
</tr>
<tr>
<td>Conditional Admission</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Currently Enrolled</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Conditionally Admitted Graduates</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Regular Admission Graduates</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>3</td>
<td>13</td>
<td>48%</td>
</tr>
<tr>
<td>Total Graduates</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>5</td>
<td>22</td>
<td>56%</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>13</td>
<td>33%</td>
</tr>
</tbody>
</table>

*Students do not apply to UNCW as full time or part time students. Full time versus part time status is determined after the admission decision.

Table 7.4 Students Who Are No Longer Active
Admitting Year 2001-2002

<table>
<thead>
<tr>
<th></th>
<th>Full Time Number</th>
<th>Full Time Percent</th>
<th>Part Time Number</th>
<th>Part Time Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Female</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Minority Male</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>2%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>White Female</td>
<td>2</td>
<td>0%</td>
<td>5</td>
<td>5%</td>
<td>7</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
7.2 Placement Service

The program and/or institution shall provide an adequate placement service oriented to public affairs and administration.

A. Placement Assistance

The MPA program believes that one of the most significant measures of the effectiveness of the program is the ability of students to use the MPA degree to find rewarding employment in the public and nonprofit sectors. Career advising is an integral part of overall academic advising, for career goals help determine selection of concentrations and electives. Career goals are also a primary factor in the matching of internship placements for students. A productive internship experience accompanied by a strong reference from a student’s supervisor are critical to job placement success. Career guidance is also provided by introducing students to assessment tools, including the Myers-Briggs Type Indicator (administered to students at orientation) and Career Anchor Theory (administered in the Capstone).

Students also have access to a professional career counselor at the UNCW Career Services Center who speaks to each Capstone class and provides feedback on resumes.

Another critical component of job placement is the MPA Community Advisory Board and the local ASPA Chapter. As discussed under the advising section, these professional contacts are vital sources of employment information that we share with students via the MPA list serve. A particularly important board member has been Chris May, the Executive Director of the Cape Fear Council of Governments. Mr. May shares his weekly email newsletter with MPA students, which includes employment opportunities in local government throughout the state. Mr. May also provides mock interview practice for all students and is an excellent source of information on salaries and employment contracts.

Finally, the MPA faculty each have access to job networks through their individual professional areas of study. Dr. Imperial, for example, has access to a great number of jobs in the environmental area. Dr. Barth, a former Presidential Management Intern, actively promotes this program to students. We have had one student selected as a Presidential Management Fellow each of the last two years.

<table>
<thead>
<tr>
<th>White Male</th>
<th>1</th>
<th>1%</th>
<th>9</th>
<th>9%</th>
<th>10</th>
<th>10.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No Longer Active</td>
<td>4</td>
<td>4%</td>
<td>17</td>
<td>18.2%</td>
<td>21</td>
<td>22.5%</td>
</tr>
</tbody>
</table>
B. Number of Graduates

Table 7.5 Program Graduates*

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Female Graduates</th>
<th>Minority Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2002-2003</td>
<td>9</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2003-2004</td>
<td>20</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>2004-2005</td>
<td>27</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

*To date no applicants to the program have been students with disabilities.

C. Follow-up of Graduates

Table 7.6 Graduate Follow Up

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>ID</th>
<th>Employment</th>
<th>Gender</th>
<th>Race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>1</td>
<td>City of Wilmington, Budget Office</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Lending Tree</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Town of Wrightsville Beach, Parks &amp; Planning</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>City of Wilmington, Outreach office</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Private Consulting</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>UNC-Charlotte, PhD Program</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>U.S. Army Corps of Engineers</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>State of Virginia Health Inspectors Office</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>NHHN, Hospitality House</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>2003-2004</td>
<td>10</td>
<td>New Hanover County Sheriff’s Department</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>East Carolina University, PhD Program</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>New Hanover Regional Medical Center, Nursing</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Atlantic Corp.</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Lee County</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>No.</td>
<td>City/Position</td>
<td>Gender</td>
<td>Race/Culture</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wilmington Police Department</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Onslow County</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Director, GIRLS, Inc.</td>
<td>Female</td>
<td>African-American</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Wilmington Business and Realtors Alliance</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Budget Consultant</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Wilmington Downtown, Inc.</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Pender County Health Department</td>
<td>Female</td>
<td>African-American</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Pilot Mountain, Town Manager</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>U.S. Government</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Onslow/Carteret Behavioral Healthcare Services</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Coastal Land Trust, Outreach Coordinator</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>UNCW Housing and Residence Life</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Brunswick County Finance Department, Director</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Encore Magazine</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>New Hanover County Department of Social Services</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Bryant unknown</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Wrightsville Beach, Chief of Police</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Food Services</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Community Mediation Center</td>
<td>Male</td>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Purdue University, PhD. Program</td>
<td>Male</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>U.S. Army</td>
<td>Male</td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>In transition</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>YWCA</td>
<td>Female</td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>City of Wilmington</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Organization/Position</td>
<td>Gender</td>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Town of Carolina Beach Planning Department</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Town of Wrightsville Beach, Code Enforcement</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Town Manager, Town of Chadbourn</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Office of the Town Manager, Town of Leland</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Ph.D. Program, Ohio State University</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>NC Port Authority</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Stop Child Abuse Now, Court Appointed Case Supervisor</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>In transition</td>
<td>Male</td>
<td>African-American</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>In transition</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Presidential Management Fellow, Security Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Office of the Chancellor, UNCW</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>In transition</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>General Electric</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>In transition</td>
<td>Male</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>In transition</td>
<td>Female</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Town of Burgaw, Planning department</td>
<td>White</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>UNCW Fundraising</td>
<td>White</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>University of Washington</td>
<td>White</td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>
STANDARD 8.0 – SUPPORT SERVICES AND FACILITIES

Support Services and Mission: The facilities and budget are sufficient to support our mission of providing a broad education to pre-service and in-service students through adequate faculty lines, administrative support, office and classroom space, library services and technological support. Furthermore, our mission to produce relevant public administration research is supported by the availability of travel funds to present papers and share knowledge at academic conferences and attend professional development events. Finally, our mission to provide active public service and technical assistance to the community is supported by adequate facilities and resources to sponsor events that bring students, faculty, alumni and community practitioners together.

8.1 Budget

The program shall have financial resources sufficient to support its stated objectives.

A. Budget Process

The budget is prepared using an incremental approach. Based on the previous year’s budget and a request for increases from the department’s strategic planning process in the spring, the Department of Political Science receives a budget in August for the upcoming year. The Chair then allocates funds within the budget according to individual faculty requests (e.g., conference travel) and departmental needs (e.g., initiatives such as the Academy for Strategic Management). The budget is a main agenda item at the annual faculty retreat in August. The department has significant autonomy to allocate funds within the overall limits set by the Dean. The needs of the MPA program are considered in the context of the total departmental budget, but the presence of an MPA Director and six of the eleven departmental faculty significantly involved with the MPA program ensures a strong voice in the allocation of resources.

B. Budget Sufficiency

The MPA program has received strong financial support from the university, department and community since its inception. A new faculty line at the associate professor level was provided in 1997 to plan and establish the program (Dr. Barth). A second new faculty line at the full professor level was added in 2000 to chair the department and be a member of the MPA faculty (Dr. Dluhy). A third new faculty line at the assistant professor level was added in 2001 to continue to build the MPA faculty nucleus (Dr. Imperial), and a fourth new faculty line at the assistant professor level was added in 2003 to provide the nucleus needed to meet accreditation standards (in conjunction with incumbent political science faculty significantly involved with the program). Although the department has been unable to recruit a permanent faculty member for the tenure-track position, the line remains dedicated to the MPA program and has been filled by very competent one-year lecturers. We plan to reopen the search in Fall, 2005 and have a permanent hire in place for Academic Year 2006-07.

Salary support for MPA faculty is improving but is less competitive at the junior levels. The two professors and one associate professor are paid competitively because of increases for prior or
current administrative work (e.g., department chair). The other associate professor and assistant professor are below market value although the application of equity and merit increases over the past two years has improved the situation somewhat. In our searches for the past two years to fill our open tenure-track assistant professor line, it is encouraging to note that the Dean has been very supportive in raising salary offers to more competitive levels ($50,000).

There is not a separate operating budget for the MPA program within the Department of Political Science, but given that six of the twelve faculty members in the department are part of the MPA faculty nucleus, adequate resources exist to support program objectives. For example, during the past year, Dr. Imperial, a tenure-track assistant professor, had four conference trips funded for a total of $3,294. Dr. Meinhold had four conference trips funded for a total of $3,410. Dr. Dluhy had four conference trips funded for $3,690. Typically faculty are guaranteed at least two funded trips per year as long as they are presenting a paper or in a leadership role at the conference. Of the $20,033 spent on conference travel by the department in FY 04-05, $11,309 or 56% went to MPA faculty.

The MPA faculty have also benefited from a permanent increase of $20,000 to the base operating budget (from $29,000 - $49,000) to the department in FY 04-05. The faculty decided as a group to use a portion of these funds to create a Professional Development Fund for each member of the permanent faculty. During the self-study year, for example, each faculty member was allocated approximately $1,300 that could be used for conference travel, equipment, supplies or other items that support the teaching, research and service mission of the department.

Other university support is provided as well. For example, the university has paid the $3,600 tuition for Dr. Dluhy to participate in the North Carolina Executive Leadership Program for the coming year. This program will not only personally benefit Dr. Dluhy but will also provide networking opportunities and visibility for the MPA program throughout the state.

This past summer the university also provided 18 new computer workstations for the department’s survey research lab (approximately a $40,000 investment). This lab is used to conduct community surveys by students and also for class instruction (PLS 501: Quantitative Methods and PLS 504: Computer Applications and MIS). We are particularly excited that the increased power of these new computers will allow more instruction in Geographic Information Systems (GIS).

Other university resources include the addition of a full-time lecturer line that provides half-time administrative support for the MPA program (Dr. Horan), five Graduate Teaching Assistants ($8,500 stipends per year), one out-of-state tuition remission, a $1,000 new scholar award to attract a top new student each year, and $1,500 in tuition scholarship funds to reward top MPA students progressing towards the degree.

Finally, the MPA program has also achieved significant increases in external funding support during the past year. For example, the program raised $1,730 in scholarship money this past year from the MPA Community Advisory Board and the MPA graduating class. This annual scholarship drive has allowed the program to provide the following awards each year:
MPA Graduate of the Year: $750
MPA Special Achievement Award: $250
Ray Dawson Award: $250
MPA Graduating Class Award: $500

The MPA program also receives an annual $1,800 scholarship from the North Carolina City and County Management Association that goes to an MPA student pursuing a career in local government.

An MPA Support Trust Fund was also established this past year, driven primarily by a contribution of $8,000 by the Cape Fear Area United Way for the regional health and human services needs assessment conducted by the Capstone class in Spring, 2005. These funds provide the program unprecedented ability to support worthwhile faculty and student activities throughout the year.

It is also important to stress that almost 100% of MPA program internships are paid (typically $10 per hour). The program also promotes the concept of MPA Fellowships with community organizations. Fellowships are typically awarded to new students when they enter the program and exist for two years. Students work twenty hours per week and receive a stipend of $8,500 plus additional tuition assistance (depending on the organization). The program currently has three fellowship arrangements with the Towns of Carolina Beach and Wrightsville Beach and the Cape Fear Council of Governments.

Finally, through consultancies and grants faculty also provide financial support for MPA students through research assistantships and sub-contracts. For example, a current MPA student has been hired by Dr. Meinhold to assist with a grant to study emergency management capability in the UNC system, and a recent MPA graduate was funded for her work on Dr. Imperial’s contract to conduct a land use plan for the Town of Wrightsville Beach.

In summary, the program clearly has financial resources sufficient to support our stated objectives.

C. Salary Information:

<table>
<thead>
<tr>
<th>RANK</th>
<th>NUMBER</th>
<th>MEAN</th>
<th>MEDIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2</td>
<td>$94,802</td>
<td>$94,802</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>$64,608</td>
<td>$64,608</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>$49,000</td>
<td>$49,000</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
</tbody>
</table>

*All salaries are for nine months except for Professor Tom Barth, the Chair and MPA Director and Associate Professor Stephen Meinhold, who holds an administrative position at the university.
8.2 Library Services

All students and faculty shall have reasonable access to library facilities and services that are recognized as adequate for master’s level study in public affairs and administration. This would normally include texts, monographs, periodicals, serials, pamphlets, and research reports. The program faculty should have a major role in selecting library acquisitions for its program.

A. Library Support

The William Madison Randall Library contains some 517,046 bound volumes with a circulation of 947,700 (including renewals) in the 2002 – 2003 academic year. The library has been a partial depository for U.S. government publications since 1965 and currently receives about 62% of the depository items issued by the Government Printing Office (GPO). The North Carolina Documents Collection, established in 1984, attained full depository status in 1987. There are currently around 388,269 government documents (NC and US) in paper form and 264,381 in microform. There are 3,653 active serial subscriptions and over 160 research database titles. There are 1,079,087 microforms. An on-line catalog with information about the library’s holdings is available 24 hours per day and is accessible to faculty and students from off campus. The library also supports a wide range of electronic database titles that are available to search and download articles from a wide range of newspapers, periodicals, and refereed journals.

The library is open 98 hours per week during the fall and spring semesters. There are 19 library faculty and 20 support staff available to help students. The library maintains 15 internet workstations and 21 dedicated library catalog and database work stations. Reference service is available during most of the library hours with librarians available to provide graduate students with assistance in identifying and locating information in the library and other places.

Other services are also provided to graduate students. The Library maintains an Interlibrary Loan and Document Delivery Service that delivers by mail or email items requested from the holdings of other libraries. A table of contents service from Ingenta allows graduate students to keep up with the literature in their respective fields. Graduate students are also eligible of limited mediated on-line searches of selected databases (e.g., Social Science Citation Index) at no extra charge where campus wide access is not available due to cost constraints. The library also has a program called Student Thesis Assistance @ Randal (STAR), a one-on-one guidance and support system with thesis assistance provided by a personal, dedicated librarian. The STAR Librarian teaches such things as in-depth searching methods for databases, provides a personal introduction to library facilities, and will even purchase materials such as books and microfilm, if needed. Other library services available to graduate students include:

- Photocopiers (copies are $.10 each or $.075 each with a UnSea card
- Study Rooms
- Computer Labs including one dedicated to graduate students
- Disabled Services
- Calculators
- Personal Message Board
- Coffee Shop
The library maintains a variety of services to support faculty with course delivery. Two are of particular importance. First, there is one person responsible for helping political science faculty with their classes. This individual can provide instructional services to assist with library-related course assignments. Second, there is an electronic reserve system that supports faculty with course delivery. The electronic reserve system is available to students via the internet and allows them to view readings in a PDF format. The library provides assistance to students who are in need of configuring their computers for off campus access.

Table 8.2 Keyword Search of UNCW’s Catalog

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Number of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Administration</td>
<td>707</td>
</tr>
<tr>
<td>Public Management</td>
<td>57</td>
</tr>
<tr>
<td>Public Policy</td>
<td>1,106</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>128</td>
</tr>
<tr>
<td>Bureaucracy</td>
<td>309</td>
</tr>
<tr>
<td>Civil Service</td>
<td>1,145</td>
</tr>
<tr>
<td>Local Government</td>
<td>493</td>
</tr>
<tr>
<td>Nonprofit</td>
<td>409</td>
</tr>
<tr>
<td>Coastal Management</td>
<td>303</td>
</tr>
<tr>
<td>Environmental Policy</td>
<td>1,194</td>
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<tr>
<td>Environmental Management</td>
<td>604</td>
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Table 8.3 Hyperlinks to Selected Library URLs

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Madison Randall Library – Home</td>
<td><a href="http://library.uncwil.edu/">http://library.uncwil.edu/</a></td>
</tr>
<tr>
<td>General Information</td>
<td><a href="http://library.uncwil.edu/randallguide/general.html">http://library.uncwil.edu/randallguide/general.html</a></td>
</tr>
<tr>
<td>Collections &amp; Locations</td>
<td><a href="http://library.uncwil.edu/randallguide/collections.html">http://library.uncwil.edu/randallguide/collections.html</a></td>
</tr>
<tr>
<td>Library Services for Graduate Students</td>
<td><a href="http://library.uncwil.edu/otr/graduate/">http://library.uncwil.edu/otr/graduate/</a></td>
</tr>
<tr>
<td>Electronic Reserves</td>
<td><a href="http://ereserve.randall.uncw.edu/eres/">http://ereserve.randall.uncw.edu/eres/</a></td>
</tr>
<tr>
<td>Database and Article Searching</td>
<td><a href="http://library.uncwil.edu/Databases.html">http://library.uncwil.edu/Databases.html</a></td>
</tr>
<tr>
<td>Newspapers</td>
<td><a href="http://library.uncwil.edu/newspaper.html">http://library.uncwil.edu/newspaper.html</a></td>
</tr>
<tr>
<td>Government Resources</td>
<td><a href="http://library.uncwil.edu/govdohome.html">http://library.uncwil.edu/govdohome.html</a></td>
</tr>
<tr>
<td>Library Services for Faculty</td>
<td><a href="http://library.uncwil.edu/otr/faculty/">http://library.uncwil.edu/otr/faculty/</a></td>
</tr>
<tr>
<td>Randall Library Research Databases</td>
<td><a href="http://library.uncwil.edu/elist3.html">http://library.uncwil.edu/elist3.html</a></td>
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Table 8.4 Selected Journal Holdings

<table>
<thead>
<tr>
<th>Journal</th>
<th>Holdings</th>
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<tbody>
<tr>
<td>Public Administration/Public Policy</td>
<td>Complete</td>
</tr>
<tr>
<td>Administration &amp; Society</td>
<td>Start V 18</td>
</tr>
<tr>
<td>American Review of Public Administration</td>
<td>Complete</td>
</tr>
<tr>
<td>International Journal of Public Administration</td>
<td>Start V 45</td>
</tr>
<tr>
<td>Journal of the American Planning Association</td>
<td>Complete</td>
</tr>
<tr>
<td>Journal of Comparative Policy Analysis</td>
<td>Complete</td>
</tr>
<tr>
<td>Journal of Conflict Resolution</td>
<td>Complete</td>
</tr>
<tr>
<td>Journal of Policy Analysis and Management</td>
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### Journals

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Status</th>
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<tbody>
<tr>
<td>Journal of Public Administration Research and Theory</td>
<td>Starts V 7</td>
</tr>
<tr>
<td>Journal of Public Affairs Education</td>
<td>Starts V 9</td>
</tr>
<tr>
<td>Public Administration Review</td>
<td>Complete</td>
</tr>
<tr>
<td>Policy Sciences</td>
<td></td>
</tr>
<tr>
<td>Policy Studies Journal</td>
<td>Complete</td>
</tr>
<tr>
<td>Public Administration Quarterly</td>
<td>Complete</td>
</tr>
<tr>
<td>Public Budgeting and Finance</td>
<td>Complete</td>
</tr>
<tr>
<td>Public Finance Quarterly</td>
<td>V 1 – 24 (ends in 1996)</td>
</tr>
<tr>
<td>Public Choice</td>
<td>Complete</td>
</tr>
<tr>
<td>Public Manager</td>
<td>Complete</td>
</tr>
<tr>
<td>Public Performance and Management Review (Continues Public Productivity and Management Review)</td>
<td>Starts V 5</td>
</tr>
<tr>
<td>Publius: Journal of Federalism</td>
<td>Complete</td>
</tr>
<tr>
<td>Review of Public Personnel Administration</td>
<td>Starts V 18</td>
</tr>
<tr>
<td>State and Local Government Review</td>
<td>Incomplete V 18 – 30</td>
</tr>
<tr>
<td>Urban Affairs Quarterly</td>
<td>Selected years</td>
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### Management Journals

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Academy of Management Journal</td>
<td>Complete</td>
</tr>
<tr>
<td>Academy of Management Review</td>
<td>Complete</td>
</tr>
<tr>
<td>Administrative Science Quarterly</td>
<td>Complete</td>
</tr>
<tr>
<td>American Behavioral Scientist</td>
<td>Complete</td>
</tr>
<tr>
<td>Human Relations</td>
<td></td>
</tr>
<tr>
<td>Journal of Management</td>
<td>Starts V 40</td>
</tr>
<tr>
<td>Journal of Management Studies</td>
<td>Starts V 24</td>
</tr>
<tr>
<td>Organization Science</td>
<td>Ends in 2002</td>
</tr>
<tr>
<td>Organization studies</td>
<td>Starts V 19</td>
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</table>

### Nonprofit Management Journals

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonprofit and Voluntary Sector Quarterly</td>
<td>None</td>
</tr>
<tr>
<td>Nonprofit Management and Leadership</td>
<td>Starts V 8</td>
</tr>
<tr>
<td>Voluntas: International Journal of Voluntary and Nonprofit Organizations</td>
<td>Starts V 9</td>
</tr>
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</table>

### Coastal/Environmental Policy & Management

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal Management (Continues Coastal Zone Management Journal)</td>
<td>Complete</td>
</tr>
<tr>
<td>Ecology Law Quarterly</td>
<td>Starts V 22</td>
</tr>
<tr>
<td>Environmental Management</td>
<td>Starts V 21</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>Complete</td>
</tr>
<tr>
<td>Environment and Planning: C Government and Policy</td>
<td>None</td>
</tr>
<tr>
<td>Journal of Water Resources Planning and Management</td>
<td>None</td>
</tr>
<tr>
<td>Marine Policy</td>
<td>Starts V 19</td>
</tr>
<tr>
<td>Natural Resources Journal</td>
<td>Starts V 34</td>
</tr>
<tr>
<td>Ocean and Coastal Management (Continues Ocean and Shoreline Management)</td>
<td>Starts V 26</td>
</tr>
<tr>
<td>Ocean Development &amp; International Law</td>
<td>Starts V 30</td>
</tr>
<tr>
<td>Organization and Environment</td>
<td>Starts V 10</td>
</tr>
<tr>
<td>Society and Natural Resources</td>
<td>None</td>
</tr>
<tr>
<td>Water Resources Bulletin</td>
<td>None</td>
</tr>
</tbody>
</table>

### B. Library Program Role

Students and faculty have access to a wide range of text, monographs, periodicals, serials, pamphlets, government documents, and research reports that are appropriate for master’s level study in public affairs. Table 8.2 contains the results of a search of the William Madison
Randall Library catalog using selected key words to provide a general sense of the extent of the holdings. **Table 8.4** describes the periodicals and coverage available to faculty and students whether that be through microform, bound volumes, or through the Library’s electronic services, which include JSTOR (I & II, IV planned in 2006), Lexis-Nexis, EBSCOhost, InfoTrac, WorldCat, Science Direct, Cambridge UP, and Taylor & Francis. Faculty and students also have access to a wide range of state and national newspapers through electronic sources such as Lexis-Nexis, ProQuest, EBSCOhost, and InfoTrac. Moreover, as a state depository library and partial federal depository library faculty and students have access to a wide range of state and federal documents and materials.

The MPA program faculty also have a major role in helping select library acquisitions to support its programs. The Department of Political Science receives an annual library budget of $9,641 to cover the cost of its serial subscriptions and acquisitions. This does not include the cost of services such as JSTOR or EBSCOhost that provide electronic resources to multiple departments. The Department can use these funds in any way it deems appropriate. Typically, they are used to cover the purchase of books and videos. The funds can be used to obtain back issues of journal titles or other research materials as well. The MPA faculty regularly searches book catalogs for titles to add to the Library’s collection. The Department of Political Science has used its entire allocation for the past few years and has had some luck in securing unused funds from other departments to increase its acquisitions. New faculty can also request that the library purchase a new journal subscription limited to no more than $500 in annual cost.

While program faculty have a major role in selecting library acquisitions, an important issue concerns the lack of a library budget dedicated exclusively to the MPA program. When the MPA program was established in 2001, it never received its own library budget and there was no corresponding funding increase in the Department of Political Science’s budget. As a result, the MPA program is forced to share in the Department of Political Science’s overall library budget. This forced the Department to cancel several political science titles to support public administration titles. It also prevents the MPA program from having access to several public administration titles. Moreover, it has slowed the acquisition of books in areas such as public administration, policy analysis, nonprofit management, coastal management, environmental policy and management, and local government administration because the library budget has to serve the needs of the overall Department.

### 8.3 Support Personnel

_Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives._

**Personnel Assistance:** The MPA program has two highly competent administrative support personnel. The Office Assistant for the Department of Political Science, Ms. Katie Price, provides the full array of administrative support services for MPA faculty, including word processing, copying, ordering supplies, and making travel arrangements. She is assisted by two work study students during the academic year as well. The MPA program also has an MPA Administrative Coordinator, Dr. Jennifer Horan, who was hired to provide half-time
administrative support to the MPA program and also teach two undergraduate political science courses each semester. Dr. Horan maintains all MPA program student files, advises students on routine registration issues, coordinates admissions and graduation processes with the Graduate School, and supports the marketing of the program and placement of interns. The MPA program also has five Graduate Teaching Assistants available to provide administrative support as needed. These personnel provide adequate support for the MPA program to meet its educational objectives; however, as stated in the Department’s Strategic Plan, a goal of the program is to have a full-time professional administrative coordinator dedicated to the MPA program.

Placement: The MPA program also has the assistance of a Career Development specialist who is assigned to the social sciences departments, Mr. Mark Werbeach. He provides career assessment and counseling, extensive employment databases, and assistance with resume writing. The website for the UNCW Office of Career Services is www.uncw.edu/stuaff/career.

Development: The UNCW Advancement Office provides guidance on strategies for identifying potential external financial sponsors for the MPA program: www.uncw.edu/uniadv.

Office of the Dean: The College of Arts and Sciences has created a new professional position in the Dean’s Office to provide assistance to faculty on grantsmanship.

Graduate School: Two professional administrative officers in the Graduate School provide a range of support to the MPA program, including the processing of all student applications and databases on student profiles. These individuals also provide routine guidance on all questions related to Graduate School policies: www.uncw.edu/grad_infro/index.htm.

Alumni Office: The Alumni Office provides assistance with updated alumni contact information as well as advice on development strategies: www.uncw.edu/aumni.

8.4 Instructional Equipment

Program faculty and students should have access to appropriate equipment for coursework and research, including computer facilities, visual aid devices, audio and video tapes and films.

A. Computer Support

There are five computing labs on campus, including one that is restricted to graduate students. The graduate lab is located in the library and is open during library hours. There is also a program for short-term borrowing of laptops.

http://www.uncw.edu/itsd/client/labs.html

The supported applications include:

- Microsoft Windows XP & 98
- Real One Player
- Microsoft Office XP
- Norton AntiVirus Corporate Edition
The campus is both wired and wireless in most locations, including classrooms.

**Survey Research Laboratory:** The Political Science houses the survey research Lab. The facility also supports the computing needs of undergraduate and graduate students. Faculty can use it for hands-on instruction. The Lab is always open to graduate students through swipe card access to both the building and the laboratory itself. It also serves as a meeting place for students. The Lab also contains a printer and locked storage compartments for students.

The lab has 18 computers networked to the campus network and the Political Science LAN. It also has a file server for lab security and common storage.

Software includes:

- Microsoft Windows XP
- Microsoft Office XP
- Norton Antivirus Corporate Edition
- Adobe Acrobat Reader
- Internet Explorer
- Windows Media Player
- SPSS
- SAS
- ARCGIS

**Political Science Computer Lab:** The Department of Political Science has its own dedicated computer lab with 18 work stations. Public administration faculty have twenty-four hour access to the lab, and MPA students have unlimited access to the lab during the day and can arrange additional access during the evening and weekends as needed. For example, Graduate Teaching Assistants typically have twenty-four hour access and students enrolled in the PLS 504: Computer Applications and MIS in Public Administration will have additional access. Dr. Lloyd Jones, a member of the MPA faculty nucleus, is the Lab Director.

**B. Audio-Visual Support:**

All MPA classrooms have built-in access to:

- Computer with network access (all classrooms are Ethernet wired)
- Multimedia projectors (ceiling mounted)
• TV/Monitors
• VCRs/CD/DVD Players
• Overhead projectors

We have technical support for classroom equipment at...

8.5 Faculty Offices

The offices for faculty should provide adequate space and privacy for student counseling, course preparation, and other faculty responsibilities.

Office Arrangements: The Department of Political Science moved into a new building, Leutze Hall, in Spring, 2000. All MPA faculty have their own private offices. Each office includes a desk, executive chair, and at least one other chair for visitors, phone, networked computer, bookshelves, and file cabinet. The office of the MPA administrative coordinator has a larger office specifically to house all MPA program and student files. Part-time faculty share a private office, but typically do not teach on the same days. Thus the faculty office situation does provide adequate space and privacy for student counseling, course preparation, and other faculty responsibilities.

8.6 Classrooms

Appropriate classrooms should be available for the courses being offered. This would normally include rooms suitable for seminars, case discussions, simulation exercises, and lectures.

Classroom Arrangements: The MPA program has two technology classrooms and a conference room which meet, or exceed, all teaching needs. Two large classrooms have 45+ seats, which far exceeds MPA class sizes. One room has theater-style fixed seating, while the other room has movable desks. These rooms are used for lectures, presentations, simulation exercises, and roundtable discussions. The conference room seats approximately fifteen students, and is ideal for smaller seminar-style classes such as the Capstone seminar.

8.7 Meeting Area

An appropriate area should be available for students and faculty to meet informally and discuss class projects, internship experiences, and other program matters.

Meeting Area Arrangements: As noted above in Section 8.6, the Department has a dedicated fully wired conference room that is used for faculty meetings and student meetings. The department computer lab also has tables for student meetings. The program also has access to larger meeting facilities on the UNCW campus as needed for meetings of the MPA Community Advisory Board and community presentations. The Madeline Suite, for example, is an executive-style meeting room that can be set up for breakfast meetings up to 60 participants. The University Union and Warwick Center has the capacity for meetings of 100-500 participants. For receptions for events such as the Public Service Recognition reception or graduation ceremonies, the Wise Alumni House is available.
Students also may take advantage of a lounge area in the lobby of Leutze Hall as well as the Student Union and Warwick Center which have dining areas, lounge areas, and a recreation center with pool tables, ping-pong tables, video games, etc. All meeting facilities are conveniently located for students and faculty.

**STANDARD 9.0 – OFF-CAMPUS AND DISTANCE EDUCATION**

The MPA program at UNCW does not currently have any off-campus or distance education programs.
Department of Political Science
The University of North Carolina Wilmington
2005-2010 STRATEGIC PLAN

• March 15, 2005

Departmental Mission

The Political Science Department strives to provide a robust intellectual environment for understanding and studying politics and government in the world today.

• The Political Science Department is committed to the teaching of politics and government. We are a community of serious and dedicated teachers at the undergraduate and graduate level.

• The Political Science Department supports the value of scholarly activity. The regular creation of new knowledge about politics and government is an important component of a vibrant intellectual community.

• The Political Science Department is devoted to improving the quality of life in Southeastern North Carolina through its service activities and the application of knowledge from our disciplines.

The department strives for excellence in teaching, scholarship and professional service in the delivery of its undergraduate and graduate programs. Classic and current research from political science and public administration is incorporated into classroom teaching using the full range of pedagogical tools. Technology is used to enhance classroom instruction along with other types of experiential learning including student organizations, guest speakers, and community-based research projects.

Scholarship is highly valued by the department and is expressed in a variety of venues including monographs, textbooks, journals, government reports, grant activity, survey research, conference presentations, workshops and seminars.

Service to the region is tailored to meet the expressed needs of the public and nonprofit sectors. Such activity includes public forums on current public affairs issues, surveys to capture public perceptions or awareness, leadership on community boards and committees, and the transfer of expertise through consulting and contracts.
**Successes Connected to Current Mission**

The Political Science Department is among the fastest growing in the College of Arts and Sciences and has significantly increased its scholarly output and professional service during the past few years.

One indicator of success is student enrollment. The department offers the BA in Political Science, the Master of Public Administration and houses three minors, International Affairs, Public Administration, and Political Science. Student interest in politics and government at UNCW appears to be at an all time high. Over the past ten years, total student enrollment in the department has increased 141% (524 to 1264), while the number of departmental declared and intended undergraduate majors rose 66% during the same time period (90 to 150). The department has also experienced dramatic enrollment growth at the graduate level. The Master of Public Administration (MPA) program began in Fall 2001 and has seen an enrollment increase of 175% (from 20 to 55). Please see attached table for a graphic display. These growth trends far exceed the overall university growth of 32% over the same period of time.

The department offers quality undergraduate and graduate instruction. A recent survey of undergraduate political science alumni found that 75% of our graduates felt that their degree adequately prepared them for their current career. This same alumni survey showed that graduates are engaged in careers closely related to their major. For example, many graduates have become lawyers (largest category of graduates), pursued careers in public service, or gone on to graduate school. For a professional degree program like the MPA, perhaps the most telling indicator of quality instruction is job placement. In only a few years, our MPA graduates are successfully finding jobs of choice in government and nonprofit organizations throughout the region and beyond. Regular assessments of both programs are built into the curriculum to maintain the quality of the programs.

Another aspect of our instructional mission is the department’s commitment to experiential learning. The department supports an unprecedented level of unique learning opportunities through internship placements, Model United Nations, the Political Science Club, International Affairs Association, Pre-Law Association, the Great Decisions program, and a local chapter of the American Society for Public Administration.

Department faculty are engaged in the full range of scholarship. Over the past two full academic years, for example, the department has published ten journal articles, presented fifteen conference papers, produced eight reports, and numerous book reviews. Five faculty serve as manuscript reviewers for journals. Over $750,000 of external funding has been received to support department research activities including funding from federal, state, and local governments and the private sector. The department has a consistent presence at major academic conferences in political science and public administration. We have had notable success with applied scholarship, with increasing amounts of grant activity, utilization of our Survey Research Lab, and quality of life studies for regional policymakers.

The department leads the university with our regional public service activities. At the undergraduate level, we regularly provide public education forums on contemporary issues of the
day, such as the recent forums on Iraq, a panel on the presidential election, and a discussion of the tsunami disaster. We are a campus leader on foreign policy discussions, with the Great Decisions speaker program and our own weekly television program, *The World at Large*. Our MPA program features classes that utilize community-based research projects that address real challenges faced by public and nonprofit agencies. Our faculty consult widely in the region and serve on key community boards and task forces.

**Impediments to Fulfilling Mission**

Despite these achievements, the Department of Political Science is not realizing its potential for several reasons. Chief among these are:

**Lack of Support for Salaries/Benefits/Incentives**

Faculty work hard and are committed, but it is increasingly difficult to maintain morale and productivity when political science faculty are consistently below not only CUPA national salary standards, but below other social science disciplines on campus. Furthermore, any salary increases and adjustments that have occurred are negated by an uncompetitive health benefits package. This impediment becomes particularly evident when trying to recruit and retain top quality faculty. The department is in the midst of a second year of an unsuccessful attempt to recruit a new faculty member for the MPA program. Salary and benefits are part of the problem.

The university also needs to be much more aggressive with other incentives such as a trailing spouse program, on-campus day care, and a faculty center. Such benefits are all part of the fabric of a high professional quality of life for faculty. The trailing spouse phenomenon is a particularly important issue in recruiting and retaining the best faculty.

A final impediment is the lack of incentives for research-active faculty. Consistent with the university’s emphasis, the department would like to improve its research productivity, but this is very difficult with existing teaching loads. If teaching loads cannot be further reduced, other incentives such as research stipends, travel dollars and student research assistance need to be increased.

**Lack of Full-Time Faculty in International Relations/Comparative Politics**

A key part of the increase in enrollments in the political science department is the emergence of student interest in international studies. However, we currently have only one full-time faculty person in international relations and one in comparative politics. We are severely restricted in terms of our ability to cover major areas of the world, but do not have the means to expand important activities such as a more ambitious study abroad program.
Lack of Professional Staff Support

The addition of a very successful Master of Public Administration program has highlighted the need for a full-time professional administrative coordinator for the program, similar to what exists for the MBA program on campus. Currently we have a full-time lecturer who devotes half-time to teaching and half-time to supporting the MPA program. This situation hampers our efforts to have more fully developed internship, recruitment job placement and alumni development initiatives. These duties must be partially absorbed by MPA faculty, cutting into their time for teaching, scholarship and public outreach.

Lack of Support for Endowments and Alumni Development

With the level of interest in the community in public affairs and a burgeoning alumni presence with increased enrollments, more focused support from university advancement and the alumni development office would pay dividends for the department and university.

Lack of Space to Grow

The Department is currently at capacity in terms of faculty office, classroom and conference space. Given the documented growing interest in Political Science and Public Administration at UNCW, a shortage of space means an inability to meet the demands of a growing department.

Inadequate Instructional Technology

In order to meet the needs of individual faculty within resource constraints, the College has sacrificed needed lifecycle replacement of computers in laboratories. This is a particular problem in our Survey Research Lab, which we rely on not only for classroom instruction at the undergraduate and graduate levels, but also a burgeoning survey research capability through contracts with public and nonprofit agencies.

Untimely Reporting of SPOT Results

A serious impediment to our teaching mission is delayed reporting of the Student Perception of Teaching (SPOT) reports. The Department typically receives results from the previous semester in the middle of the following semester. Faculty would be better able to incorporate the student feedback into upcoming courses with more immediate feedback. This is a university-wide problem that deserves attention if teaching is a priority.
Faculty Five Year Vision

Provide a Robust Intellectual Environment

Goal # 1 – Intellectually mature graduates with relevant analytical skills for continued study of politics and government.

Goal # 2 – Build a base of enthusiastic and dedicated current students and alumni.

Goal # 3 – Improve alumni commitment to department.

Teaching Politics and Public Administration

Goal # 4 - Increased commitment to Comparative Politics/International Relations.

Goal # 5 – Strengthen undergraduate program in American Politics.

Goal # 6 – MPA program with nationally recognized capability to address governance challenges in a coastal environment

Scholarly Activity

Goal # 7 – Increase the departmental average number of scholarly publications by 20% each year for five years.

Regional Engagement

Goal # 8 – To be the premier department on campus at mobilizing the skills, knowledge and abilities of faculty to address regional needs.

Goal # 9 – Recognize and reward faculty efforts aimed at applied research and service opportunities.
Relationship of Political Science Objectives to UNCW Strategic Plan

The matrix on the following page illustrates the extensive degree to which the mission of the Department of Political Science correlates with the university strategic objectives. Of particular note are Goals 4 and 5.

UNCW Goal #4, create an educational environment that prepares our students to be global citizens, ties directly to our strategic goal to build our faculty core in comparative politics and international relations. We have major gaps in our ability to cover critical areas of the world, including Europe and Russia. Furthermore, our objective of building an area of eminence in democratization/security studies would place our students at the forefront of understanding how the security of democratic nations is increased by the proliferation of democracy throughout the world. Other objectives under this goal, such as enhancing study abroad opportunities and campus speakers on international affairs, are equally relevant.

UNCW Goal #5, strengthen the university's regional engagement and outreach activities, ties directly to our strategic goals to be the premier department on campus at mobilizing faculty to address regional needs such as coastal growth management and strengthen the MPA program through initiatives such as the Strategic Management Academy for public and nonprofit executives.
## Relationship of Political Science Objectives to UNCW Strategic Plan

<table>
<thead>
<tr>
<th>Political Science Department Goals and Objectives</th>
<th>UNCW Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal # 1 – Intellectually mature graduates with relevant analytical skills for continued study of politics and government.</td>
<td>*</td>
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<tr>
<td>Goal # 2 – Build a base of enthusiastic and dedicated current students and alumni.</td>
<td>*</td>
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<tr>
<td>Goal # 3 – Improve alumni commitment to department.</td>
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</tr>
<tr>
<td>Goal # 4 – Increased commitment to comparative politics/international relations.</td>
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<tr>
<td>Goal # 5 – Strengthen undergraduate program in American politics.</td>
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<tr>
<td>Goal # 6 – MPA program with nationally recognized concentration in Coastal Management.</td>
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</tr>
<tr>
<td>Goal # 7 – Increase the departmental average number of scholarly peer reviewed publications by 20% each year for five years.</td>
<td>*</td>
</tr>
<tr>
<td>Goal # 8 – To be the premier department on campus at mobilizing the skills, knowledge and abilities of faculty to address regional needs.</td>
<td>*</td>
</tr>
<tr>
<td>Goal # 9 – Recognize and reward faculty efforts aimed at applied research and service opportunities.</td>
<td>*</td>
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</tbody>
</table>
Peer/Aspirant Departments and Programs

Both our undergraduate and graduate program are quite similar to other programs across the state that do not offer doctoral-level graduate training in political science but do offer an MPA. These schools are East Carolina University, UNC Greensboro, Appalachian State, Western Carolina University, and UNC Charlotte. A key comparison we pay attention to is the curriculum offerings and enrollments in these programs to keep pace with emerging trends. On the political science side, a major vehicle of communication is faculty involvement in the North Carolina Political Science Association.

Because of the establishment of the MPA program in Fall 2001 and the existence of a professional accreditation process through the National Association of Schools of Public Affairs and Administration (NASPAA), the department has focused its attention recently on meeting national curricular and faculty standards. Faculty regularly attend the annual NASPAA Conference and pay particular attention to meetings of MPA programs based in political science departments. Main points of comparison on a national level are emerging concentrations and issues around faculty composition. Our MPA program, for example, has a very unique concentration in coastal management and is consistent with national trends with the emergence of the nonprofit management concentration.

Because of competition in faculty recruitment and retention, we also pay close attention to the salaries offered by these peer/aspirant institutions.
### Strategic Objectives and Resources Needed to Achieve Vision

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>ACTIONS</th>
<th>WHEN</th>
<th>COSTS</th>
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</thead>
<tbody>
<tr>
<td><strong>1.a. Identify appropriate undergraduate curriculum changes (writing, research, etc.)</strong></td>
<td>Place special emphasis on writing in select courses throughout curriculum</td>
<td>AY 05-06</td>
<td>$17,000 for two additional Graduate Teaching Assistants with excellent writing skills.</td>
</tr>
<tr>
<td><strong>1.b. Develop opportunities for students to think critically about politics and government—reading groups, etc.</strong></td>
<td>Establish a regular schedule of colloquia in department; open to other disciplines – utilize student organizations</td>
<td>AY 05-06</td>
<td>$500 annually to provide light buffet lunch for 9 sessions (1 per month)</td>
</tr>
<tr>
<td><strong>1.c. Provide clear and supportive guidance for students interested in pursuing post graduate training in political science, law, or public administration.</strong></td>
<td>Continue commitment to using part-time law faculty who also provide pre-law advising; continue use of Senior Seminar and PLS Days</td>
<td>ASAP</td>
<td>$12,000 annually for adjunct pay</td>
</tr>
<tr>
<td><strong>2.a. Encourage student involvement in departmental activities through the strengthening and support of departmental clubs and organizations</strong></td>
<td>Continue commitment of faculty advisor as part of service for PLS Club, Model UN, IAA, Pi Sigma Alpha and ASPA</td>
<td>AY 05-06</td>
<td>$1,000 annually to augment fundraising efforts and support from SGA, etc.</td>
</tr>
<tr>
<td><strong>2.b. Develop a “triple touch” system—touch the student when they are a freshman, junior and senior</strong></td>
<td>Establish closer relationship with General College Advising. Upper classes will tie into other dept. activities</td>
<td>AY 05-06</td>
<td>NA</td>
</tr>
<tr>
<td><strong>2.c. Continue and expand “PLS Days”</strong></td>
<td>Rotate faculty committee</td>
<td>AY 05-06</td>
<td>$500 annually for supplies, snacks</td>
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<tr>
<td><strong>3.a. Improve number of alumni donors and average gift.</strong></td>
<td>Develop accurate alumni directory; initiate annual alumni event</td>
<td>AY 05-06</td>
<td>$1,000 annually to support mailings, event, etc.</td>
</tr>
<tr>
<td><strong>3.b. Establish scholarship and research funds in eminence areas-identify</strong></td>
<td>Prioritize eminence areas; develop solicitation strategy</td>
<td>AY 06-07</td>
<td>NA</td>
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<tr>
<td><strong>private sector match for initial establishment:</strong> goal- raise $5,000 from alumni-with private sector match of $5,000 for three years-total $30,000 (at 2% draw that would generate $600 each year for a scholarship or research fund (small, but a start)**</td>
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<tr>
<td><strong>3.c. Prioritize endowed chair requests in eminence areas and begin to seek funding for first choice (Democratization/Security Studies, Civic Engagement, Coastal Management)</strong></td>
<td>Form faculty committee and establish plan with University Advancement Office</td>
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<td>AY 07-08</td>
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<tr>
<td><strong>4.a. Identify an area of eminence in Democratization/ Security Studies while addressing gaps in regional coverage (e.g., Russia, Europe) Explore endowed chair.</strong></td>
<td>Recruit two additional full-time faculty in IR/CP area</td>
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<td>AY 06-07 (1st hire)</td>
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<td>AY 08-09 (2nd hire)</td>
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<td>$96,000 ($48 each) annually plus start-up costs of computers, furniture, etc. ($6,000)</td>
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<tr>
<td><strong>4.b. Use International programs and study abroad to enhance the learning environment for our students.</strong></td>
<td>Appoint faculty member with primary service responsibility. Establish relationship with new OIP Director</td>
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<td></td>
<td>AY 05-06</td>
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<td></td>
<td>NA</td>
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<tr>
<td><strong>4.c. Enhance the opportunities for IR/CP student programming, Great Decisions, speaker series, etc.</strong></td>
<td>Confirm commitment from Dean’s Office and Academic Affairs to set aside cultural affairs funding</td>
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<td></td>
<td>AY 05-06</td>
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<tr>
<td></td>
<td>$22,000 annually</td>
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<tr>
<td><strong>5.a. Identify an area of eminence with the American subfield—Civic Engagement and get to a</strong></td>
<td>Recruit two additional full-time faculty in American Politics in the Civic</td>
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<td></td>
<td>AY 09-10 (1st hire)</td>
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<td></td>
<td>$50,000 annually plus benefits plus start-up costs ($3,000)</td>
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<tr>
<td>Engagement area</td>
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<tr>
<td>critical mass of faculty in this area. Explore endowed chair.</td>
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<tr>
<td>5.b. Strengthen students’ understanding of the linkages across institutional and behavioral analysis of American politics, through lecture series, associations, etc.</td>
<td>Link to Objective 1.b.</td>
<td>See Objective 1.b.</td>
<td>See Objective 1.b.</td>
</tr>
<tr>
<td>5.c. Strengthen Public Administration Minor</td>
<td>Establish PA Minor Advisory Committee of faculty across campus in relevant disciplines.</td>
<td>AY 05-06</td>
<td>$500 for brochure</td>
</tr>
<tr>
<td>6a. Explore an endowed chair in MPA related to coastal concerns (environment, smart growth/planning, emergency management)</td>
<td>Link to Objective 3.c.</td>
<td>See Objective 3.c.</td>
<td>See Objective 3.c.</td>
</tr>
<tr>
<td>6b. Ensure active participation in the MPA program by faculty from other relevant disciplines on campus.</td>
<td>Establish MPA faculty advisory committee that meets each semester</td>
<td>AY 05-06</td>
<td>$500 annually for meals, supplies, etc.</td>
</tr>
<tr>
<td>6c. Fund a full-time Professional Administrative Coordinator for MPA</td>
<td>Draft job description, get approval from HR</td>
<td>AY 06-07</td>
<td>$40,000 annually plus benefits</td>
</tr>
<tr>
<td>6d. Fund additional faculty in MPA to cover gaps in curriculum.</td>
<td>Identify gaps after AY 04-05 faculty hire is completed.</td>
<td>AY 09-10</td>
<td>$55,000 annually plus benefits plus start-up costs ($3,000)</td>
</tr>
<tr>
<td>7a. Offer departmental research stipends to research active faculty who demonstrate increasing publication success.</td>
<td>Develop policy for award of stipends.</td>
<td>AY 06-07</td>
<td>$4,500 annually (three $1,500 stipends per year)</td>
</tr>
<tr>
<td>7b. Provide undergraduate and graduate research assistance to research active faculty.</td>
<td>Develop department definition of “research active”</td>
<td>AY 05-06</td>
<td>$25,500 for three additional GAs</td>
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<tr>
<td>7c. Offer 5 new political science juniors each year an opportunity to be part of the Political Science Undergraduate Scholars (must identify research project, working with faculty, etc.)</td>
<td>Identify interested faculty and establish committee for selecting students.</td>
<td>AY 2006-2207</td>
<td>$2,500 annually (one-time $500 stipend for each scholar). Otherwise eligible to tap university student research funds for conference travel.</td>
</tr>
<tr>
<td>8a. Coordinate and support efforts to conduct a regional health and human service needs assessment every three years.</td>
<td>Integrate as part of MPA Capstone class</td>
<td>AY 2007-2008</td>
<td>NA</td>
</tr>
<tr>
<td>8.b. Develop a Strategic Management Academy</td>
<td>Pilot initial session in Fall, 2005</td>
<td>AY 05-06</td>
<td>$10,000 annually for instructor stipends, brochures, materials, etc.</td>
</tr>
<tr>
<td>9.a. Recognize and reward applied research and service.</td>
<td>Explicitly recognize applied research and service in workload, salary and tenure and promotion decisions (with teaching and original research)</td>
<td>ASAP</td>
<td>NA</td>
</tr>
</tbody>
</table>
PLS Undergraduate & Graduate Student Enrollment Trends
(Fall 1995 to present - stacked data with regression line)
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Sample of Capstone Research Projects

Spring, 2005

“Blueprint for Impact: A Health and Human Services Needs Assessment for the Cape Fear Region”

“Privatization of Water Systems – Examinations of Domestic and International Cases”

“Evaluation of Wilmington Police Department’s Model Block Program”

“Evaluation of Teaching Working Conditions Survey”

“Assessment of Land Dedication Process in North Carolina”

Fall, 2004

“Gillnetting: A Case Study of the Florida Net Ban”

“Providing Open Space and Public Access to Water in Coastal Communities”

“Information Technology Privatization in Local Governments”

“Multiple Response System vs. Traditional Child Abuse Investigations: Determining the Best Approach to Child Safety”

“Smart Growth Practices in Towns and Cities in Brunswick County”

“The Reinvention of CAMA Land Use Planning”

“The Albemarle-Pamlico National Estuary Programs: Ten Years Later”

“Maintaining the Big Picture with Plan Implementation: Strategies for Effective Hazard Mitigation Plans”

“Components of Successful Harbor Management Plans”
“Effective Cultural Awareness: Creating a Change of Minds”

“Emergency Managers and Leadership Styles”

“Best Practice for Manufactured Home Mitigation in Southeastern North Carolina”
MPA Graduating Student Feedback

Fall 2003

I. What aspects of the program have been effective from your perspective?

• Being a graduate student in the Master of Public Administration program at UNCW has been one of the most demanding and most rewarding experiences of my life. It has afforded me the chance to not only read and learn about issues facing managers in the public and nonprofit sector, it has given me the chance to gain some hands on experience in the profession. This has been extremely important to me, because I had never worked in the public sector before and basically had no experience. The dynamic professors in the MPA program have taught me in-depth about the issues facing public sector employees. My classmates, some of whom are very-well experienced in public sector jobs and others just starting out, have given me a chance to listen to various perspectives and real-life experiences that I have learned from. From budgeting to human resource issues, from researching to policy analysis, from computer applications to ethics training—we’ve covered a great deal over the past two and a half years, and it has been an invaluable learning experience for me.

• Some of the hi-lights of the program for me were definitely the group projects. It not only gave me the chance to learn from people in my group who were much more experienced in certain fields because of their careers, but it allowed me the chance to get-to-know my fellow classmates better. These are individuals I will continue to interact with throughout my life as we all develop our careers in similar fields. We have completed projects in the community that have given me the necessary hands on training, that have allowed me the opportunity to mesh the academic and theory side of the classroom with practical real-world experience.

• The guest speakers we’ve had in our classes have been very effective as well. It’s encouraging to listen to professionals who are already serving in the career fields I am interested in, who are willing to share their stories and diverse perspectives with the class.

• I have benefited tremendously from the smaller classroom sizes, in terms of the number of students in each class. I particularly like the classes that were less than 15 pupils, because it allowed for a greater deal of interaction of sharing of knowledge from each student, and no one felt left out.

• Having students in the class who are already professionals in the field has really been effective to me, and I wish we had even more seasoned professionals in the class. They really help to interpret the class discussions into discussions about situations they’ve been involved in, whether it’s hiring an employee or analyzing a budget or working with Board members.
But, by far, the most effective and beneficial portion of the program for me has been my internship. I have been privileged to intern at one of the most amazing nonprofit organizations in North Carolina. I have worked with a dynamic staff and Board of Directors and have gained a wealth of experience in the past year. I have gotten experience in managing, networking, fundraising, creating and maintaining databases, writing reports, marketing and budgeting, etc… the list goes on and on. The internship boosted my resume and given me real-world experience that can be applied to any position in public administration and the nonprofit sector.

I also liked learning about and becoming a member of the local ASPA Chapter, which the MPA Director helped establish. The time spent listening to the guest presenters at the luncheons and networking with other students and professionals was fun and informative as well. I look forward to continuing with that and becoming more involved with it in the future.

The departments’ administrative assistant, Jennifer Horan, has been phenomenal in keeping the department organized and the students informed about particular issues of importance for students.

Overall, the MPA program has been a life-changing experience for me. I not only have the knowledge, skills and ability to be an effective public administrator or manager, but it has shown me the importance of and given me the determination and motivation to continue striving to make a difference in society.

The aspects of the program that have been effective from my perspective are the time table and the concentration. The program was designed to allow full-time and part-time students to complete the program at the pace of their choosing. The program started with two concentrations, nonprofit and coastal town management, and now has added public policy as a third concentration. I look for other concentrations to be added as the program grows.

Internships - exposure to field of interest and enables good prospects for future employment.

Seminar format is good for discussions.

The one on one approach was a good experience for me during the past two years. The development of the advisory committee will prove to be beneficial to the program. I was pleasantly surprised to see the great mix of community leaders who take an active role in making this program grow and prosper.

The courses offered were a good mix and provided different insights from people in the field and FT professors.

Having faculty who are readily available to assist students proved to be beneficial to my fellow students. It is one thing to attend classes and turn in assignments, but it is another thing to have the ability to bat around ideas and get a different perspective on issues.

Recruitment efforts seem to be working.
• Having most of the first graduating class obtain employment or admission to a doctorate program is a good indication of how the program is doing.

• Having classes in the evening helps foster recruitment efforts for working professionals.

• I found having students from all different professions was extremely effective.

• Classes being offered solely in the evening.

• Communications via the listserv regarding jobs, community seminars, reminders, etc.

• The change in the initial curriculum, specifically offering more concentrations and not so many required courses.

• Internships

• Atmosphere

• Facilities – accessibility, not stuffy

II. What aspects of the program have been ineffective from your perspective?

• The two nonprofit classes I participated in were ineffective, and I do attribute this to the instructor’s teaching. The instructor was non-motivating, gave little instruction and seemed somewhat disorganized. This was a disappointment to me in that the non-profit management training was the main reason I wanted the MPA degree to begin with. The class project of planning a conference was not helpful in the short summer semester but could perhaps be more appropriate in a longer semester. Thankfully, the knowledge and experience I gained from my internship more than made-up for what I did not get from the non-profit classes.

• The computer applications class was ineffective as well. Many of the basic software programs being taught, such as MS Word, Power Point and Excel, are programs I already knew how to use and have known for quite some time. It seemed that basically everyone in the class already knew them as well. It is my personal belief that anyone entering graduate school should already know how to use these programs. However, I would have liked to have spent more time learning how to use the GIS software and SPSS software better. Perhaps the basic Microsoft programs could be cut from the class and more time allowed on the GIS and SPSS.

• The limited number of concentrations, nonprofit or coastal town management. Added public policy is nice for those that don’t want either of the other concentrations. I think the structuring of some of the classes was ineffective such as research methods and
computer applications. Instead of having a class with an array of student experience, perhaps divide the class into a beginner and an advanced class.

- Computer Class -- Most definitely needed by someone like me with no skills but should not have counted toward my GPA; it was the only “B” I received despite Chapel Hill and Johns Hopkins. Could be a prerequisite or strongly recommended for those with weak skills.

- Career Mapping -- Again, could be a full day seminar for those that have not engaged in the workforce.

- I do not know if this has been ineffective, but it appears there are a lot of group projects. I understand that being able to work in a group setting is a good training exercise, but it may have been a little extreme. Some people do better working on a topic by themselves rather than in a group. I have nothing personally against group projects, but have heard other students complain about there being too many group projects. Logistically it probably would not be possible to have 30 separate presentations that are 30 minutes long for classes.

- There may be too many PowerPoint presentations. I rarely saw any presentations that were not PowerPoint driven. We may be power pointed to death. We see professionals in the field use PowerPoint as a guide. Too many times I witnessed people stand up in class and read from the slide. This is not productive in my opinion. PowerPoint should be used as a guide to strictly outline facts or figures. I do not know if any students were given this type of feedback.

- Constructive criticism from professors is important. People would spend hours upon end putting together a paper and all you would see at the end of the paper is “nice work A.” I think that most of the papers I turned in were graded fairly, but were probably not perfect and some constructive criticism may be beneficial.

- The grading system may need to be streamlined. I like the + and – system because it helps distinguish the top performers. Some professors do not use the + and – system.

- Having group registration meetings.

- Professors being too busy to understand they are teaching professionals and we are also busy and our time needs to be taken into consideration.

- Professors allowing students to monopolize class discussions.

- Offering classes without professors to teach them, thus having to use practitioners who are really knowledgeable about their field but are unable to teach in a way that does not put everyone to sleep.

- Having exams. In our careers, we are not expected to be a bank of information, we are expected to be resourceful enough to research questions as they arise and answer them when we know what we are talking about. I find it to be a complete waste of time to memorize a study guide, take the exam and then forget everything I just studied because I did not apply
it. I find my time is better spent on projects that reflect what I learned in the class, especially, if the project is for actual problems in the community where you are in essence serving as a consultant. This also adds to your portfolio.

- Need to teach state/local government – North Carolina.

### III. What Changes Would You Make with the Program?

- I would like to see a couple of daytime classes added to the program. They are currently all nighttime classes. It would be nice to have an option. I would like to see smaller classrooms sizes overall. The smaller classes I was in with less than twenty students were, by far, a better learning environment for me.

- I would like to see the department stress the importance of internships and make a concerted effort to helping students not only find internships but match them up with appropriate internships and have more of a variety to choose from.

- I’d like to see a greater emphasis placed on the nonprofit track of the program. In basically all of my classes, the textbooks, class discussions, etc. centered around government work and management. However, I was surprised to find out that at least half of all MPA students are concentrating in nonprofit management – not just coastal town management.

- I’d like to see more guest speakers from throughout the region presenting to the classes – not just speakers from Wilmington and New Hanover County – speakers from Columbus, Brunswick, Bladen and surrounding counties and small towns.

- I’d like to see the MPA program have a more informed web site with job and internship opportunities listed, a message board for MPA students and alum to interact, pictures of student gatherings, online newsletters, various topics of interest for those interested in public administration and ways to get involved locally. The web site could be a valuable source for outreach to potential students as well and should be geared to the region.

- I would change how some classes are structured such as research methods and computer applications into beginner and advanced. Also I would offer other concentrations as the program grows in order to attract a more diversified group.

- Internships -- Change, if possible, the time frame needed to complete internship. Those that work full-time find it difficult to dedicate the time for an internship that requires 5 days/week. More internships should be available to choose from with a minimum number matching the number of students – those that choose first get best choice.

- More Policy Analysis -- We only really had one class addressing this.

- Should have more of a track to policy analysis that can be supplemented with health related issues.
• I would make the policy concentration more defined. It was difficult for me to adjust to the new requirements during mid stream.

• I would keep the computer class a requirement. Maybe eliminate the web page design from writing code and use software that is more user friendly. I think this is important because if you want to put together a quality presentation that separates yourself from your peers this could help. Having a web page experience will also help. An example would be a newly hired Director in a non-profit organization who can design a web page to help get the information out to the public without having to spend typical limited funds common within non-profits.

• I am not a big coastal guy. I do think that there needs to be some niche that the program offers that separates itself from other similar programs. The closeness to the coast and having UNCW already being recognized as a leader in coastal issues may help recruitment. When you look at the amount of people living near bodies of water and the amount of people moving to the coast having coastal management as a primary draw could prove to be a nice niche.

• I must say that I have gotten a lot out of this program. I was not sure at first where I was going with this program, but things have become clearer. I am also happy that this program has allowed me to see other points of view. I have long been a very conservative person on policy issues. This program has helped me see other options and see that a conservative stance is not always the right stance to take on an issue. It has helped me move more to the middle on issues rather than to immediately agree with the conservative mindset.

• I know that this program will open doors for me in the future. I have already seen some of these doors open as I get closer to graduation. I look forward to seeing this program grow and will assist anyway that I can to help in the future.

• Not offer a concentration in nonprofit management if you do not have qualified staff to teach the program. If people found the MPA program appeasing because of the nonprofit concentration, they were probably disappointed after taking the first class. I know three people that abandoned this concentration because they could not endure one more class with McNamee.

• Two things that I am glad you changed, first, the initial curriculum.

• Offering more assignments assisting organization in the community.

• More networking capabilities.

• Offering a law class that focuses on NC General Statutes, ordinances, resolutions, etc.

• More proactive generation at internships.

• Capstone – more project focused.
• Speakers – need more, including more elected officials.

• Project management – multiple tasks simultaneously.

• Needs to be more applied.

• Computer Applications – planning software.

• Urban geography.

• Classes too big (15 people maximum enrollment).

MPA Graduating Student Feedback

Spring, 2003

“Stop, Start, Continue” Exercise

The MPA program should Stop…

• Computer class trying to be all things to all people – need more advance class that includes GIS and separate remedial class for those who need the basics (perhaps tutorials or CFCC).

• Students taking classes out of sequence – should have the basic classes before taking more advanced classes.

• Theory-oriented assignments – projects should be real world.

• Too many projects at one time in different classes – need to coordinate assignments among faculty during same semester.

• Special treatment or favoritism toward some students – assignments and deadlines should be the same for all and enforced.

The MPA program should Start…

• Involving other faculty on campus like Steve Harper and Chris Dumas.

• Diversity training – students need to be more sensitive to differences such as sexual preference and be held accountable.

• More promotion of internships.
• More job placement.
• Placement with mentors in community.
• More encouragement to attend professional conferences.
• Earlier emphasis on networking and mentoring.
• Involvement with IOPL – good source of professional contacts, perhaps MPA students could attend sessions.
• More emphasis on website.
• Advanced statistics course.
• More SPSS – needs to be in PLS 501.
• Socials/informal gatherings (weekly discussions).
• Integration of more science into coastal concentration (tap Bill Cleary).
• More differentiation between small and large nonprofits – very different worlds/different grant writing.

The MPA program should Continue…

• Emphasis on development of portfolio in capstone – very helpful in job hunt.
• Cost-benefit analysis.
• Resume-building.
• Emphasis on strategic planning.

Spring, 2005

The MPA program should Stop…

• Stop placing large reserves readings at the library, and just create a course pack for students. It would be easier to pay for the course pack at the beginning of the semester than to pay to make copies all semester.
• Admitting students who are not capable of earning passing grades.

• Less theory more application or combine the theory with the application more often.

• Nothing really. All in all, I liked the program and felt it was worth my time and money. If anything, I think the coursework/courseload could be stricter. I felt that I could easily be a full-time student, work part-time, and have plenty of time for social life. I know that you are trying to accommodate full-time workers, but the full-time students could definitely do more work. I guess what I am saying is stop being so accommodating and give the students more work. They (we) can handle it easily.

• I would just suggest that the nonprofit concentration needs to have at least one full-time, PhD, faculty member specializing in that field. For my classes, I always had adjunct faculty. I believe their real-world experience was helpful, but one instructor in particular was not able to articulate concepts and experiences in her teaching. It made for a rather remedial class... one that was more appropriate for undergraduates. (Leigh Ann was a great instructor though.)

• Allowing students to slide through the program. Due to peer reviews of papers/projects and group assignments, it was evident that there were students who were not performing at an A/B grade level. Honestly, there were times when it was discouraging to know that you really didn't have to put much effort into your work and that you would still get a B. I think students would take the work more seriously if they were graded more seriously.

The MPA program should Start...

• The Research Methods Course should provide a guide for Freedom of Information Act such as, http://www.tncrimlaw.com/foia_index.html

• Build better relationships with other departments such as the geology and business.

• Work with the Language department to create a Spanish course for government workers. Many agencies ask if applicants can speak and read Spanish. (I am seriously considering earning a certificate in Spanish.).

• Develop a Sensitivity/Multicultural training course for students and community leaders. (As the population changes professionals must understand how to communicate with different cultures).

• Focusing more on local government issues (i.e., the nuts and bolts of local government) and applied skills such as ArcView.

• Seeking practitioners to teach local government classes.

• Incorporating more practitioners from coastal/environmental agencies on the advisory board.

• more detailed grant writing instruction and practice.
• Actual budgeting practice (I realize we have switched instructors and continuity is difficult).

• Write reports to present to city council to pass an ordinance.

• Interviewing skills as both the interviewer and interviewee.

• Creating an organization’s By-Laws.

• Each person should be assigned to an organization and should be assigned a project to follow in order to learn about the various processes.

• For example, a capital campaign, installing new regulations, volunteer drives, public works construction, fundraiser. Student would attend meetings, planning sessions, etc.

• It should be large enough that the student could follow it for at least a year. The student would then become aware of the different processes, frustrations, regulations, politics, and communications necessary to achieve a goal within local government or a non-profit.

• I know that I have said this before and everyone looked at me crazy, but I really think that entering students need a brush up writing skills seminar. I am a pretty decent writer and I could have benefited greatly from this kind of seminar. I proofread other student's papers and I can tell you that they needed this seminar. It doesn't have to be long, but just a brief thing and you can give out information packets. By the time I entered Graduate School, I had not written a paper in almost 5 years....it would have been nice to relearn some stuff.

• More supervision during the internships. I know it is hard with a small faculty, but it would have been helpful. I liked the classes offered and the coursework has been beneficial for me.

• Make sure classes are offered on a consistent basis. There was a weird semester where I ended up doing an independent study b/c I couldn't take anything else. I liked the independent study so it didn't bother me, but the following semester, there were more than 3 classes that I would have liked to take.

• At orientation, it might be helpful to have a one to two sheet listing of the expectations of students while in the program. This might even go so far as being given as a memo of understanding that the students would sign. Some items might include: # of advisory board meetings to attend per year, participation in professional organizations and/or social activities, conduct in the classroom, attendance expectations, etc. Not only would this help the program have more engaged students, the students would also benefit from these outside opportunities.

• MPA Student Board... this group could handle social events, promotion of ASPA, annual program assessments, grievances, one person could serve as the program rep. to the Graduate Student Association, Advisory Board... This would also give students one more opportunity to be involved in activities outside the classroom... also a great lesson in running/managing a board.
The MPA program should Continue…

- Continue to find community based projects for the Capstone.
- Keep expanding to communities outside of New Hanover County.
- Keep in contact with your alumni.
- Keep updating the MPA website.
- Fostering networking opportunities for students.
- Focusing on coastal issues.

- I can't think of anything I would recommend that the MPA program stop doing. As an inaugural class member I have seen quite a bit of growth as the MPA faculty discover what students want and how to best provide that experience.

- In the beginning the offerings at the department level were focused on non-profit and environmental - as was indicated when I investigated the program. Dr Barth and the faculty were very willing to allow those with other interests (geriatrics, health education and health administration) to take approved courses from other graduate programs and apply them to the MPA degree requirements. In my case - I was able to take Health Policy with graduate nurses at UNCW and epidemiology from UNC Chapel Hill for a concentration in Health.

- I know that one program can't offer all to every student and I appreciate the flexibility with which my particular degree was handled.

- Dr Barth and Jennifer Horan have been instrumental in my success in this program. Their knowledge of procedure, dedication to the quality of curriculum and desire to assist in student success has been priceless in my experience.

- I strongly support and promote the MPA program at UNCW as a positive learning opportunity for those seeking advanced placement in the world of public service.

- Internships

- Focused group capstone

- Required attendance at board meetings

- Social Gatherings

- List-serve
• I liked the idea of having classes from 5-6:15pm two nights a week. I didn't get to take advantage of it my last semester, but if it was offered earlier, I definitely would have taken an early class.

• I liked pairing up with local nonprofits and doing work with them. The needs assessment, the grant for the Resource Development class, and the Elderhaus project - my employers liked that aspect a lot. Getting MPA students out into the community is huge. I met so many people during the needs assessment - it was great!

• The high level of access the students have to the faculty.

• In addition, the faculty have a great interest and concern to the students' success.

• Ethics Bootcamp, Dr. Imperial's Policy Analysis....

• Offering a class that meets twice a week in order to take two classes in one night...

• Bringing in speakers to some of the classes that can provide real world advice and insight.
MPA Alumni Feedback
Summer 2005

(Bundgaard, Parker, Gray, Mortell, Schwarz, Troutman, Isom, Knox)

Strengths:
- Night program for professionals trying to further their education
- Great partnerships with local and state agencies to create networking opportunities
- The Presidential Management Fellow program and a trend of graduates being accepted
- Experienced faculty
- Internship placement in strategic areas such as the City, County and non-profit
- Faculty interest in student success
- Faculty accessibility
- Expanding core concentrations, more balanced
- Desirable location of area
- Attractive campus
- Balance of lecture and research
- Reasonable tuition and fees
- Diverse range of student base in terms of age and experience
- Experienced faculty
- Diverse students
- Student work experience
- Subject variety
- Practical projects
- Group projects (prepares for workforce)
- Leadership opportunities
- Networking opportunities
- Employment opportunities posted
- Close-knit classes
- Internships
- GTA positions
- Nationally recognized degree
- Growing diverse student body (race, age, professional skills)
- Location of college is desirable
- Cost of college is extremely inexpensive with comparison nationally
- Classes generally taught by professors (sometimes professionals from local communities taught)
- Continued refinement of core classes as well as concentrations
- Continuous attempts to get students involved with local community
- Small classes
- Attractive, small, easily navigated campus (MPA classes generally conducted in one building)
- Community at large appears to have favoring opinions of the MPA program
- Professors were easily accessible and provided feedback immediately when approached
- Continuous flow of information via e-mail to be shared with community members and students
- Appear to be gathering new
- Accessibility of faculty
- Challenging classes
- Engagement of students through class discussions and projects
- Professors encourage and support success for students; they encourage them to pursue their career goals
- Faculty willing to spend time with students
- Flexible concentrations
- Diverse thinking among faculty
- Small classroom size
- Coastal location
- Plugged into the public administration community
- ASPA chapter
- Public Service Recognition Reception
- Connection with the Council of Governments

**Weaknesses:**
- Few to no day classes for those commuting from greater distances
- Weak partnerships with federal agencies (50% of the federal workforce is eligible for retirement this year)
- Concentrations that I feel narrow the scope of work graduates will be qualified to perform
- Large number of students in several core classes
- Lack of technological integration in curriculum
- Lack of technological infrastructure to support survey and research
- Integration of minority students - improving
- Better partnership with key agencies both public and non-profit
- Need for more stringent review of individual student academic performance
- Slim course selection during my program
- Broad education topics
- Need to require at least 2 internships
- Few continuing education opportunities
- Concentrations need to have more than 9 hour requirements - not enough detail in 9 hours
- Less papers, more projects would be better
- Lower than average classroom expectation by faculty – students with poor communication skills (i.e. verbal or written) were not challenged to improve abilities via requiring undergraduate/community college English classes – instead they were passed with an inability to write thus representing the program in the field
- Classes requiring computer lab time were not treated as priority instead faculty research trumped class labs – remember they are paying students
- Many of the classroom topics were taught at a rudimentary level (research, political science) – a graduate program should have higher expectations from their students from inception into program – not assume topics have never been reviewed before – many classes felt they should be undergraduate classes instead of graduate
- Application of classroom materials was far from exceptional – majority of the classes did not have projects that applied concepts in a practical forum – majority of the projects were written reports where all information could be taken from textbooks
- Many overlapping topics in classes – appears that faculty do not discuss classroom syllabuses to make sure there is not overlap
- More predictable class scheduling with more advance notice
- Better marketing of the program
- Wide range of student ability can prevent the professors from fully challenging the top students
- Some courses not challenging enough
- Not enough focus on quantitative skills
- Not enough publicity of program outside of southeastern North Carolina
- Students are allowed to enter program without a basic understanding of “political science”
- Small faculty

**Opportunities:**
- A weak university presence in southeastern North Carolina allows for a greater customer base in the area
- Many small towns within the geographical area that provide resources, customers for the program, and employment opportunities
- Growth of the coastal areas that lead to greater need for coastal management and policy review
- Enhance the demographic of area through better educated, informed graduates
- Increase regional collaboration between UNCW and City, County and other agencies
- Location
- ASPA
- NC Council of Governments
- Alumni
- Local governments
- Community need/increased desire for MPA graduates
- Nonprofits/local governments recognize MPA program as a source of knowledge/assistance
- With the influx of federal retirements, an MPA degree will be quite valuable; thus program has a potential to produce a great workforce and be known nationally
- If program begins to screen student applications more carefully, the graduating students will represent the program positively thus increasing demand for program and graduates at large – have heard from several disappointed employers regarding hired graduates from the MPA program not a good sign
- Program concentrations have enormous potential for practical application if taught at a more graduate level (application)
- Internship, employment and professional development opportunities through community involvement
- Professional organizations beyond ASPA
- MPA Alumni Association
- Internships...they are excellent opportunities
- Marketing
- Getting students to take on high publicity projects that are known state-wide
- Hiring two or more faculty
- Alumni development
- Faculty should take on larger joint research opportunities that bring exposure and legitimacy to the program

**Threats:**
- Obviously UNC Chapel Hill,
- New program with a small alumni base, however, that is growing as we speak
- Privatization of government services has decreased the number of public sector positions
Potential state and federal funding cuts
Increasing tuition and fees
Reflection on program of under prepared or unknowledgeable graduates
Limited ability of graduates to secure jobs locally
Other graduate programs
Relocation
National/Statewide job market for positions MPA grads are seeking
Cultural changes are slow
Growth of program may threaten staff moral due to increasing workload unless more faculty is hired
Overemphasis for students to get a City Manager position
Casual approach to accepting students and failure to correct skills and abilities that are apparently lacking in the classroom
Resisting change as the students change
Letting the program become too big and lowering standards to survive
Becoming known as an easy program that attracts students who are not really interested in the field but just want a graduate degree

General Summary Comments from an Alumnus
I feel that the program is growing and headed in the appropriate direction with regards to creating professionals ready for the workforce. I like the fact that the program has a strong partnership with surrounding governments that provide pre-graduate and post-graduate opportunities. Since going to work for the federal government I see the need for talented professionals that are experienced in policy and procedure. For example, since the push for the privatization of government services, they are experiencing the need for managers to award, manage, and evaluate contracts. Overall though, I feel that the program provides the tools and experience necessary to be successful in the workplace.

Narrative Response from an Alumnus
Please find below comments on my experience with the MPA program at UNC-Wilmington. Please note that my comments are based on my experiences prior to several changes to the program (ie. curriculum changes, new internship opportunities, faculty changes, etc.).

Strengths
One of the largest strengths associated with the MPA program at UNC-Wilmington is the faculty. Having experienced the last two years in a PhD program at a more research-intensive university, I value and appreciate the one on one dedication the faculty provided to all students in the program. Having faculty from various backgrounds and not just public administration was very beneficial in the classroom setting. Also, having faculty with experiences beyond the academic environment was truly beneficial in that individual faculty members were able to bring in their own real life examples of public administration in action. This was from the Director’s experience in DC to the core faculty in the coastal concentration having worked in a coastal state agency. Being able to bring in real life examples was much more beneficial at times than just reading the latest course book on a particular subject area. All full time faculty associated with
the program were constantly eager to help their students...even if the student was not taking a class from him/her. The open door policy of all faculty truly led the students to not have the sometimes intimidation factor associated with a faculty-student relationship.

Since graduating from the program I have witnessed an expanded internship base. I was fortunate to have the opportunity of spending nine months on a research fellowship with the Town of Carolina Beach’s Planning Department, which was very beneficial. Still to this day I am able to bring personal experiences from my fellowship to my current doctorate studies in public policy. The fact that more and more organizations are willing to host internships speaks highly of the program. It seems that the collaboration between the university and various organizations (be it the City of Wilmington, Town of Carolina Beach, or to one of the non-profit organizations) that was there when I graduated has continuously expanded. The fact that there is currently a new and active ASPA chapter with several members speaks further to this claim.

**Weaknesses**

There were only two real weaknesses I can speak of the program. To my knowledge, both of these weaknesses have been curtailed. First, based on my own career path I wish there were more options for courses and concentrations. There were only two real concentrations: coastal town management and non-profit management. I understand now there are several concentrations to choose from, which in my opinion only makes the program more marketable. With that said, I also realize the program was in its infancy when I graduated with my being one of nine from the first graduating class. The program at that time needed to find its niche, which I feel it has succeeded in doing. The only other weakness I experienced had to do with one particular course: Public Budgeting and Finance. My experience with that course was not a positive one, but I feel that problem has also fixed that concern in that I am certain they have a more qualified individual to teach and engage the students in what most feel is a rather complex course. I was able to pick up enough of the concepts from my other courses in the MPA program in order to prepare me for the background material I needed for my current doctorate program.

**Opportunities**

With the Wilmington metro area being one of the largest growing areas in the state, I feel the program will have no problem attracting and maintaining a good pool of students and faculty alike. As aforementioned, collaboration between the program and outside agencies has been such a success and I feel will expand even further as the program continues to mature. With the Wilmington area continuing to expand, I feel new markets will open for future graduates. More and more organizations will call on the MPA program for support and advice. With the creation of more concentration areas I also feel the program will draw in more students that may have chosen another academic institution for their graduate education. Examining the concentration areas of other MPA programs within the state, I feel UNC-Wilmington’s program has much more to offer. With that being said, I feel the program will continue to receive applicants with high accolades. The fact that more students are interested in continuing their education beyond the master’s supports this claim even further.

On a side note I would like to offer the following. Being the first student from the program to get accepted into a doctorate program I was a little apprehensive about my graduate education from UNC-Wilmington in that the question arose in my mind as to whether or not I would be fully prepared for a doctorate course of study. Having just finished all of my course studies in
my doctorate program, I look back and feel that the MPA program truly did prepare and challenge me for the doctorate path. I give full credit to the faculty members for their expertise and guidance. I know I can still count on them for mentoring as I have called upon several since starting my doctorate degree. I only wish that when I finish my doctorate degree within the next year that I am fortunate enough to find an academic position within a department as collegial, professional, and open as the department at UNC-Wilmington. One truly did feel a part of an extended family while in the MPA program.
MPA Alumni Survey

Summer 2004

(Note: a similar survey was also administered to the MPA Community Advisory Board)

Thank you for agreeing to participate in our review of MPA graduates post-education job experiences. This survey is an effort to inventory your experience to see what circumstances you have encountered. We have tried to make the inventory as comprehensive as possible to cover all of your various experiences. Thus, because of the nature of your job, you may not have encountered all of these items. We would like you to answer based on your formal responsibilities, unless otherwise noted.

First, we have some items about programs and policy activities in which you might have been involved.

**Information collection and analysis:**

- Reviewed a statute or ordinance for policy or program guidance □ Yes □ No
- Located external quantitative data □ Yes □ No
- Used a quantitative forecasting technique □ Yes □ No
- Prepared charts or graphs of quantitative data □ Yes □ No
- Located a cost estimate for an item □ Yes □ No
- Constructed benefits estimates □ Yes □ No
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- Worked with an excel spreadsheet □ Yes □ No
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- Used GIS □ Yes □ No
- Used MPA class notes for guidance or information □ Yes □ No
- Used MPA textbook for guidance or information □ Yes □ No
- Used MPA classmates for guidance or information □ Yes □ No
- Used UNCW faculty for technical help □ Yes □ No
The next few items are about the decision making process.

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Now we want you to shift your focus from program activities to the management activities of the organization in which you work:

Attended regular staff meetings □ Yes □ No
Chaired regular staff meetings □ Yes □ No
Joined a professional organization specific to your job □ Yes □ No
Attended meetings of professional association specific to your job □ Yes □ No
Located internal quantitative data about your organization □ Yes □ No
Consulted internal policy and procedures document for guidance □ Yes □ No
Updated a policy and procedures manual □ Yes □ No
Written a policy and procedures manual □ Yes □ No
Written or revised your own job description □ Yes □ No
Written or revised a job description other than your own □ Yes □ No
Written a regular report on your unit’s activity □ Yes □ No
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Hired an employee □ Yes □ No
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Finally, we are interested in your professional development.
Attended a training workshop within your organization □ Yes □ No
Attended an off-site training workshop □ Yes □ No
Been reimbursed for educational expenses □ Yes □ No
Registered for additional formal education □ Yes □ No
Accepted an offer for a higher position in your organization □ Yes □ No
Rejected an offer for a higher position in our organization □ Yes □ No
Resigned from a position □ Yes □ No

Are you satisfied with your current position in regard to:
Salary □ Yes □ No
Professional challenge □ Yes □ No
Personal satisfaction □ Yes □ No
Advancement potential □ Yes □ No
Job security □ Yes □ No

Describe your current job.
Are you actively looking for a new position? □ Yes □ No
Would you relocate for a new position? □ Yes □ No
Would you use UNCW faculty for job placement help? □ Yes □ No
Would you use UNCW Career Services for job placement help? □ Yes □ No
Do you still subscribe to and read the MPA list server? □ Yes □ No

Describe any prior positions you have had since graduation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Note: A similar survey was administered to the MPA Community Advisory Board; See Below for Results:

**Comparison of Alumni (n=8) and Advisory Board Responses (n=9)**

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Alumni Focus Group
Feedback on KSA’s for MPA Students

Summer 2004

MPA Alumni Focus Group (city budget analyst, director of parks, planning and recreation for beach town, project manager for research grant, recruiter for city police department)

Info Collection and Analysis: GIS, SPSS, Microsoft/Excel, overall familiarity and ease with manipulating/understanding descriptive statistics (percent, proportions, etc.).

Decision Making: communication skills, briefing higher level administrators, making persuasive arguments, dealing with politicians/understanding that objective/sound arguments don’t always prevail, understanding the power of culture/how to be practical or prudent/know what to say and when to say it.

Presenting Info about Policies or Programs: PowerPoint, teaching people to tailor presentations to time limits and page limits on reports, writing memos, meeting management, working effectively with the press.

Management Activities: grant management (separate from generic management – monitoring, meeting guidelines, managing budget), human resources management (all aspects), motivating people under tight budgets (no pay raises and program cuts), budget skills (nuts and bolts, not too much theory but how a budget works, how to put one together, manipulate, etc.).
Highlights of Strategic Plan for the MPA Program at UNCW

2005-2006

Prepared by MPA Students

February 17, 2005

Kimberly Cromartie
Eddie Crowell
Laura Dobbins
Jennifer Hanes
Brian Hassell
Barbara Johnston
Steven Spruill
Corey Taylor

MPA students in PLS 507 during Spring 2005 spent four class periods discussing Strategic Planning. During these sessions, the entire class also participated in a SWOT Analysis of the MPA program. Each student in the class also was responsible for conducting 4 additional SWOT Analyses with other MPA students. In total, the 8 students in the class plus 32 other students engaged in the SWOT Analyses. Thus 40 out of 62 MPA students provided input into the development of the Strategic Plan which follows.

The responsibility for framing the Strategic Issues and developing the Goals, Objectives, and Action Plans for each issue was done by the authors above. The eight strategic issues discussed below reflect the key areas the students believe should be the focus of efforts to continue to enhance the MPA program. Important to highlight as well are the substantial strengths of the program, as listed in Appendix A.
Strategic Issue 1: **Improving Course Selection Outside the Department and Improving the Assignment of Advisors**

Strategic Issue 2: **Creating A More Academically Rigorous MPA Program**

Strategic Issue 3: **Improving the Concentrations within the MPA Program**

Strategic Issue 4: **Enhancing the Reputation of the MPA Program**

Strategic Issue 5: **Adding More Student and Faculty Diversity**

Strategic Issue 6: **Making MPA Classes More Application and Skill Based and Less Theoretical**

Strategic Issue 7: **Developing a Class Schedule and Master Plan for Courses That Are More Predictable**

Strategic Issue 8: **Raising the Quality of Adjuncts and Part Time Instructors**

**Issue Number 1: Improving Course Selection Outside the Department and Improving the Assignment of Advisors**

**Issue:** How to improve the advising system for clarity of process and to improve course selection, especially for courses offered outside the department.

**Goal:** To delineate a clear procedure for assigning advisors and to assemble appropriate course information and have it available for advising meetings.

**Objectives:** To inform students upon arrival into the program who their advisor is, when they are to meet, and how to go about changing advisors if the need presents itself (change of concentration, etc.). Also, to post elective course information in other Departments on the MPA website in time for the advising meetings each semester.

**Action Plan:** (to be completed within one year)

- Advising information should be posted on the website for access at anytime.

- One faculty member should be assigned as the advisor for each concentration. If you know your concentration, you should know your advisor. This will also ensure advising consistency among students within the same concentration.
• Information provided on elective courses outside the department should include course syllabi, course evaluations, special considerations like pre-requisites or previous courses or skills required.

• MPA Faculty should approve the elective courses before students are allowed take them.

• MPA students should be shown how to do an online degree audit.

**Issue Number 2: Creating a More Academically Rigorous MPA Program**

**Issue:** How to create/insure a more consistently rigorous academic program.

**Goal:** To increase the academic standards of the MPA program.

**Objective:** Have 100% of MPA program professors create a standardized grading protocol/level of expectation that would be applicable to all coursework.

**Action Plan: (to be completed within one year)**

- Fully enforce minimum enrollment requirements for every student.
- Create an attendance policy that is consistent program wide.
- Encourage professors to demonstrate more concern for the acquisition of student knowledge rather than program success or personal needs.
- Promote quality over quantity regarding the number of students.
- Hire highly qualified professors, less visiting “professionals” with little teaching experience or other agendas.

**Issue Number 3: Improving the Concentrations within the MPA Program**

**Issue:** How to improve concentrations in the MPA such as the non-profit curriculum.

**Goal:** To form concentrations that focus on a variety of skills and that are geared towards a career path.

**Objective:** Within the scope of the concentration students will take classes that will better enable them to be successful in their future careers by learning from experienced full-time professors. There will be a variety of courses that will be offered. Also there should be a number of professors with past professional experience as well as graduate teaching experience as well. The experience should reflect the scope of the program and cater to the most needs that the program may have. This will allow the most variety into the program without jeopardizing the
quality of any concentration. The overall objective is to have a positive evaluation of the concentration done every year (or two).

Action Plan:
- Make a concentration requirement plan for each concentration and follow it.
- Review each concentration annually.
- Have a point system that incorporates student perception along with performance in order to distinguish overall concentration performance.
- Hire professors with teaching and practice experience for each approved concentration.
- Use the coastal management concentration as a model.
- Provide more management and applied skill courses in each concentration.
- Devote more resources to the development of alternative concentrations
- Get experienced replacements if full time professors are not available. If resources are not available, drop the concentration.
- Survey agencies in each concentration offered and find out what the most important knowledge and skill areas are for future employment.

Issue Number 4: Enhancing the Reputation of the MPA Program

Issue:
How to enhance the program’s reputation by improving the website, increasing the marketing, and getting the program accredited.

Goal:
To Increase the programs recognition/reputation in the state and nation as an exceptional and accredited MPA program.

Objectives:
- To receive accreditation
- To increase the presence of the program at events, in the media, in academia, and in the professional world
- To have a well visited one-stop website for information

Action Plan:
- Apply for accreditation as soon as time requirement is met
- Increase student activity in professional events and conferences (give sufficient time to plan)
- Actively seek professional positions for graduating students
- Increase professor participation in events that showcase the program
- Seek media coverage of the program in all media formats
- Contract with a professional website designer to create a more useable and helpful website that an individual can use to find almost any information they may need from the program. (survey students to determine needs) and then keep the web–site updated. The current web–site has not been updated since 2003.
• Host workshops for small towns and non-profits, more community outreach

**Issue Number 5: Adding More Student and Faculty Diversity**

**Issue:** How to make the student body and faculty of the MPA program more diverse.

- The student body is lacking when it comes to students with experience and education outside of the MPA program
- The student body increasingly consists mainly of students right out of college with little or no experience.
- Hiring of a more diverse (ethnical/cultural/background) faculty is needed
- Currently, the full-time faculty consists of white men; there are no women or minorities.

**Goal:** To diversify the student body and faculty in the MPA Program.

**Objectives:**
- Within the next academic year, new students entering the program should have a minimum work experience requirement of one to two years.
- Also within the next academic year, the MPA’s web page should be updated and an advertising campaign for the program should be instituted so that more working professionals can be recruited to the program.
- At least two more full time faculty should be hired in the next 3-5 years that are either women or of a different ethnicity or background than the regular staff.

**Action Plan:**
- Develop the work requirement as soon as possible
- Add the new requirement to the application.
- Develop a team to handle the advertising campaign and develop strategies to let the community know about the program.
- Redesign the web page and brochures so that they are more accessible to the professionals in the community. Then keep them up to date.
- Put new advertising strategies into practice.
- Continue outsourcing faculty from other departments, other areas and from the professional arena but evaluate them more closely and carefully.
- Recruit new faculty based primarily on ability, skills and knowledge but also take their gender, race or ethnic background into account.

**Issue Number 6: Making MPA Classes More Application and Skill Based and Less Theoretical**

**Issue:** How to make the courses more application and skill based especially in the concentration areas.

**Goal:** To create courses in the curriculum which include application and skill based activities and courses.
**Objectives:** To develop concentration specific application and skill based courses for each concentration. To create partnerships with other departments such as the geology, environmental, and social work departments that offer these kinds of courses. To create active clinical and laboratory courses for the application of classroom theory (students like the applied research project in the Capstone course as a model).

**Action Plan:**
- Survey agencies in the public and non-profit sector as to which tasks their employees perform.
- Survey the students as to which activities they would like to have incorporated into their classes.
- Survey graduates as to which tasks, they think should be incorporated into the MPA program.
- Compare agency job descriptions and requirements to curriculum.
- Review the internship curriculum.
- Research the curriculum of other graduate departments on-site and off-site.
- Create project-based assignments instead of term papers for certain classes.
- Have the advisory board look over the course curriculum on an annual basis.
- Conduct Facilitator training for teachers for guiding student projects.
- Interject some application-based activities in theory classes, such as requiring to students to look up documents under the Freedom of Information Act to complement case study assignments.
- Implement at least one application-based project requirement for each concentration.
- Have students use actual local and state forms (formats) in assignments such as applications and permits.
- Have more agency employees as guest speakers.
- Create a laboratory or clinic relationship with other departments.
- Bringing in other UNCW Professors to teach certain classes such as a geology professor to teach GIS.

**Issue Number 7: Developing a Class Schedule and Master Plan for Courses That Are More Predictable**

**Issue:** How can the MPA program provide a two/three year master class schedule for students that contains flexibility in time of day that courses are offered? And is predictable so students can plan?

**Goal:** To increase the likelihood that students can better plan their course selections over the course of their time in the MPA program.

**Objectives:**
- To create a two/three year plan of classes that would be available for those registering for courses for the 2005 fall semester.
- To reduce the number of student taking unwanted courses or independent studies by 50%.
• To offer at least one or two classes during the day as a pilot experiment.
• To provide all students at orientation with the Plan. It also should be available on the MPA website to assist current students and interested candidates in better understanding the MPA curriculum.

**Action Plan:**

• Survey current students to determine how many students would be interested in alternative class times (day times) and also how many feel that they have taken courses that otherwise they wouldn’t have taken if courses would have been offered during the day.
• Gather the chair and faculty teaching in the MPA program over the course of the next month to establish a two/three year master plan of classes.
• Research the possibility of teaching classes during the day-time hours to provide greater flexibility for the full time students. In addition, the group should also discuss what classes should be offered during the day-time if it is determined to be feasible.
• Once the class plan is confirmed, it should be added to the MPA website and also provided to current students using the MPA list serve and also at the time of advising.
• After one year of implementation, students should be surveyed to determine the effectiveness of the plan.

**Issue Number 8: Raising the Quality of Adjuncts and Part-Time Instructors**

**Issue:** How to improve the quality of adjuncts and part-time instructors in the MPA Program?

**Goals:** To improve the qualifications of adjuncts and part-time instructors in the MPA Program.

**Objectives:** To improve the Adjunct program the instructor will have to adhere to a five part review conducted by the Department Chair of the MPA Program.

• (Objective: to complete a lesson plan) Before the beginning of the semester the instructor and the Department Chair will meet and review the lesson plan of the course as well as the designated textbooks. In this meeting the Department Chair will review with the instructor his expectations for the course and make the instructor privy to the other four parts of the review process.
• (Objective: Chair monthly review session) Once every month, the instructor will meet with the Department Chair and follow up on the recommendations discussed in the initial meeting. They will look at the curriculum together and make sure that the class is progressing in a timely manner.
• (Objective: Chair will run a short focus group with students mid-semester) The Chair will review the work of the students in the class and make sure that they are getting the skills necessary out of the course.
• The instructor will be required to attend all staff meetings held by the Department. This measure will help keep them informed of what is going on within the Program as well as encourage interaction with the faculty.
• At the end of the semester the students will take a special SPOT in which they will evaluate the course. This SPOT will have questions specific to courses taught by an
Adjunct. These SPOTS will be thoroughly considered by the chair in the decision as to if the instructor should be asked to return the following semester.

**Action Plan:**

- Using the suggested strategies indicated above, the Adjunct Program should improve considerably. However, the overall goal of the Department should be to hire a full-time staff member to fulfill the needs of the Department thereby greatly reducing or eliminating the need to employ adjuncts.
Appendix A: MPA Program Strengths According to Current MPA Students

Student 1
Strengths
- Small teacher to student ratio
- Small program
- Good local program (meaning southeastern NC)
- Young program with a good potential to grow
- Good core professors
- Great location (meaning the coast)
- Liked the part-time schedule
- Loved the coastal management concentration
- The program has a good history of job placement

Student 2
Strengths
- Good concentration selections
- Likes the non-profit concentration as selection (see issues for the negative part of this statement)
- Likes the night classes, it enables you to have a full-time job/family duties as well
- Nice facilities (building, computer lab, etc.)
- Good full-time professors

Student 3
Strengths
- The MPA program in general
- It gives me the most opportunities and skills that I could possibly acquire at my age
- Like the coastal management concentration
- Like the professor in that concentration as well
- His classes are very interesting and I learn the most in his class compared to other MPA classes I have taken
- Like the area and nice campus

Student 4
Strengths
- Growing local program
- Attempts to cater to the needs of the area
- Good professors with various degrees of experience
- Even though the program is growing it is still not too big to feel comfortable
- Nice facilities
- Great internship contacts
- Good future job contacts
**Student 5**
Strengths
- Like the coastal management concentration
- A variety of concentrations
- Relatively short program in terms of length of time
- Small school
- Small program
- Faculty is approachable for the most part
- Nice facility
- Diverse students

**Student 6**
Strengths
- There is a small student to teacher ratio.
- Many of the professors have work experience in the public sector.
- The schools location next the coast provides excellent opportunities for Coastal Concentration students to interact with coastal towns and learn coastal processes.
- The program has a good relationship with local and county governments.
- The program is able to get participation from non-profit leaders.
- The program is involved with professional organizations ASPA
- The tuition is affordable.

**Student 7**
Strengths
- The program is reasonably priced.
- The program is located close to the student’s place of employment.
- An MPA Degree will prepare him for promotion at his current job; his employer respects the program.
- The program allows flexibility in scheduling class.

**Student 8**
Strengths
- There is a small teacher to student ration
- The professors have experience in the public sector
- There are good internships available locally
- There are good classes on management and human resources.
- The ability to customize your concentration.

**Student 9**
Strengths
- Good faculty, the professors are easy to talk to and understanding.
- There is a strong undergraduate Political Science Program that prepares students for the MPA Program.
- There are lots of internship opportunities.
- It is located close to the beach in a sunny environment.
Student 10
Strengths
- The strong undergraduate Political Science Program prepares students for the MPA Program.
- The faculty has experience in federal and state government.
- There is a small teacher to student ratio.
- The program is located in a regional hub, so there is easy access to county, city and non-profit organizations offices. The program is also in driving range of the state capital.
- The program can draw guest leaders/speakers from the public and non-profit sector.

Student 11
Strengths
- Strong faculty – that are motivated to make the program successful
- Some students are well educated and experienced and provide insightful information to the program and their classes.
- Program is willing to change based on student and advisory board input – change as they grown
- Nighttime classes for people that work – provides diversity in the classroom
- Not recruiting students so the program is moving towards younger people with less experience.
- Need to be diligent in assisting with job placement or it will harm the reputation of the program.

Student 12
Strengths
- Bringing in new students are more diverse in their work experience and where they are coming from… academic backgrounds
- Location of the program – new classrooms
- Great faculty that are present
- Coastal Management track seems to have strong program

Student 13
Strengths
- Involvement with the community; PR: advisory board, different sectors involved both nonprofit and government
- Coastal Town Management Program is a niche for the program
- Overall strong faculty
- Broadness of the class offerings – even if you take one track, you get exposure to all areas

Student 14
Strengths
- Uniqueness of MPA concentrations, especially Coastal Town Management Concentration
- In regards to sex, the faculty is becoming more diverse and representative of both the student body as well as the general population.
- Annual increases in both the number of applicants and students accepted into the MPA program.
Student 15
Strengths
- Strong Faculty…most show great effort to create a curriculum that is interesting, but also varies among mediums… books, articles, case studies, movie clips, etc.
- The coastal management concentration seems to be on-track to becoming a leading program in the region.
- Great advisory board
- The location – the coast, new building, etc.
- Great communication with the students through list-serve

Student 16
Strengths
- Experience of faculty
- Faculty possesses the qualifications to instruct the courses provided.
- Understanding faculty
- The Faculty is understanding of the obligations of students who are employed full-time. They are willing to excuse an absence or two for professional obligations and are always willing to assist in the make-up of missed assignments.
- Location
- UNC-W is located at the beach; therefore people are more likely to apply for our program if location is a big factor in the school selection process.
- While the student body is diverse concerning age and experience, culturally speaking, we are all the same for the most part.

Student 17
Strengths
- Small department
- Because the department is so small, faculty and students can interact more frequently on a one on one basis.
- Social involvement
- It’s nice the faculty invite us into their homes and encourages social involvement between the faculty and students as well as amongst students.
- to attend UNC-W’s MPA program.
- Job placement rate

Student 18
Strengths
- Class scheduling is ideal for working students
- Because the classes are offered at night, it is very feasible for students to work full-time and attend class full-time.
- Small class sizes
- We maintain close relationships with the faculty and students because the program is so small.
- Advising sessions prior to registration
- Individual advising enables students to have a more personalized program or concentration. Also in the advising environment you are able to discuss your career goals and objectives.
- Varying tracks that can be customized to individual needs
• If you do not like any of the offered concentrations then your adviser will work with you to design a program that will suit your needs.
• Curriculum effectively structured
• Concentrations are designed around the appropriate coursework
• Ability to have internship requirement waived for those with adequate professional experience
• Some students have professional obligations that are not conducive to having to do an internship.

**Student 19**
**Strengths**
• Flexibility
  The course schedule is flexible enabling students to attend class and work full time.
• Custom concentration
  You can formulate your own concentration if the any of the offered concentrations are not suitable.
• Accessibility of Faculty
  The faculty are always available to help students in anyway the students request
• Personal involvement of Department Chair
  The Chair plays an important role in the department yet he is just as accessible as any other faculty member
• Location
  Wilmington is growing and people are inclined to move here due to the proximity of the beach.

**Student 20**
**Strengths**
• Class schedule
  Enables students to work full-time and go to school full-time
• Accessibility of professors
  The professors are always available and willing to assist students in whatever way they can. The students know the faculty genuinely cares about them.
• Advising
  My adviser knows me personally and cares about my career objectives and is more than willing to do whatever he can to help me get there. He knows me as well as he does because he has taken the time to do so.
• Curriculum
  The coursework directly applies to the kind of work that will be expected of us in the “real world”
• List serve
  All Students are fully aware of internship and job opportunities. The list serve is a very efficient way to communicate with students

**Student 21**
**Strengths**
• “Open door” policy by professors to discuss class assignments.
• Varied student base with a diverse mix of backgrounds and experience levels.
**Student 22**
Strengths
- Environmental issues and tactics in the curriculum
- Management theories and practices in the curriculum
- A great re-enrollment of UNCW undergrads to the graduate program

**Student 23**
Strengths
- Has a growing pool of interested students
- Appears to have the local community impressed with its ability to produce productive employees
- Extremely inexpensive program (really nothing to do with program – just geography)

**Student 24**
Strengths
- Environmental courses
- Students from a diverse work related background
- A great re-enrollment of UNCW under-grads to the graduate program

**Student 25**
Strengths
- Growing program
- Support in the community
- Good concentrations

**Student 26**
Strengths
- Professors’ willingness to help students
- Knowledge of professors
- Approachability of professors
- Diverse students in terms of experience and age
- Courses offered at convenient times (night)
- Internship program seems strong

**Student 27**
Strengths
- Professors are accessible
- Students are diverse
- List serve
- Internship program

**Student 28**
Strengths
- Individual attention
- Small class sizes
- Good relationship with local government
- Wide variety of concentrations
- Accessible professors
- Night classes work with professional schedules

**Student 29**
**Strengths**
- Professors have diverse backgrounds
- A variety of concentrations are offered
- The program is within UNCW, an accredited university with a good reputation, located at the beach
- Internships are required – gives students experience in the “real world” local community
- Students have diverse backgrounds with diverse expertise

**Student 30**
**Strengths**
- Students come from diverse backgrounds that allows for a good basis/expertise/networking opportunities
- Students in program want to be there, no one settled to be here, it’s what they want to do which adds to its success, they will try harder
- Different classes offered for your interest
- Good with internships with email, internships strongest part of program, good demonstration of quality and career opportunities
- Get the word out about jobs trough list-serve, especially non-local jobs

**Student 31**
**Strengths**
- Small faculty/student ratio.
- Faculty with professional working experience in federal and state government.
- External involvement from community professionals at local, state and nonprofit entities.

**Student 32**
**Strengths**
- We have a small program with good access to professors and the community. Also, we have a number of municipalities cooperating with our program allowing us to effectively network while gaining practical experience. Another strength is the unique Coastal Town Management concentration, one that I never saw anywhere else while researching other MPA programs.

**Student 33**
**Strengths**
- Courses provide excellent academic insight into real life problems and solutions
- Courses also provide forum for discussion where younger students can benefit from students and instructors who have enough work experience to point out when the "book learning" can be used to their advantage

**Student 34**
**Strengths**
- Program is well connected to external community and provides excellent opportunities for internships.
• Program is designed around the schedule of a professional. This provides a mixture of
  students fresh out of undergrad and those who have practical knowledge.

**Student 35**
Strengths
• Small number of students.
• A unique degree of increasing opportunities.
• Varied concentrations.

**Student 36**
Strengths
• Small class sizes with individualized attention from professors.
• Locally oriented.

**Student 37**
Strengths
• Small class size.
• Professors are readily available.

**Student 38**
Strengths
• Advising is helpful.
• Educated and knowledgeable faculty.

**Student 39**
Strengths
• Small class size.
• Nighttime classes offered.
• Laid-back atmosphere.

**Student 40**
Strengths
• Faculty is educated and knowledgeable (concerned about the student).
• Group work is helpful.
• Interesting student base.
GRADUATE STUDENT INTERN EVALUATION

Department of Political Science
College of Arts and Sciences
University of North Carolina at Wilmington

Full Name of Intern: ____________________________   ID# ________________________
Department ________________________________ Course #_________________
Credit Hours __________   Placement Date (Semester/Year) ___________________

I. Internship Placement

Agency Name:
_________________________________________________________________

Address:
_________________________________________________________________
_________________________________________________________________
(City)     (State)    (Zip Code)

Supervisor’s Name:_________________________Title:_______________________

Phone: _______________ FAX _______________ E-mail:_____________________

A. The three most typical types of responsibilities or duties I performed were:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

B. The tasks I was assigned were generally: (please check one)
   o   Boring, tedious, and mundane
   o   Moderately varied and responsible
   o   Interesting, challenging, and informative

C. Would you recommend that a future intern be placed in this office?
   o   I would
   o   I would not
D. Overall how would you evaluate this placement: (please check one)

- Poor
- Good
- Excellent

II Internship Preparation

A. Before beginning the internship, I needed more information on the following aspects of the internship:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

B. Information on the following non-program items would have been beneficial before starting the internship.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

C. My advice to interns who follow me is:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

D. Please make any additional suggestions which you believe will improve the internship program and experience.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Intern Signature __________________________ Date __________________________

Please return to:
Professor Stephen S. Meinhold
MPA Internship Program Director
Department of Political Science
University of North Carolina at Wilmington
Wilmington, N.C. 28403-3297
Phone: 910-962-3220
E-mail: meinholds@uncw.edu (rev. 1/0)
I To Be Completed By Intern

**Intern**
Name: ____________________________
Student ID#: _______________________
Semester/Year: _______________________
Agency Name: _______________________

**Supervisor**
Name: ____________________________
Title: _____________________________
Address: _______________________________________________
E-Mail: _________________________________________
Phone: ________________________ FAX ___________________

II To Be Completed by Intern’s Supervisor:

Please rate the intern on the characteristics listed below using 1 to 5 or X, indicating the intern’s standing among peers.

1 - Outstanding (top 5%)
2 - Superior (next highest 10%)
3 - Good (between 75 and 85%)
4 - Above Average (between 50% and 75%)
5 - Below Average (below 50%)
X - Inadequate Opportunity to Observe

**General Intellectual Skills**
___ Overall Intelligence
___ Analytical Ability
___ Speaking Ability
___ Writing Ability
___ Research Ability
___ Logical Rigor
___ Originality
___ Overall standing among peers

**Professional Skills**
___ Initiative
___ Integrity
___ Overall Professionalism
___ Perseverance
___ Motivation
___ Dependability
___ Punctuality
___ Follows direction
___ Assignments completed promptly
___ Attention to details
___ Resourcefulness
___ Commitment
___ Vigorous capacity for work
___ Overall standing among peers

**Social Skills**
___ Overall ability in interpersonal relations
___ Maturity
___ Poise
___ Congeniality
___ Sensitivity
___ Sense of humor
___ Sense of perspective
___ Candor
___ Judgment
___ Overall standing among peers

___ Overall standing among peers in intellectual, professional, and social skills.

II Based on this intern’s performance in your office would you recommend this intern for fulltime employment in your office or a similar office.

___ Yes
___ No
Please provide any additional comments or suggestions which you think may be helpful in evaluating this intern.

________________________________________________________________________
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________________________________________________________________________

(signature) Supervisor

Please Return to:
Professor Stephen S. Meinhold
MPA Internship Program Director
Department of Political Science
University of North Carolina at Wilmington
601 S. College Road
Wilmington, NC 28403-3297
E-mail: meinholds@uncw.edu
FAX: 910-962-3286
Suggestions from MPA Internship Roundtable

Fall, 2005

Positives from Agency Perspective

- Agency received qualified, capable help.
- Interns bring knowledge of software, ability to write reports, analyze and interpret data.
- Interns bring fresh ideas, youthful energy – they challenge the “normal ways of doing business.”

Positives from Intern Perspective

- They gain an understanding of what it takes to be successful and the skills they need to build, such as group facilitation skills, dealing with a hostile audience, using demographic data, web page design and PowerPoint.
- Interns also see the importance of technical skills such as accounting and finance, GIS, and Excel/Access.

Suggestions from Agencies

- Keep resumes of preceptors on file so they don’t have to resubmit with each new intern.
- Arrange to have laptops for interns (some agencies are limited with computer workstations).
- Conduct an orientation for preceptors and interns.
Changes to the MPA Curriculum
For 2003 – 2004 Academic Year

October, 2002

Goals:

- Increase flexibility and offer graduate students the ability to take additional courses in their areas of professional interest
- Allow the PLS department to expand its graduate course offerings without having to increase the total number of required graduate courses offered by the department
- To encourage greater faculty participation in the MPA program by having faculty teach elective courses
- To make the curriculum more attractive to students from around the country who may be interested in the coastal concentration

Orientation:

All new students will be required to participate in an orientation program, which will be funded by a new administrative fee paid by all MPA students. The orientation program will consist of a series of activities. It will explain the program requirements and help socialize new students to graduate school. It will include some short classes designed to ensure a minimum level of basic computer literacy skills and elementary statistics. It will also focus on personal and professional development (e.g., administering a Myers-Briggs test) as well as leadership development.

Prerequisites

Current undergraduate prerequisites are dropped. PLS 308 Public Administration is replaced with a new graduate core class. Material covered in PLS 201 Introduction to Political Science Methods will now be covered by PLS 506. The side benefit of dropping the prerequisites is that it should allow us to offer 1 less section of PLS 308 and maybe 1 less section of PLS 201 during the Academic year.

When reviewing applications in the future, we will look more closely at a student’s math and logical reasoning scores and the classes taken as undergraduates in these areas. If low math scores or poor grades, we can reject, give them the option to sink or swim, or suggest taking appropriate undergraduate math classes and then re-applying to the program. We should not be offering remedial classes for MPA students.

Degree Requirements:
The program requires the satisfactory completion of 42 credit hours of approved graduate level courses or a minimum of 39 credit hours if the internship or practicum requirement is waived (see below).

The program requirements consist of the following:

- 18 credits of core classes designed to provide the basic skills needed by managers and policy analysts working in public and nonprofit organizations;
- 3 credits of an internship or practicum designed to link theory with practice;
- 3 credits of an applied skill-based elective;
- 9 to 13 credits of an approved concentration; and,
- 6 to 9 credits from electives offered by the Political Science Department or approved electives offered by other departments, universities, or other online courses

**Core (18 credits)**

**New Description**: All students are required to complete the following core classes:

**PLS 510: Political and Institutional Environment of Public Administration** (Lloyd Jones, Milan Dluhy, Mark Imperial, Tom Barth) (New Course)
Class would cover rationales for public policy and critical concepts in public economics (e.g., market failures, public goods, externalities, monopolies, information asymmetries, and public choice theory) to help compensate for moving PLS 505 (Public Economics) to elective category. Class would also cover the basics of the public policy process (e.g., context, agenda setting, implementation, evaluation, etc.), the legal foundations of public administration (i.e., federalism, checks and balances, role of the courts, etc.), basics of state and local politics in the United States.

**PLS 500: Managing Public and Nonprofit Organizations** (Name Changed from Public Administrative Theory) (Mark Imperial or Tom Barth)
Class would be modified slightly because political environment would be covered in greater detail in new core class. Class would cover some basic ethical issues and leadership theory to compensate for moving ethics class to elective category.

**PLS 502: Public Human Resources Administration** (Tom Barth)

**PLS 503: Public Budgeting and Finance Administration** (Adjunct or Milan Dluhy)
Class should continue to use exercises and simulations. Try to include more work with spreadsheets to build on computer applications class and to use budget-forecasting techniques. Try to work in more public finance (e.g., tax policy) or possibly have Milan Dluhy do some guest lectures. Finally, some emphasis will also be placed on the “politics” of the budgetary process.

**PLS 506: Research Methods and Program Evaluation** (Name changed from Public Policy Analysis and Program Evaluation) (Steve Meinhold, Milan Dluhy, or Roger Lowery)
Class would cover basics of research methods and basic statistics including hypothesis testing in the context of program evaluation. Class would also cover some of basic ethical issues associated with conducting program evaluations to compensate for moving ethics from the core. All students will be expected to complete a program evaluation using both qualitative and quantitative methods.

PLS 595: Capstone Seminar in Public Administration (Milan Dluhy and/or Tom Barth)

**Internship or Practicum (3 Credits)**

**Note:** we currently do not make the distinction between the internship and practicum and use 3 years as the threshold for waiving the requirement.

**New Description:** Students must do an internship or practicum unless the requirement is waived. In general, the practicum will be the option used by working professionals who do not have the flexibility to participate in an internship. The practicum requires an applied research paper examining a management or policy issue at the student’s work place. Requests for a waiver from the internship or practicum requirement must be made in writing and be approved by the student’s advisor and MPA director. Waivers will only be considered if the student can demonstrate a minimum of five years of significant management or policy-related professional experience.

PLS 598 Internship in Public Administration (Lee Johnston)

PLS 594 Practicum in Public Administration (Lee Johnston or Milan Dluhy)

**Applied Skill-Based Electives (3 credits):**

**Note:** Applied Skill-Based Electives would be offered on a rotating basis. At a minimum, at least one of these classes would be offered every year and these classes could be offered during the summer. This will improve the flexibility of our scheduling and will open up room for new electives to be offered without increasing the total teaching load.

**New Description:** All students are required to take one of the following applied skill-based electives. Others can be taken as electives. Students should consult with their advisors to select the appropriate course. This requirement is waived for students in the public policy analysis and management concentration.

PLS 501 Statistics for Public Managers (Name changed from Research and Statistical Methods in Public Administration) (Steve Meinhold, Roger Lowery, or New Hire)

  Class would be modified by moving basic research design concepts to program evaluation. This would allow more time for students to gain a greater proficiency in quantitative statistical techniques. Class would include computer-aided assignments to build on computer applications class.

PLS 504 Computer Applications in Public Administration (Lloyd Jones)
Class would be modified to place added emphasis on developing management information systems.

PLS 505 Applied Policy Analysis and Cost-Benefit Analysis (name changed from Public Economics) (Milan Dluhy)
   Class would require students to complete both a cost-benefit analysis and a policy analysis project.

PLS 507 Applied Management Tools, Skills, and Techniques (Name changed from Applied Public Management) (Tom Barth or Milan Dluhy)
   Class would focus on advanced tools in public management including working with the media, making presentations, managing meetings, strategic planning and management, performance measurement, managing coalitions and networks.

Concentrations (9 to 13 credit hours)

New Description: All students will also be required to pursue a concentrated area of study in Coastal Management (12 credits), Environmental Management (13 credits), or Public Policy Analysis and Management (12 credits). Students can also elect to design their own nine credit concentrations in areas such as nonprofit management, health policy, gerontology, and public history. Students wishing to design their own concentrations should consult with their advisor or the MPA director.

Coastal Policy and Management (12 credits)

Note: Name changed from coastal town management

New Description: All students pursing a concentration in coastal management must complete the following requirements:

PLS 522 Seminar in Coastal Processes and Problems (other name?) (Name changed from Issues in Coastal Management) (Jim Herstine - HPER)
   Class is now a seminar addressing different issues and problems. Long-term the hope is that the class gives students more of a background in the science behind different coastal management problems (e.g., water quality problems, wetlands protection, coastal erosion, etc.) as well as some background in issues like waterfront redevelopment, tourism, and managing recreational facilities. Class is a work in progress right now as Paul Hosier was supposed to co-teach the class but is now unable to do so.

PLS 521 Legal Foundations of Coastal and Environmental Management (Mark Imperial)

PLS 520 Field Seminar in Coastal Management (name changed from Political and Economic Environment of Coastal Towns) (Mark Imperial) (Prerequisite PLS 521)

Students must take an additional three credits of an approved elective in coastal management
Environmental Policy and Management (13 credits)

Note: requires no additional course offerings at this time and should increase demand for classes offered as part of the EVS graduate certificate program.

New Description: All students pursuing a concentration in environmental management must complete the following requirements:

EVS 501 Introduction to Environmental Problems and Policy (4 Credits)

PLS 521 Legal Foundations of Coastal and Environmental Management (Mark Imperial)

PLS 520 Field Seminar in Coastal Management (Mark Imperial) (Prerequisite PLS 521)

Students must take an additional three credits of an approved elective focused on environmental science, policy, or management.

Public Policy Analysis and Management (12 Credits)

Note: concentration would be designed primarily for in-service practitioners and part-time students. The concentration would provide an option for students who really have no interest in either the environmental concentrations. It will also ensure a demand for PLS classes in the applied skill-based elective category.

New Description: All students pursuing a concentration in public policy analysis and management must complete the following requirements:

PLS 501 Statistics for Public Administrators (Name changed from Research and Statistical Methods in Public Administration) (Steve Meinhold, Roger Lowery, or New Hire)

   Class would be modified by moving basic research design concepts to program evaluation. This would allow more time for students to gain a greater proficiency in quantitative statistical techniques. Class would include computer-aided assignments to build on computer applications class.

PLS 505 Applied Policy Analysis and Cost-Benefit Analysis (name changed from Public Economics) (Milan Dluhy)

PLS 507 Applied Management Tools, Skills, and Techniques (Name changed from Applied Public Management) (Tom Barth or Milan Dluhy)

Students must take an additional three credits of an approved elective focused on policy, management, or computer applications.
Customized Concentration (9 credits)

New Description: Students can also elect to design their own nine-credit concentration in areas such as nonprofit management, health policy, gerontology, and public history. Classes offered by the department, by other departments on campus, and by other universities can be part of the concentration. Students wishing to design their own concentrations should consult with their advisor or the MPA director.

Approved Electives (6 to 9 credits)

Note: Electives could be offered on a rotating basis every 18 months to 3 years (including summers) depending on student interest, faculty interests, and other departmental demands on faculty resources. Our plan is to poll new students during the orientation and existing students at the end of each spring semester and use this information to determine which electives will be offered the following year. For every two classes offered on an 18-month cycle, one of the potential new electives could be offered with no corresponding increase in PLS class offerings. While classes could be offered as PLS 592 Special Topics, listing the classes should improve the marketability of the program and help with accreditation even if they are offered on a somewhat irregular basis. Other classes could be added to this list in future years (e.g., something international).

New Description: Students will generally have to complete an additional 6 and 9 credits in order to fulfill their degree requirements. Students have the following options: take additional classes offered as applied skill-based electives; take classes offered as concentration classes; take classes listed as electives below; take approved electives offered by other departments or universities. Students should consult with their advisor when planning their program of study and selecting their electives.

PLS 508 Ethics and Leadership in Public Life (Tom Barth)
PLS 511 Alternative Dispute Resolution (Mark Imperial)
PLS 512 Managing Interorganizational Relations (Mark Imperial)
PLS 513 Politics and Planning at the State and Local Level (Lee Johnston)
PLS 514 Social Welfare Policy and Administration (Tom Barth and Milan Dluhy)
PLS 515 International Development Administration (Raymonde Kleinberg and New Hire)
PLS 516 International Trade Law (Raymonde Kleinberg and New Hire)
PLS 517 International Political Economy (Raymonde Kleinberg and New Hire)
PLS 523 Coastal Land Use Planning (Adjuncts) (New course)
PLS 524 Coastal Hazard Management (Steve Meinhold)
PLS 525 Managing Coastal Ecosystems (Mark Imperial)
PLS 526 Environmental Policy and Management (Mark Imperial or Steve Meinhold)
PLS 527 Coastal Data . . . . (Steve Meinhold)
PLS 530 Management Practices in Nonprofit Organizations (Adjunct)
PLS 531 Resource Development in Nonprofit Organizations (Steve Meinhold)
PLS 532 Selected Issues in Nonprofit Management (Adjunct)
PLS 591 Directed Independent Study (DIS)
PLS 592 Special Topics in Public Administration
Changes to the MPA Curriculum
For 2005 – 2006 Academic Year

October, 2004

Goals:
- Strengthen the focus on the analysis, interpretation and presentation of quantitative data by changing the emphasis of the statistics class to more practical applications.
- Create a more focused policy analysis concentration by replacing a required management class with a program evaluation class, redesigning the basic policy analysis class, and adding a required public economics/cost-benefit analysis class.
- Increase the emphasis on planning and economics in the curriculum.

Change the Name of the Following Courses:

- PLS 505 Applied Policy Analysis and Cost-Benefit Analysis changed to PLS 505 Policy Analysis
- PLS 506 Research Methods and Program Evaluation changed to PLS 506 Program Evaluation
- PLS 510 Political, Social, and Economic Context of Public Administration changed to PLS 510 Introduction to Public Affairs

Delete the Following from the List of Core Requirements:

- PLS 506 Research Methods and Program Evaluation

Add the Following to the List of Core Requirements:

- PLS 501: Quantitative Methods

Delete the Following from the List of Applied Skill-Based Electives:

- PLS 501 Statistics for Public Administrators and Policy Analysts

Add the Following to the List of Applied Skill-Based Electives:
Delete all of the Public Policy Analysis and Management concentration and replace with the following:

**Policy Analysis (12 Credits)**
All students pursuing a concentration in policy analysis must complete the following requirements:

- PLS 506 Program Evaluation
- PLS 541 Public Economics and Cost-Benefit Analysis
- PLS 505 Policy Analysis
- Students must take an additional three credit hours of an approved elective

**Course Descriptions**

**Change the Following Language in Existing Course Descriptions**

Change “PLS 594. Practicum in Public Administration (3)” to “PLS 594. Practicum in Public Administration (3 - 6)”

Change “PLS 598. Internship in Public Administration (3)” to “PLS 598. Internship in Public Administration (3 - 6)”

**Change the Name and Description of the following Course:**

Delete the existing title and course description for “PLS 513: Politics and Planning at the State and Local Level” and replace with the following:

**PLS 513. Politics, Planning, and Urban Sprawl (3)** Course explores the connection between formal planning processes and political decision making at the state and local level. Special attention is given to the positive and negative features of urban growth and sprawl. Throughout the course there is a focus on the challenge of balancing economic development with equity, quality of life, environmental, and social justice interests.

**Add the Following to the Course Descriptions:**

**PLS 541. Public Economics and Cost-Benefit Analysis (3)** An applied policy analysis course covering basic economic concepts. The class will also provide an introduction to the techniques of cost-benefit analysis. Students complete an applied cost-benefit project and present results to a simulated audience.

**PLS 527. Planning Theory and Planning Law (3)** Course reviews and provides an overview of the history of the major urban/regional planning theories in the U.S. and Europe. Emphasizes the legal framework and case law connected to local land use policies and regulations.
PLS 542. Managing Interorganizational Relations (3) Course provides an overview of the theory and practice of interorganizational relations. Topics generally include intergovernmental relations, intergovernmental management, collaboration, networks, policy implementation and governance. Emphasis is placed on emerging trends from the new governance movement and the increased relationships between public, private, and nonprofit organizations in government service delivery.

PLS 528. Resource Economics (3) Introduction to environmental and natural resource economics and policy. Emphasizes applied methods and results of use to practicing coastal managers. Topics include pollution regulation and pollution damage assessment, recreation and tourism impact analysis, public good valuation methods, the economics of land development and urban sprawl, and economic issues in forestry, wetlands and fisheries management.
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INTRODUCTION TO THE MPA INTERNSHIP PROGRAM

The internship experience is required by the MPA program as part of our effort to provide a comprehensive professional degree. To this end, we have developed the following guidelines to help create meaningful internship experiences for our students and host agencies as well as to comply as completely as possible with the National Association of Schools of Public Affairs and Administration (NASPAA) accreditation and the International City/County Management Association (ICMA) professional standards.

This handbook will outline the goals of the internship experience in the Master of Public Administration (MPA) program at UNCW. A strong and positive internship experience depends on the effective collaboration between three primary actors: the student, the host agency and MPA program faculty and staff.

PURPOSE OF INTERNSHIPS

Internships, which integrate students as operating members of management staff, are critical components of the management education of MPA students. Students experience the reality of an organizational/bureaucratic environment. This experience should enhance the student’s understanding of organizational dynamics both internally and externally with respect to the values and attitudes of public or non-profit employees’ attitudes toward both their clientele and the administrative/political superiors. Students also benefit in that this is the opportunity to test the skills and approaches identified and discussed in their academic program.

The benefit of internship programs reaches beyond the student experience and encompasses the agency experience. Host agencies have the opportunity to take advantage of the knowledge and emerging skills of students. Interns are a resource for their hosts and should be integrated into the organizational structure, as any other position would be. When the student is treated as an employee both student-intern and the local government gain the most from the work assignment.

The student and the host agency, in particular the direct supervisor, and the faculty supervisor, should keep in mind at all times that the primary reason for the internship is to provide a learning experience. Thus, the primary goal of the internship is student driven and internships should be integrated as much as possible into the students’ overall academic program. The primary responsibility of the agency supervisor and the faculty supervisor is to function as educators with respect to the intern.

INTERNSHIP MODELS: ROTATION OR PROJECT

All internships have in common the idea that a student commits to an agency for 20 work hours per week at a pay rate of $10.00 per hour. During the course of the internship the student will receive meaningful supervision from the host agency and the faculty internship coordinator. Because internships are by necessity time limited the MPA Internship Program recommends that internships follow one of the two primary models: a rotational or a project based model.
ROTATIONAL MODEL

In the rotational model a student is assigned to move through the organizational structure of the host agency working for periods of time on small assignments. The student may work as a contributor to an ongoing project or may be assigned to something that may be completed in the time the student will be assigned to the particular office.

PROJECT BASED APPROACH

In the project model a student is assigned to a broader task that will last for the duration of the internship. It is preferable that the student be assigned to a project, which can be completed during the course of the internship.

Despite the differences of these approaches the underlying goal remains that the student receive as broad an experience as possible during the internship.

INTERNSHIP REQUIREMENTS:

Interns should expect work for their host agency for a time period of no less than 14 weeks. Interns will commit twenty hours a week to the host agency. Ideally, the intern will also be paid at a rate of ten dollars an hour. Students who are ready to pursue the internship should be aware that a large part of the responsibility for finding, getting, and registering for internship credit, rests with them. There are a number of tasks students must initiate.

IDENTIFICATION AND APPLICATION FOR INTERNSHIPS

The first hurdle for students is identifying an internship and then competing for it. As part of this process we recommend that students contact, Jennifer Horan, the MPA administrative coordinator at least a semester in advance to discuss your internship interests. During this conversation the goal will be to identify your academic concentration(s), to begin to outline your career interests, and then to frame the possibilities for potential internships. We will also discuss the internship registration and agency approval processes, as well as the schedule internships typically follow so that the student is fully prepared for the initiation through completion of the internship.

Once this preliminary meeting has occurred student should begin actively thinking about where they will actually perform their internship. Students must take the initiative and the information provided to decide where they will work. Students should next schedule a meeting with the MPA Internship Coordinator one entire semester prior to when they think they would begin the internship. At this meeting students will discuss the options provided by the MPA administrator, incorporate their ideas and begin working to solidify their plans. So for example, if a student is planning to do an internship in the summer they should have met with the MPA administrator in the previous fall semester and met with the Internship Coordinator in the first two weeks of January in the Spring semester.
The MPA Internship Program does not assign students to host agencies. As part of our commitment to the agencies hosting our students we encourage them to advertise their internship opportunity. We require interested students to apply for the opportunity in a competitive process. This gives the agency the ability to find the individual they feel is best suited for their position. It also reminds the student that this is a serious work commitment, not to mention encourages you to have a professional resume and to have done some thinking about how to interview for the position. As part of the real world experience, some students will encounter the real world requirement that they undergo a drug screen.

Once a student has secured his or her internship placement they must register for the internship with the Graduate School. This registration process is a paper process only and involves a number of steps. The registration paperwork is available in the MPA administrative office. Each student must complete the following:

1) **Permission to enroll** – this form must not be faxed. All information and required signatures must be original. This form must be completed and handed in to the Graduate School before the end of the add-drop period.

2) **Request for Approval of Agency** – this form must be filled out if the agency is a new host for the MPA program. This form requires supporting information on the agency and the internship supervisor. Internship supervisors are required by the graduate school to submit a complete resume and to hold at least a Master’s level or equivalent credential. Once agencies are approved they are in good standing with the University for five years. After five years they must be re-certified according to Graduate School standards for Internship host agencies.

3) **Graduate Student Intern Evaluation** – This form exists to give the host agency a forum in which to evaluate the performance of the student intern. It must be given to the internship supervisor at the beginning of the internship. The supervisor should complete the form at the end of the internship. Until this form is returned to the Department, the student will not receive a grade for the internship.

4) **Graduate Internship Experience Evaluation** – This form exists to give the student a forum in which to evaluate the agency and the internship tasks and overall experience. This form must also be handed in at the end of the experience. Students who do not evaluate the internship experience and return this information to the department will not receive a grade for the internship.
INTERNERSHIP SCHEDULE OF EVENTS

1) Placement

2) Registration

3) Initial Meeting between host agency, student and faculty to establish goals and expectations

4) Ongoing meetings with student and faculty supervisor

5) Weekly journal

6) Final paper:
   a. Organizational Chart
   b. Description of the internship
   c. Relationship of experience to coursework – what did the student learn?
   d. Special Project discussion (as addendum as not all interns will do projects)
   e. Personal reflections

7) Final roundtable discussion between students, host agencies, faculty supervisor
PLS 598: PAPER GUIDELINES

32. Introduction

The purpose of the internship paper is to not only describe your organization and the experience you had, but reflect on what you learned and how the experience relates to theories from the classroom. The following are the basic requirements of the paper with recommended minimum lengths.

I. Description of Organization (2 pages)
   - mission
   - organization chart

II. Summary of Assignments (3 pages)
   - rotations
   - projects
   - other significant activities
   - attach any work products in appendix

III. Reflection on Experience (5 pages)
   - positive aspects
   - obstacles encountered
   - lessons learned (e.g., what the experience revealed about your strengths and areas that need further work)

IV. Integration of Theory and Practice (6 pages)
   - Discuss at least three theories from the classroom that relate to your internship experience (note: experiences may reinforce or challenge theories)
LIST OF FORMS

1) MPA Graduate Permission to Enroll
2) Request for Agency Approval
3) Graduate Student Intern Evaluation
4) Organization Internship Evaluation
MPA GRADUATE PERMISSION TO ENROLL

Department of Political Science MPA Program

Date _____________________________

Full Name of Student_________________________________Student I.D._________________________

Has permission to register for _________ _______ with ______ hours credit.

Prefix    Number

For the ________________ semester, ___________ year. The internship will be located at:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Total Hours for Semester Schedule: _____ Total Credit Hours:______ GPA: ______

How will the student’s work during the internship be monitored and evaluated by the agency supervisor? (e.g., meetings with intern, checklists, informal reporting by co-workers, etc.).

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

How will the student’s work during the internship be monitored and evaluated by the faculty supervisor? (e.g., meetings with intern and/or agency supervisor, reports submitted by intern and by agency supervisor, etc.)

______________________________________________________________________

______________________________________________________________________
Approved:

___________________    _________        ____________________       ________
Faculty Supervisor                             Date              Graduate Coordinator  Date

___________________      ________         ____________________       ________
Agency                                                Date               Graduate School Date

Copies to:
- Registrar
- Faculty Advisor
- Agency
- Student
- Graduate School
REQUEST FOR AGENCY APPROVAL

University of North Carolina at Wilmington
For Placement of Political Science GRADUATE Interns

Agency Name:_______________________________________________________________
Address:____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
(City)                                  (State) (Zip Code)
(E-mail)                                                               (Phone)  (FAX)

Identify Business, Services, or Responsibilities of Agency (attach additional information if necessary)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

List specific opportunities or experiences that will be provided for the Intern (attach additional information if necessary)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

List the names of agency individual(s) who may serve as Internship Supervisors (INCLUDE THEIR RESUMES)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Agency Requires Liability Insurance: □ Yes □ No
Student Coverage Obtained: □ Yes □ No Amount___________________
Carrier:_____________________________________________________________________

____________________________________                                   _________________
Department Chair   Date
________________________________________________   _______________________
Signature, Agency            Date

Approved □ Not Approved □
Graduate Dean                 Date
Approval Date: ____________________                   Expiration Date:______________________

(rev. 1/31/01)
GRADUATE STUDENT INTERN EVALUATION

Department of Political Science  
College of Arts and Sciences  
University of North Carolina at Wilmington

Full Name of Intern: _________________________________________   ID# ________________________
Department ________________________________ Course #_________________

Credit Hours __________   Placement Date (Semester/Year) ___________________

II. Internship Placement

A. Agency Name:
_________________________________________________________________

Address:_________________________________________________________________

(City) (State) (Zip Code)

Supervisor’s Name:_________________________ Title:_____________________

Phone: ___________ FAX ___________ E-mail:_________________________

B. The three most typical types of responsibilities or duties I performed were:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

C. The tasks I was assigned were generally: (please check one)
  o Boring, tedious, and mundane
  o Moderately varied and responsible
  o Interesting, challenging, and informative

D. Would you recommend that a future intern be placed in this office?
  o I would
  o I would not
E. Overall how would you evaluate this placement: (please check one)

- Poor
- Good
- Excellent

II Internship Preparation

A. Before beginning the internship, I needed more information on the following aspects of the internship:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

B. Information on the following non-program items would have been beneficial before starting the internship.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

C. My advice to interns who follow me is:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

D. Please make any additional suggestions which you believe will improve the internship program and experience.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________

Intern Signature                        Date

Please return to:
Professor Stephen S. Meinhold
MPA Internship Program Director
Department of Political Science
University of North Carolina at Wilmington
Wilmington, N.C. 28403-3297
Phone: 910-962-3220
E-mail: meinholds@uncw.edu          (rev. 1/0)
To Be Completed By Intern

<table>
<thead>
<tr>
<th>Intern</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
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<tr>
<td></td>
<td>Title:</td>
</tr>
<tr>
<td>Student ID#:</td>
<td>Address:</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>E-Mail:</td>
</tr>
<tr>
<td>Agency Name:</td>
<td>Phone:</td>
</tr>
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<td></td>
<td>FAX:</td>
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</tbody>
</table>

II To Be Completed by Intern’s Supervisor:

Please rate the intern on the characteristics listed below using 1 to 5 or X, indicating the intern's standing among peers.

1 - Outstanding (top 5%)
2 - Superior (next highest 10%)
3 - Good (between 75 and 85%)
4 - Above Average (between 50% and 75%)
5 - Below Average (below 50%)
X - Inadequate Opportunity to Observe

<table>
<thead>
<tr>
<th>General Intellectual Skills</th>
<th>Professional Skills</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Overall Intelligence</td>
<td>___ Initiative</td>
<td>___ Overall ability in interpersonal relations</td>
</tr>
<tr>
<td>___ Analytical Ability</td>
<td>___ Integrity</td>
<td>___ Maturity</td>
</tr>
<tr>
<td>___ Speaking Ability</td>
<td>___ Overall Professionalism</td>
<td>___ Poise</td>
</tr>
<tr>
<td>___ Writing Ability</td>
<td>___ Organizational Ability</td>
<td>___ Congeniality</td>
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<tr>
<td>___ Research Ability</td>
<td>___ Perseverance</td>
<td>___ Sensitivity</td>
</tr>
<tr>
<td>___ Logical Rigor</td>
<td>___ Motivation</td>
<td>___ Sense of humor</td>
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<tr>
<td>___ Originality</td>
<td>___ Dependability</td>
<td>___ Sense of perspective</td>
</tr>
<tr>
<td>___ Overall standing among peers</td>
<td>___ Punctuality</td>
<td>___ Candor</td>
</tr>
<tr>
<td></td>
<td>___ Follows direction</td>
<td>___ Judgment</td>
</tr>
<tr>
<td></td>
<td>___ Assignments completed promptly</td>
<td>___ Overall standing among peers</td>
</tr>
<tr>
<td></td>
<td>___ Attention to details</td>
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<td></td>
<td>___ Resourcefulness</td>
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<td></td>
<td>___ Commitment</td>
<td></td>
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<tr>
<td></td>
<td>___ Vigorous capacity for work</td>
<td></td>
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<tr>
<td></td>
<td>___ Overall standing among peers</td>
<td></td>
</tr>
</tbody>
</table>

___ Overall standing among peers in intellectual, professional, and social skills.

II Based on this intern’s performance in your office would you recommend this intern for fulltime employment in your office or a similar office.

___ Yes
___ No
Please provide any additional comments or suggestions which you think may be helpful in evaluating this intern.

________________________________________________________________________
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________________________________________________________________________

(signature) Supervisor          Date

Please Return to:
Professor Stephen S. Meinhold
MPA Internship Program Director
Department of Political Science
University of North Carolina at Wilmington
601 S. College Road
Wilmington, NC 28403-3297
E-mail: meinholds@uncw.edu
FAX: 910-962-3286

(revised 1/01)
<table>
<thead>
<tr>
<th><strong>Organization</strong></th>
<th><strong>Preceptor</strong></th>
<th><strong>Title</strong></th>
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</thead>
<tbody>
<tr>
<td>U.S. Army Corps of Engineers</td>
<td>Colonel Alexander</td>
<td>CEO</td>
</tr>
<tr>
<td>Town of Burgaw</td>
<td>Mr. Martin Beach</td>
<td>Interim Town Manager</td>
</tr>
<tr>
<td>Town of Burgaw</td>
<td>Ms. Michelle Grant</td>
<td>Finance Officer</td>
</tr>
<tr>
<td>Town of Wrightsville Beach</td>
<td>Ms. Andrea Surratt</td>
<td>Town Manager</td>
</tr>
<tr>
<td>Cape Fear Area United Way</td>
<td>Ms. Lynn Pharr</td>
<td>Executive Director</td>
</tr>
<tr>
<td>City of Wilmington</td>
<td>Mr. Sterling Cheatham</td>
<td>City Manager</td>
</tr>
<tr>
<td>City of Wilmington – Community Development</td>
<td>Ms. Emilie Swearingen</td>
<td>Director</td>
</tr>
<tr>
<td>Institute of Political Leadership</td>
<td>Dr. Walt DeVries</td>
<td>CEO</td>
</tr>
<tr>
<td>Council of Governments</td>
<td>Mr. A.J. McClure</td>
<td>Finance Officer</td>
</tr>
<tr>
<td></td>
<td>Mr. Chris May</td>
<td>Executive Director</td>
</tr>
<tr>
<td>New Hanover County Department of Emergency Management</td>
<td>Ms. Carol Thiele</td>
<td></td>
</tr>
<tr>
<td>New Hanover County Planning Department</td>
<td>Ms. Wanda Coston</td>
<td>Planner</td>
</tr>
<tr>
<td>Town of Carolina Beach</td>
<td>Mr. Calvin Peck</td>
<td>Town Manager</td>
</tr>
<tr>
<td></td>
<td>Mr. Scott Chase</td>
<td>Planner</td>
</tr>
<tr>
<td>Cape Fear Museum</td>
<td>Ms. Ruth Haas</td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director, Health and Safety</td>
</tr>
<tr>
<td>Cape Fear Chapter American Red Cross</td>
<td>Ms. Laura Coker</td>
<td>Services</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>Mr. Steve Barnett</td>
<td>Executive Director</td>
</tr>
<tr>
<td>UNCW Office of Safety</td>
<td>Mr. Stan Hartz</td>
<td>Director</td>
</tr>
</tbody>
</table>
MPA Advisory Board Meeting

Friday, March 18, 2005

AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>Welcome and Student Introductions/News</td>
<td>Calvin Peck, Tom Barth</td>
</tr>
<tr>
<td>8:15 – 8:30</td>
<td>Update on Academy for Strategic Management</td>
<td>Milan Dluhy</td>
</tr>
<tr>
<td>8:30 – 8:40</td>
<td>Report on Internships</td>
<td>Steve Meinhold</td>
</tr>
<tr>
<td>8:40 – 8:50</td>
<td>Highlights of Student Class Projects</td>
<td>Lloyd Jones</td>
</tr>
<tr>
<td>8:50 – 9:00</td>
<td>Annual Board Scholarship Drive</td>
<td>Calvin Peck</td>
</tr>
<tr>
<td>9:00 – 9:10</td>
<td>Stewardship Development Award Program</td>
<td>Mark Imperial</td>
</tr>
<tr>
<td>9:10 – 9:30</td>
<td>Public Service Award Nominations</td>
<td>Tom Barth</td>
</tr>
</tbody>
</table>
Academy for Strategic Management

Dear MPA Advisory Board Members and Academy Instructors:

We would like to announce openings for the first class of the *Academy for Strategic Management* to be offered this fall from September 9 to December 16, 2005 at the Landfall Executive Development Center.

UNCW and local public and nonprofit organizations are collaborating to offer 8 five hour sessions covering “best practice” management skills for mid-level managers and executives in the public and nonprofit sectors. The program will offer continuing education credits and academic credits upon request. We are trying to reach mid-level managers and executives who have already had some administrative experience and will benefit from additional training and education. We have 23 different faculty working in the program with faculty from UNCW and practitioners from local governments and nonprofit agencies. The sessions will combine key concepts, “best practice” experience, and exercises aimed at mastering skills in management, policy, and planning.

Enclosed are five brochures describing the program. *Could you please distribute these brochures to people you think will be interested in the program? As an MPA Advisory Board member or academy instructor, we also request that you commit yourself to recruiting at least one person for the program this fall.* Interested participants can call Katie Roper @ 910-962-3220 for an application for the program or they can call us for additional information.

Sincerely,

Tom Barth, Ph.D.  
Professor and Director, Master of Public Administration (MPA)

Milan Dluhy, Ph.D.  
Professor of Public Administration and Academy Director  
910-962-3220
MPA Advising Summer/Fall ‘05

Summer:

PLS 508 – Ethics and Leadership in Public Life, Tom Barth, Thursday 6:00 – 10:10 (LH 110)

PLS 513 – Politics, Planning and Urban Sprawl, Milan Dluhy, Monday 6:00 – 10:10 (LH 110)
  - Can count as an elective for coastal/environmental students

PLS 592 – Special Topics: Housing and Transportation Policy, Milan Dluhy, Tuesday 6:00 – 10:10 (LH 110)
  - Can count as an elective for policy analysis students

PLS 594 – Practicum in Public Administration, Stephen Meinhold, TBA

PLS 598 – Internship in Public Administration, Stephen Meinhold, TBA

Note: Be sure to talk with first year students about their internships and encourage them to consider doing an internship in Fall ’05 if we are having difficulty placing all of them summer ‘06.

Full Time Students – First Year
  - PLS 510 – Introduction to Public Affairs, Milan Dluhy, Tuesday 6:30 – 9:15 (LH 111)
  - PLS 501 – Quantitative Methods, Lloyd Jones, T/R 5:00 – 6:15 (LH 111)
  - Concentration class

Full Time Students – Second Year
  - PLS 595 – Capstone Seminar in Public Administration, Mark Imperial, 6:00 – 8:45 (LH 110) if they are graduating (we may want to steer a few of the part time students graduating in the spring to the capstone too since we are light on electives this semester but will have more for them to choose from in the spring)
  - PLS 502 – Public Human Resource Administration (LH 110), Tom Barth, 6:00 – 8:45
  - Concentration class
  - Elective/skill-based elective (PLS 592/PLS 541 or PLS 501)

Part Time Students
  All incoming part-time students and part-time students who have not already done so should take:
    - PLS 510 – Introduction to Public Affairs, Milan Dluhy, Tuesday 6:30 – 9:15 (LH 111)

Second class for first year part-time students should be:
- PLS 501 – Quantitative Methods, Lloyd Jones, T/R 5:00 – 6:15 (LH 111) or
- Concentration class or
- Elective/skill-based elective (PLS 592/PLS 541 or PLS 501)

*Advanced part-time students can pick among core classes, advanced skill-based electives, and concentration classes*

**Advanced Tool Skill Electives**
- PLS 541 – Public Economics and Cost-Benefit Analysis, Milan Dluhy, 6:00 – 8:45 (Need Room) – we can count this even though not listed for current students
- PLS 501 – Quantitative Methods, Lloyd Jones, T/R 5:00 – 6:15 (LH 111)

**Electives**
- PLS 592 – Special Topics in Public Administration, TBA, 6:30 – 8:45 (LH 110)

**Coastal Concentration**
*First or second year should take the following:*
- PLS 521 – Legal Foundations of Coastal and Environmental Management, Mark Imperial 6:00 – 8:45 (LH 110) (Note: PLS 520 will not be offered)

**Environmental Policy & Management Concentration**
*First or second year can take either of the following:*
- PLS 521 – Legal Foundations of Coastal and Environmental Management, Mark Imperial 6:00 – 8:45 (LH 110) or possibly
- EVS 501 – Introduction to Environmental Problems and Policy, TBA, Tuesday 2:00 – 3:15, Thursday 2:00 – 4:45 (*part time only*)

**Public Policy and Management Concentration**
*First or second year should take the following:*
- PLS 541 – Public Economics and Cost-Benefit Analysis, Milan Dluhy, 6:00 – 8:45 (Need Room)

**Nonprofit Management Concentration**
*First or second year take if they have not already done so:*
- PLS 531 – Resource Development in Nonprofit Organizations, Stephen Meinhold, 6:00 – 8:45 (LH 111)
May 3, 2005

Dear Cape Fear Community:

On behalf of the graduate students in my Capstone Seminar in Public Administration, I am pleased to submit *Blueprint for Impact*, a comprehensive health and human services needs assessment of Brunswick, New Hanover and Pender Counties.

The Capstone class is one of the last core classes required of students completing the Master of Public Administration (MPA) program at UNCW. It requires the students to participate in a significant applied research project that integrates the science, processes and art of public administration.

*Blueprint for Impact* has been a tremendous experience for my students. They have honed their technical skills in survey research, gained experience in the challenges of organizing and conducting community focus groups and interviews, and also developed a keener appreciation for the art of relating to a diverse array of groups and individuals.

Commissioned by the Cape Fear Area United Way, *Blueprint for Impact* is an excellent example of how UNCW can partner with the community to provide practical research experience for students, while at the same time providing a needed service to the region.

We are confident that this needs assessment provides another useful tool for the United Way and health and human service providers to have a better understanding of the comprehensive needs in the Cape Fear Region.

I invite you to contact me with any comments or questions at 910-962-3385 or bartht@uncw.edu.

Sincerely,

Thomas J. Barth, Ph.D.
Chair, Political Science
Director, MPA Program
Executive Summary

Background

Blueprint for Impact, a regional health and human services needs assessment conducted by the students in the MPA program at UNCW, was commissioned by the Cape Fear Area United Way and conducted from January through April, 2005. The purpose of the project is to provide another important tool for understanding the top needs in the region and provide a focus for stakeholders, decision makers, and citizens concerned with the quality of life in Brunswick, New Hanover and Pender counties.

Methodology

With the assistance of United Way volunteers, the project used the following methods for collecting data from a variety of perspectives on needs:

Service Provider Survey
- employees from service agencies who work with clients on a daily basis

Client Survey
- people using key intake offices such as day shelters, health clinics, social service offices, and employment security facilities

Public Perception Survey
- randomly selected households in the region

Key Informant Survey
- leaders of organizations with broad perspectives on health and human services needs

Focus Groups
- members of organizations from a wide variety of fields that serve in the area of health and human services

Secondary Data
- existing data sources from governmental and nonprofit research entities

Summary of Findings

Surveys

From an overall regional perspective, data collected from the surveys indicate that issues around affordable healthcare stand out, including lack of affordable medical care, lack of medical insurance and lack of affordable prescription medications.

The next tier of top needs, in no particular order, are affordable housing, domestic violence, drug abuse, drunk driving, and underage drinking.
Brunswick County respondents also highlight lack of affordable day care for adults, lack of public transportation, and teen pregnancy. Crime is also highlighted in New Hanover County, while Pender County residents cited several other needs, including healthcare for the elderly, lack of jobs, lack of public transportation and recreational facilities, and the time it takes to get to medical facilities.

**Focus Groups**

The focus groups provide a different snapshot of needs that merit mention separately. While survey respondents had a fixed set of need categories from which to respond, focus group participants had the opportunity to rank their top needs after a discussion with other stakeholders.

From an overall regional perspective, additional needs beyond the surveys highlighted by the focus groups centered on youth programs and services, education, services for the elderly, access to mental health services, and affordable childcare.

Brunswick County focus groups also brought up a lack of medical specialists, suspect drinking water, abuse/neglect of children, and problems created by a lack of communication between agencies and groups in a large, diverse county. In New Hanover a special emphasis on substance abuse was apparent, while Pender County also emphasized problems from its remoteness, including lack of dentists and distant location of key services.

Finally, where the number of respondents made it possible, the perspectives of particular groups were measured. African American clients highlighted the shortage of affordable housing and lack of jobs. Hispanic clients brought up family violence, language barriers, poor housing conditions and overcrowded living space. In comparing the public perception of those on public assistance versus high income households, lack of public transportation and abstinence education stands out for the less affluent, while wealthier households focus more on education needs.

**Conclusion**

Attempting to rank complex, interrelated health and human services needs across a diverse region with any degree of certainty is a formidable task that must be ongoing. Blueprint for Impact hopes to provide further focus to this effort by highlighting needs that rise to the top across surveys, interviews and discussions with 1,529 individuals over a three month period. Above all else, this study indicates that needs related to affordable healthcare and access to medical care (including mental health) are a major concern across the board.

In the next tier of needs, the rising cost of living in a highly desirable coastal region is reflected in concerns about affordable housing. The geographic size of the region and the remoteness of some areas exacerbates the multiple problems created by an obvious lack of public transportation, a particular problem for the elderly and the poor. Finally, this is a region that appears to be under significant social stress, given the consistent concerns over issues related to substance abuse and domestic violence.

Although this document attempts to highlight consistent themes to provide a measure of focus to a vast set of issues, all of the data collected from each survey methodology is included
in the text or appendix, along with breakdowns by county as well. Armed with this detail, readers will be able to conduct their own analyses that will hopefully foster focused discussions on the most important needs of specific areas of the Cape Fear Region.
CALL FOR NOMINATIONS

Public Servant and Public Organization of the Year Award
Southeastern North Carolina

Background

Public Service Recognition Week, celebrated the first Monday through Sunday in May since 1985, is a time set aside each year to honor the men and women who serve America as federal, state, local government or nonprofit employees. For the past two years, the MPA program at UNCW and the Southeastern North Carolina chapter of the American Society for Public Administration have participated in this event by sponsoring a Public Service Recognition Reception.

We are pleased to be again sponsoring a Public Service Recognition Reception on Thursday, April 28 from 6:00 – 8:00 p.m. at the Wise Alumni House (1713 Market St.) To further reinforce the importance of public service, this year we are will issue two awards for the Public Servant and Public Organization of the Year in the Cape Fear Region. The MPA program would like the assistance of our ASPA Chapter to generate nominations for each award, and will have the MPA Community Advisory Board serve as the selection committee.

Eligibility

- The Public Servant of the Year Award winner may be from any level of public service – local, state, and federal government or nonprofit organization. The individual should work or have a demonstrated strong connection with southeastern North Carolina.
- The Public Organization of the Year Award winner has the same eligibility criteria, but must be designated as an identifiable group or team of public servants.

Selection Criteria

Consistent with the National Public Service Awards guidelines, winners will be those who have, on a sustained basis, done some or all of the following:

- Made a profound difference in improving service to the public.
- Been willing to take risks to achieve change.
- Fostered a more democratic society.
- Served as a champion of social equity.
- Changed the way a governmental or nonprofit organization operates so that it better achieves its goals.
- Achieved substantial savings in government operations.
Submission Instructions

All nominations must use the format outlines here.

- A cover letter from the nominator must accompany the nomination, with all appropriate contact information of the nominee.
- The nomination itself may be no more than one page and may be supplemented by up to three letters of endorsement (letters of endorsement may be signed by more than one individual).
- The text of the nomination should begin with a summary of the accomplishments that the nominator believes makes the nominee worthy of the award, followed by more detailed information on specific accomplishments. This could include discussions of creative and innovative programs to which the nominee has made a major contribution. What are the major impacts of the nominee’s work as a public manager or program leader? In essence, state how he/she or the organization “makes a difference.”

All nominations must be received by March 25, 2005. Please send the forms to:

Dr. Tom Barth
MPA Program
The University of North Carolina at Wilmington
601 S. College Rd.
270 Leutze Hall
Wilmington, NC 28403
910-962-3385
bartht@uncw.edu
June 22, 2005
Dear…..

I hope you are having an enjoyable summer and are looking forward to beginning the MPA program in the fall. I would like to invite you to a very important event -- our MPA Orientation on Friday, August 12 in Room 110 Leutze Hall.

The orientation will consist of two parts. From 3:00 – 5:30 p.m., there will be a formal session where you will be briefed on all aspects of the program, including curriculum, key events during the year, academic expectations, parking info, etc. You will also have the opportunity to meet fellow students, faculty and alumni. Lastly, we will take your picture for our student directory and register you for classes.

Afterwards, everyone is invited to come to my home for a cook-out/social. Family and significant others are invited. Directions are enclosed in case you want people to meet you there after the orientation… I would estimate 6:30 p.m. for the start of the social. Please RSVP to Katie Roper at 910-962-3220 or roperk@uncw.edu.

On behalf of the faculty and staff, we are excited about working with you in the coming semesters. Please feel free to contact me with any questions or concerns at 910-962-3385 or bartht@uncw.edu.

Sincerely,

Dr. Tom Barth
Chair, Political Science
Director, MPA Program

p.s. You should also receive an invitation to the more general Graduate School Orientation on August 16. If you must choose one or the other because of work constraints, I would recommend attending the MPA session because it will more specifically address your concerns.
MPA STUDENT HANDBOOK

Academic Year 2005-2006

Department of Political Science

University of North Carolina at Wilmington

http://www.uncw.edu/mpa
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I. Mission

The Master of Public Administration (MPA) at UNCW is designed to provide students with essential administrative and public policy concepts and skills that can be utilized in a variety of settings in the public and nonprofit sectors. Located in the Department of Political Science in the College of Arts and Sciences, the MPA is an interdisciplinary professional degree with the following goals:

- to provide a broad education for individuals expecting to enter government and nonprofit institutions in administrative positions;
- to further enhance the capabilities and performance of those individuals currently in management positions in southeastern North Carolina;
- to produce relevant public administration research; and
- to provide active public service aimed at the support and improvement of equitable and quality public services and policies through improved administration in southeastern North Carolina.

This handbook provides the requirements and procedures established for candidates for the MPA degree. It is a supplement to the policies, procedures and requirements found in the UNCW Graduate School Catalogue (http://www.uncw.edu/grad_info).

Each student must become familiar with both documents. Upon admission to the program, each student assumes responsibility for monitoring his or her progress toward the degree in conjunction with his or her supervisor.
II. Core Faculty and Staff

**Thomas J. Barth, Chair Political Science and MPA Director**  
Ph.D., Virginia Tech  
Courses: administrative theory, ethics and leadership, public management tools  
bartht@uncw.edu, 910.962.3385

**Jennifer E. Horan, MPA Administrative Coordinator**  
Ph.D., Tulane University  
horanj@uncw.edu, 910.962.7929

**Katie Price, Secretary, Department of Political Science**  
pricek@uncw.edu 910.962.3220

**Milan Dluhy**  
Ph.D. University of Michigan  
Courses: Research Methods, public budgeting/finance. Policy analysis, public economics  
dluhym@uncw.edu.

**Mark Imperial**  
Ph.D., Indiana University  
Courses: administrative theory, policy analysis, coastal town management, human resources management  
imperialm@uncw.edu, 910.962.7928

**Lloyd P. Jones**  
Ph.D., Northeastern University  
Courses: computer applications, research methods  
jonesl@uncw.edu, 910.962.3788

**Stephen Meinhold**  
Ph.D., University of New Orleans  
Courses: emergency and nonprofit management, public law  
meinholds@uncw.edu, 910.962.3223

**Myungjung Kwon**  
A.B.D., Florida State University  
Courses: Quantitative methods, strategic management  
kwonm@uncw.edu, 910.962.7778
III. Academic Standards

University Statement on Academic Expectations
In choosing UNCW you have become part of our community of scholars. We recognize that the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The University expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Our faculty and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.

Academic Honor Code
The University of North Carolina at Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution's stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the university community are encouraged to report occurrences of dishonesty, honesty is principally the responsibility of each individual. Academic dishonesty takes many forms, from blatant acts of cheating, stealing, or similar misdeeds to the more subtle forms of plagiarism, all of which are totally out of place in an institution of higher learning. Reporting and adjudication procedures have been developed to enforce the policy of academic integrity, to ensure justice, and to protect individual rights. Complete details may be found in the current Student Handbook and Code of Student Life and in the Faculty Handbook.

MPA Academic Expectations
The MPA program at UNCW is designed according to accreditation standards set by the National Association of Schools of Public Affairs and Administration. The curriculum is therefore rigorous and demanding of a student’s energy and time. Excellent performance in the program requires not only attendance at class, but as a guideline three hours of outside study for every hour in the classroom. As a professional degree program, it is also expected that students will conduct themselves accordingly in the classroom and community.
IV. Degree Requirements

Satisfactory completion of 42 credit hours of approved graduate level courses will lead to the MPA degree (39 if internship is waived). The program requirements consist of the following: 18 credits of core classes designed to provide the basic skills needed by managers and policy analysts working in public and nonprofit organizations; 3 credits of an internship or practicum designed to link theory with practice; 3 credits of an applied skill-based elective; and between 9 and 13 credits of an approved concentration. Students can take their remaining 6 to 9 credits from electives offered by the Political Science Department or choose approved electives offered by other departments or universities. If students choose to look to other universities for these credits they should keep in mind the Graduate School’s 6 credit hour transfer limit.

**Core Requirements (18 credit hours)**

**PLS 510:** Introduction to Public Affairs (3)
**PLS 500:** Managing Public and Nonprofit Organizations (3)
**PLS 501:** Quantitative Methods (3)
**PLS 502:** Public Human Resources Administration (3)
**PLS 503:** Public Budgeting and Finance Administration (3)
**PLS 595:** Capstone Seminar in Public Administration (3)

**Internship or Practicum (3 credit hours)**

Students must do an internship or practicum unless the requirement is waived. In general, the practicum will be the option used by working professionals who do not have the flexibility to participate in an internship. The practicum requires an applied research paper(s) examining a management or policy issue at the student’s work place. Waiver requests should take the form of a formal letter to the MPA Director describing the relevant experience and include an attached resume. Waivers will only be considered if the student can demonstrate a minimum of five years of significant management or policy-related professional experience. Students must register for the internship or practicum in the semester in which the internship begins.

**PLS 594:** Practicum in Public Administration (3-6)

or

**PLS 598:** Internship in Public Administration (3-6)
Applied Skill Based Electives (3 credit hours)

All students are required to take one of the following applied skill-based electives, however, students can take additional classes as their electives. Students should consult with their advisors to select the appropriate course. This requirement is waived for students in the public policy analysis and management concentration.

- **PLS 504**: Computer Applications and MIS in Public Administration (3)
- **PLS 505**: Policy Analysis (3)
- **PLS 506**: Program Evaluation (3)
- **PLS 507**: Applied Management Tools, Skills, and Techniques (3)
- **PLS 541**: Public Economics and Cost Benefit Analysis (3)

Concentrations (9-12 credit hours)

All students are also required to pursue a concentrated area of study in Coastal Management (12 credits), Environmental Management (12 credits), or Public Policy Analysis and Management (12 credits). Students can also elect to design their own nine credit concentrations in areas such as nonprofit management, health policy, gerontology, and public history. Students wishing to design their own concentrations should consult with their advisor and the MPA Director.

**Coastal Management (12)**
- **PLS 520**: Seminar in Coastal Processes and Problems (3)
- **PLS 521**: Legal Foundations of Coastal Management (3)
- **PLS 522**: Field Seminar in Coastal Management (3)
Students must take an additional three hours of an approved elective (3)

**Environmental Policy and Management (12)**
- **EVS 501**: Introduction to Environmental Problems and Policy (3)
- **PLS 521**: Legal Foundations of Coastal Management (3)
- **PLS 522**: Field Seminar in Coastal Management (3)
Students must take an additional three hours of an approved elective (3)

**Public Policy Analysis (12)**
- **PLS 505**: Policy Analysis (3)
- **PLS 506**: Program Evaluation (3)
- **PLS 541**: Public Economics and Cost-Benefit Analysis (3)
Students must take an additional three hours of an approved elective (3)

**Elective Courses**
- **PLS 508**: Ethics and Leadership in Public Life (3)
- **PLS 513**: Politics, Planning and Urban Sprawl (3)
- **PLS 524**: Managing Coastal Hazards (3)
- **PLS 525**: Managing Coastal Ecosystems (3)
- **PLS 526**: Environmental Policy and Management (3)
**Internship**

A three-credit minimum internship in a government or nonprofit agency will be an integral part of the MPA program. Internships give students the opportunity to integrate theory and practice by learning in situations outside of the traditional classroom setting. On-the-job training also gives students firsthand experience and allows them to make contacts useful for future employment. Furthermore, interns can be an invaluable resource for agencies and serve as bridges between the university and the southeastern North Carolina region. In accordance with accreditation guidelines, interns will be supervised by a faculty member, mentored by an on-site preceptor, and required to keep a journal and write a structured paper that will integrate experiences in the field with theory learned in the classroom.

Internships normally require 20 hours of agency work per week, although time schedules can be designed to fit different student circumstances. Students must register for the internship during the semester in which the internship begins. Working students with significant administrative experience (minimum of three years) may apply to the MPA Director for a waiver of the internship.

**Capstone Seminar/Oral Defense**

The final course for every MPA student will be an integrative seminar that synthesizes material across the curriculum. A comprehensive applied research paper project addressing a contemporary public management or policy issue will be required and defended before a committee of at least three members of the graduate faculty (at least two of whom must be in the major program). Students may request faculty to serve on their committee at any time during the program, but the composition of the committee must be approved by the MPA Director at the beginning of the semester in which the seminar is taken.

An MPA candidate who fails the oral defense may not take the examination a second time until at least three months have elapsed. No student may take an examination a third time without approval of the dean of the Graduate School. A student passes an examination only on approval by at least two-thirds of the members of the examining committee. The vote of the examining committee is considered to be final.

**Thesis Option**

Students wishing to complete a thesis may do so by pursuing a thesis option which requires:
1) Creating a thesis committee consisting of a chairperson and two additional members of the Graduate Faculty. At least two members of the committee including the chairperson must be from the Department of Political Science. This committee will oversee the student’s thesis. Students are advised to create this faculty committee no later than the third semester of enrollment.
2) Prepare and defend a thesis proposal following departmental guidelines.
3) Prepare and defend a thesis that is acceptable to the individual’s thesis committee.
4) Complete at least 6 hours of PLS 599 Thesis.
5) Complete at least 45 hours of graduate credit, three hours more than students who do not pursue this option.

Students who pursue the thesis option are not required to take PLS 595: The Capstone Seminar in Public Administration.

V. Programs of Study

Students have two basic decisions regarding their program of study: 1) how quickly they will progress through the program and 2) which concentration they will pursue.

Full-Time versus Part-Time Tracks

A full-time track assumes three courses per semester, with two courses taken during the summer session. This pace will earn the MPA in two years (assuming prerequisites are completed in advance). Students currently working full-time will be strongly discouraged from taking a full-time course load. Graduate assistants, fellows, and others working no more than 20 hours per week are candidates for full-time status.

A part-time track assumes two courses per semester, with one course taken in each summer session. This pace will earn the MPA degree in three years (assuming prerequisites are taken in advance). This track is recommended for students working full-time.

Students with work or family commitments may proceed through the curriculum at a slower pace, but they must realize that one has five calendar years to complete his or her degree program. The five-year period begins with the student's first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program.
VI. Admissions Policies

Application Deadlines
Applications to the MPA program will be considered primarily during the fall semester. Those interested in starting the program in the fall should apply by March 15 of the spring semester. To take advantage of the ideal sequencing of courses, students are encouraged to begin the program in the fall semester. Applications for admission to the program for the spring semester will be considered on a limited basis. Applications for admission in January should be received by October 15th of the fall semester.

Admission Criteria

- Bachelor’s degree from an accredited college or university, or its equivalent from a foreign institution of higher education based on a four-year program;
- A strong academic record (an average GPA of 3.0 or better is desirable in the undergraduate program).
- Academic potential as indicated by satisfactory performance on the GRE General Test or GMAT. A combined minimum score of 1,000 on the verbal and quantitative sections of the GRE or a 550 on the GMAT are considered acceptable.
- Three recommendations from individuals who are in a position to evaluate the student’s professional competence as well as potential for graduate study (ideally at least one reference should be an academic instructor).
- A personal statement describing educational and professional experiences, their reasons for pursuing graduate study in public administration, and career goals.

Admission Documents

Application for admission is made by submitting application materials to the Graduate School at the University of North Carolina at Wilmington.

The following materials must be submitted to the Graduate School Admission Office:

1. Graduate School Application
2. Official transcripts from all universities attended
3. Three recommendations
4. GRE or GMAT scores
5. International students: TOEFL score of 550 or higher

6. A completed “Personal Statement of Professional Goals” form.

Admission Decisions

Applications are reviewed by the MPA Director in consultation with the MPA faculty. No single criterion determines the decision; all criteria are weighed on a case by case basis so that each candidate’s total set of qualifications can be considered. In situations where a candidate may be significantly below a certain criterion such as GPA or GRE score but is otherwise highly qualified, a provisional admission may be utilized where the student is admitted but must earn at least a “B” on the first three courses.

There may be other cases where a student is not presently qualified for admission, but may be invited to apply for nondegree-seeking status and take up to three classes to provide additional information for the faculty. The overall goal of the admissions process is to identify motivated applicants who have the potential to complete the program and be productive public administrators.

For an application package or other information visit the UNCW Graduate School web page at http://www.uncw.edu/grad_info or contact the Graduate School at 910.962.4117.

VII. Advising

Two types of advising are available to students: academic and career advising. Both types of advising are available on an informal basis from all MPA faculty, but formal advising occurs in the following manner.

Academic Advising

All incoming students will receive formal academic advising at the MPA Orientation session before the fall and spring semesters. Courses will be recommended to students for the coming semester, and after consultation students will be registered that evening. Students unable to attend the orientation are responsible for contacting the MPA Director to make other arrangements.

Students will be assigned a faculty advisor according to their academic interests. Students should make course selection and registration decisions in consultation with this faculty member. Students cannot register without obtaining their official registration number from their advisor.

The MPA Director reviews and approves all requests involving transfer credits or course waivers. In accordance with university regulations, up to six credits of coursework may be transferred from another university. Credit for coursework from another program within UNCW will be determined on an individual basis.
**Career Advising**

The MPA Director will assign a mentor to each student from among the faculty or members of the Community Advisory Board. Students are encouraged to consult with their mentors frequently around professional and career development issues, as well as the university’s Career Services office (962-3174). Furthermore, the MPA website will post job and internship opportunities on a regular basis, and provide links to a variety of sources of career information. A focus of the Capstone Seminar at the end of the program will also be on career development activities.

**VIII. Grading Policy**

In accordance with Graduate School policy, a student must maintain a cumulative 3.0 Grade Point Average (GPA) or “B” average to remain eligible in the program. Students falling below a 3.0 GPA will be placed on academic probation, and will have three subsequent courses to bring the GPA up to at least 3.0. Three grades of C or one grade of F results in dismissal from the graduate program.

An incomplete grade may be given if the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course work. The instructor may set the maximum allowable period for completion of the course work, but in no case will the extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student, with a copy to the Graduate School. If, within 12 months, a change of grade has not been submitted by the instructor, the incomplete automatically becomes an F. Ensuring that I grades are converted in a timely manner is the responsibility of the student.

The basis for course grading is determined by the instructor. Most MPA courses will have a participation requirement, so it is essential for students to understand that class attendance is vital for a successful experience. Although each faculty member has the discretion to determine his or her specific attendance policies, it is expected that graduate students will attend all classes unless they have professional obligations and have discussed their absence in advance with the faculty member. Frequent unexcused absences may result in a failing grade and loss of eligibility until the student can demonstrate to the faculty that he or she is in a position both professionally and personally to attend class on a regular basis.
IX. Graduate Assistantships/Fellowships

Subject to funding, the MPA program may be in a position to award a number of graduate assistantships or fellowships at the beginning of each academic year. The exact terms of these opportunities will vary depending on the source of the funds, but typically offer a stipend and/or tuition waiver in return for twenty hours per week of research or professional support for the sponsor. Awards may be for one or more academic years, depending on available funding and/or student performance. A graduate assistant is paid by state funds and normally works for faculty in the MPA program. A fellow may be paid by a research grant or a local agency sponsor and would work for the sponsor.

Graduate assistantships or fellowships are awarded on a competitive basis, with final selections made by MPA faculty and/or the sponsoring agency. Criteria include academic performance, recommendations, and special skills that may be required for a particular opportunity.

X. Professional Development

An important aspect of graduate education is developing professional networks and becoming involved in professional associations that foster lifelong learning through conferences, publications, and workshops. To promote professional development, all MPA students are expected at a minimum to join the American Society for Public Administration (ASPA) and consider joining more specialized groups such as the International City Managers Association (ICMA). Students are specifically expected to attend formal MPA program events such as Capstone presentations and the MPA Community Advisory Board meetings. See MPA website for links.
XI. Important Contacts (Prefix Code 962)

Bookstore – 3188
Career Services – 3174
Cashier – 3164, 3165
Computer-based Testing (GRE) – 7444
Computer Services Help Desk – 4357
Counseling Center – 3746
Financial Aid/Veterans Services – 3177
Graduate School – 4117
Housing Information – 3119
Information Center – 3841
Library Schedule – 7306
Parking/Student Ids – 3537
Police – 3184
Registrar/Records – 3125
SEA LINE – 4246
Student Accounts – 3147
Student Health Center – 3280
Tutorial Assistance – 3549

Note: University information also available at www.uncw.edu
### Appendix

## A. MPA CURRICULUM PLANNER

<table>
<thead>
<tr>
<th>Core Requirements (21 hours)</th>
<th>Semester/Year</th>
<th>Elective/Customized Course</th>
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<tbody>
<tr>
<td>PLS 510 Introduction to Public Affairs (3)</td>
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<tr>
<td>PLS 500 Managing Public and Nonprofit Organizations (3)</td>
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<td>PLS 501 Quantitative Methods (3)</td>
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<td>PLS 502 Public Human Resources Administration (3)</td>
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<td>PLS 503 Public Budgeting and Finance Administration (3)</td>
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<tr>
<td>PLS 595 Capstone Seminar in Public Administration (3)</td>
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<tr>
<td>PLS 598 Internship in Public Administration (3) OR</td>
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<tr>
<td>PLS 594 Practicum in Public Administration (3)</td>
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<tr>
<td><strong>Applied Skill-Based Electives (3 hours required)</strong></td>
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<tr>
<td>PLS 504 Computer Applications and MIS in PA (3)</td>
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<td>PLS 505 Policy Analysis (3)</td>
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<td>PLS 506 Program Evaluation (3)</td>
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<td>PLS 507 Applied Management Tools, Skills, Techniques (3)</td>
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<tr>
<td>PLS 541 Public Economics and Cost-Benefit Analysis (3)</td>
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<tr>
<td><strong>Coastal Management Concentration (12 hours)</strong></td>
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<tr>
<td>PLS 520 Seminar in Coastal Processes and Problems (3)</td>
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<td>PLS 521 Legal Foundations of Coastal Management (3)</td>
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<td>PLS 522 Field Seminar in Coastal Management (3)</td>
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<tr>
<td>Approved elective (3)</td>
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<tr>
<td><strong>Environmental Policy and Management (12 hours)</strong></td>
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<tr>
<td>EVS 501 Introduction to Environmental Problems and Policy (3)</td>
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<tr>
<td>PLS 521 Legal Foundations of Coastal Management (3)</td>
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<td>PLS 522 Field Seminar in Coastal Management (3)</td>
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<td><strong>Policy Analysis (12 hours)</strong></td>
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<td>PLS 505 Applied Policy Analysis and Cost-Benefit Analysis (3)</td>
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<td>PLS 506 Program Evaluation (3)</td>
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<td>PLS 541 Public Economics and Cost-Benefit Analysis (3)</td>
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<td>Approved elective (3)</td>
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<tr>
<td><strong>Customized Concentrations (9 hours)</strong></td>
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<tr>
<td><strong>Approved Electives (6 to 9 hours)</strong></td>
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<tr>
<td>PLS 508 Ethics and Leadership in Public Life (3)</td>
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<td>PLS 513 Politics and Planning at the State and Local Level (3)</td>
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<td>PLS 524 Managing Coastal Hazards (3)</td>
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<td>PLS 525 Managing Coastal Ecosystems (3)</td>
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<td>PLS 526 Environmental Policy and Management (3)</td>
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<td>PLS 527 Planning Theory and Planning Law (3)</td>
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<td>PLS 528 Resource Economics (3)</td>
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<td>PLS 530 Management Practices in Nonprofit Organizations (3)</td>
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<td>PLS 531 Resource Development in Nonprofit Organizations (3)</td>
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<td>PLS 532 Issues in Nonprofit Management (3)</td>
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<td>PLS 591 Directed Independent Study (3)</td>
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<tr>
<td>PLS 592 Special Topics in Public Administration &amp; Policy (3)</td>
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</tbody>
</table>
B. Course Descriptions

PLS 500. Managing Public and Nonprofit Organizations (3) Class provides an overview of theories of organization, decision making, leadership, motivation, communication, and conflict resolution.

PLS 501. Quantitative Methods (3) Issues and techniques in data collection and statistical analysis for managers and policy analysts in public and nonprofit organizations.

PLS 502. Public Human Resources Administration (3) The study of policies, methods, and techniques utilized in managing human resources in public organizations. Special attention is given to challenges associated with recruitment, training, compensation, performance evaluation, motivation, labor relations, sexual harassment policies, and maintaining a diverse workforce.

PLS 503. Public Budgeting and Finance Administration (3) Focuses on governmental budgeting and finance at the federal, state, and local level. Topics include budget types, budget preparation, politics of the budgetary process, tax policy, revenue sources, and other public finance issues. Some attention is also paid to specific issues related to budgeting and finance issues in the non-profit sector.

PLS 504. Computer Applications and MIS in Public Administration (3) Theory and application of information technology to support management and decision making in public organizations. Topics include the use of the Internet to share and collect information, Geographic Information Systems, and other appropriate software packages.

PLS 505. Policy Analysis (3) Examines the different approaches to public policy analysis and the various techniques that an analyst uses like cost-benefit analysis. Students complete an applied policy analysis and present results to a simulated audience.

PLS 506. Program Evaluation (3) Covers research methods and basic statistics including hypothesis testing and examines the theory and practice of program evaluation including the ethical issues related to the practice of program evaluation.

PLS 507. Applied Management Tools, Skills, and Techniques (3) Examines concepts, techniques, and tools used by organizations with a focus on improving management skills. Topics covered include managing meetings, giving presentations, interacting with the media, strategic planning, performance measurement, and contracting.

PLS 508. Ethics and Leadership in Public Life (3) Examination of ethics and leadership principles as they apply to the practice of management in the public and nonprofit sectors; basic legal constraints such as conflict of interest laws; role of codes of ethics; and models for the responsible exercise of administrative discretion by public officials.

PLS 510. Introduction to Public Affairs (3) Covers the rationales for public policy and critical concepts in public economics (e.g., market failures, public goods, externalities, monopolies,
information asymmetries, and public choice theory). Class also examines the public policy process (e.g., context, agenda setting, implementation, evaluation, etc.), the legal foundations of public administration (i.e., federalism, checks and balances, role of the courts, etc.), and the basics of state and local politics in the U.S.

**PLS 513. Politics, Planning at and Urban Sprawl (3)** Explores the connection between formal planning processes and political decision making at the state and local level. Special attention is given to how planners and analyst provide advice to elected and non-elected decision makers.

**PLS 520. Seminar in Coastal Processes and Problems (3)** Examines various coastal management policies and problems from a variety of perspectives (e.g., legal, economic, political, scientific, etc.).

**PLS 521. Legal Foundations of Coastal and Environmental Management (3)** Analyzes key laws, regulations, and court decisions that influence coastal and environmental management in North Carolina and the United States. The class also provides students with a basic understanding of the role of law in public administration.

**PLS 522. Field Seminar in Coastal Management (3)** Field seminar that uses an applied project to examine the political, economic, and socio-cultural challenges facing coastal managers. It also examines the role of science in the policy and management process. Students are expected to collect and analyze data, prepare a report, and present their findings.

**PLS 524. Managing Coastal Hazards (3)** Explores the natural and technological hazards that threaten coastal areas, the principles of coastal hazard mitigation and the development of policy dealing with the preparedness, response to and recovery from the events.

**PLS 525. Managing Coastal Ecosystems (3)** Examines programs, policies, and approaches to managing coastal ecosystems such as watershed management, ecosystem management, command and control approaches, and market-based approaches.

**PLS 526. Environmental Policy and Management (3)** Examines the fundamental factors that influence the development and implementation of environmental policy in the United States.

**PLS 527. Planning theory and Planning Law (3)** Course reviews and provides an overview of this history of the major urban/regional planning theories in the U.S. and Europe. Emphasizes the legal framework and case law connected to local land use policies and regulations.

**PLS 528 Resource Economics (3)** Introduction to environmental and natural resource economics and policy. Emphasizes applied methods and results of use to practicing coastal managers. Topics include pollution regulation and pollution damage assessment, recreation and tourism impact analysis, public good valuation methods, the economics of land development and urban sprawl, and economic issues in forestry, wetlands, and fisheries management.

**PLS 530. Management Practices in Nonprofit Organizations (3)** Introduction to the theoretical foundations, structures, and processes of nonprofit organizations; historical
development and impact, social, political, legal, and economic environment in which nonprofit organizations exist, and complexities of organizational governance shared by volunteer and professional staff decision makers.

**PLS 531. Resource Development in Nonprofit Organizations (3)**  Introduction to the various resources important to nonprofit organizations including financial support, volunteers, and community awareness, and to the wide range of organizations activities utilized for acquisition and maintenance of these resources such as grant writing and fundraising strategies.

**PLS 532. Issues in Nonprofit Management (3)**  Examination of current managerial, legal, and political challenges facing nonprofit organizations.

**PLS 540 Environmental Policy and Management (3)**  Examines the fundamental factors that influence the development and implementation of environmental policy in the United States.

**PLS 541 Public Economics and Cost-Benefit Analysis (3)**  An applied policy analysis course covering basic economic concepts. The class will also provide an introduction to the techniques of cost-benefit analysis. Students complete an applied cost-benefit project and present results to a simulated audience.

**PLS 542 Managing Interorganizational Relations (3)**  Course provides an overview of the theory and practice of inter-organizational relations. Topics generally include inter-governmental relations, inter-governmental management, collaboration, networks, policy implementation and governance. Emphasis is placed on emerging trends from the new governance movement and the increased relationship between public, private, and nonprofit organizations in government service delivery.

**PLS 591. Directed Individual Study in Public Administration (1-6)**  Independent investigation or research problems or directed readings in a selected area of public administration.

**PLS 592. Special Topics in Public Administration and Policy (3)**  Intensive study of selected topics in public administration or public policy.

**PLS 594. Practicum in Public Administration (3-6)**  The application of knowledge, concepts, and analytical tools to contemporary issues that challenge managers in the public and nonprofit sector. Individuals select special projects to pursue in the organizations where they currently work and conduct research under the guidance of a faculty member.

**PLS 595. Capstone Seminar in Public Administration (3)**  Synthesizing experience at the end of the program where key concepts from the curriculum are integrated and applied to contemporary issues in public administration. Discussion of public administration as a profession and career opportunities and challenges for graduating students. Student completes an applied research project that integrates materials from the curriculum and the internship or practicum.
**PLS 598. Internship in Public Administration (3-6)** Participation in a field experience, including a journal and written report critically describing the student’s responsibilities and experiences, focusing on the linkages between theory learned in coursework and the practice of public administration. Field experience will result from a supervised internship with cooperating public or nonprofit organizations.

**PLS 599 Thesis in Public Administration (1-6)** Prerequisites: at least 30 hours toward completion of the master’s degree and permission of the MPA coordinator. Intensive study of a topic selected by the student and approved by a thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis are required.
Master of Public Administration Program
2004-2005
Student Directory

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E-mail: jss2469@uncw.edu/sasaguci@hotmail.com
Concentration: Public Policy Analysis and Management

Richard Sceiford
2032 Harrison Street
Wilmington, NC 28401
Work: 910.395.5999
Home: 910.763.3078
E-mail: rhorich@bellsouth.net
Concentration: Nonprofit Management

Anna Schandorff
UNCW Housing/Res Life
601 S. College Road
Wilmington, NC 28403
Home: 910.962.4399
Cell: 910.520.0111
E-mail: als1245@uncw.edu
Concentration: Public Policy and Management
Steven Scruggs
135 Driftwood Court
Wrightsville Beach, NC 28480
**Work:** 910.259.1408
**Home:** 910.232.1695
**E-mail:** stevenscruggs@hotmail.com
**Concentration:** Undecided

Rhonda Smith
4523 Barnards Landing
Wilmington, NC 28412
**Work:** 910.341.4184
**Home:** 910.395.1351
**Cell:** 910.297.9271
**E-mail:** rsmith@nhcgov.com
**Concentration:** Undecided

Steven Spruill
109 S. Crestwood Drive
Wilmington, NC 28405
**Home:** 910.470.8745
**Cell:** 910.470.8745
**E-mail:** ses7974@uncw.edu
**Concentration:** Public Policy Analysis and Management

Edwin Stuart
605 Tibby's Drive
Wilmington, NC 28411
**Work:** 910.962.7665
**Home:** 910.686.3510
**E-mail:** stuart@uncw.edu
**Concentration:** Nonprofit Management

George Swart
2813 Swartville Road
Castle Hayne, NC 28429
**Work:** 910.815.6909
**Home:** 910.675.2219
**Cell:** 910.619.4290
**E-mail:** swartg@bellsouth.net
**Concentration:** Coastal Management
Corey Taylor  
215 S. Water St., #106  
Wilmington, NC 28401  
Work: 910.251.5797  
Home: 910.233.4559  
E-mail: coreybethe@taylor@hotmail.com  
Concentration: Coastal Management

Dorothy A. Thomas  
7444 Cole Court  
Leland, NC 28451  
Work: 910.772.7855  
Home: 910.253.3278  
E-mail: ddot825@msn.com  
Concentration: Coastal Management

Luke Vinciguerra  
1423 Whisperwood Ct.  
Bolivia, NC 28422  
Home: 910.955.0016  
E-mail: triakis@yahoo.com  
Concentration: Nonprofit Management

Christopher Warren  
5704 Ruxton Way  
Wilmington, NC 284092387  
Home: 910.792.6811  
Cell: 910.619.3215  
E-mail: cwarren2@ec.rr.com  
Concentration: Nonprofit Management

Landon Weinbach  
4613 McClelland Dr., 202F  
Wilmington, NC 28405  
Work: 910.452.0008  
Home: 910.251.3553  
Cell: 910.471.1515  
E-mail: landonmarie@aol.com  
Concentration: Coastal Management
MPA ADVISORY BOARD MEETING

September, 2004

CALL FOR INTERNSHIP HOSTS!

The MPA program is continually interested in lining up students with internship placements to supplement their classroom learning with practical experience. An internship involves a student working 20 hours a week in an agency for a full semester, approximately 15 weeks.

Host agencies are expected to provide the student with a meaningful experience that may include rotating through different departments and working on small projects, working on a single major project, or some combination thereof that meets the needs of the agency. Students must complete a paper on their internship experience. A faculty supervisor also oversees the internship and provides guidance as needed to all parties.

It is recommended that agencies pay the interns ($10 per hour is typical), but this is negotiable.

If you have a potential internship position or would like to discuss this opportunity further, please contact Jennifer Horan, the MPA Administrative Coordinator, at 910-962-7929 or horanj@uncw.edu. Or, please complete the form below and return at the advisory board meeting.

Name: __________________________________________

Agency: ________________________________

Contact Info:

Phone: __________________

Email: ________________
NASPAA Self-Study Report

Volume II

Faculty Data Sheets and Course Abstracts
# Faculty Data Sheets

## A. Faculty Nucleus

Listed below are faculty data sheets for the following members of the faculty nucleus for AY 04-05:

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
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<tbody>
<tr>
<td>Thomas Barth</td>
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</tr>
<tr>
<td>Amy Blizzard</td>
<td>16</td>
</tr>
<tr>
<td>Milan Dluhy</td>
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<tr>
<td>Mark Imperial</td>
<td>47</td>
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<tr>
<td>Lloyd Jones</td>
<td>62</td>
</tr>
<tr>
<td>Stephen Meinhold</td>
<td>70</td>
</tr>
</tbody>
</table>

## B. Other Full-Time Faculty

Listed below are other full time faculty who have taught in the MPA program:

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Dumas</td>
<td>85</td>
</tr>
<tr>
<td>James Herstine</td>
<td>88</td>
</tr>
<tr>
<td>James Leutze</td>
<td>108</td>
</tr>
<tr>
<td>Kimberly Nelson</td>
<td>111</td>
</tr>
</tbody>
</table>

## Course Abstracts

1. Required Graduate Courses................. 112
2. Elective Courses............................ 150
Thomas J. Barth, Ph.D.

EDUCATION

Ph.D.-Center for Public Administration and Policy, Fall, 1991
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Coursework: Complex public organizations; organizational dynamics and behavior; management processes; personnel management; planned change and leadership; political economy; normative theory and ethics of the public sector; policy analysis and program evaluation; ontology, epistemology, methodology; and techniques of analysis and evaluation.

M.A. - University of Chicago, 1981
Social Policy Analysis
Chicago, Illinois

Coursework: Political and organizational issues in social welfare policy; economics for the analysis of policy; research and evaluation techniques; descriptive statistics and data analysis; management of human service agencies; social casework methods.

B.A. – University of Notre Dame, 1977
Anthropology and Pre-Medicine
South Bend, Indiana

ACADEMIC EXPERIENCE

PROFESSOR, CHAIR and MPA DIRECTOR, DEPARTMENT OF POLITICAL SCIENCE, THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON, WILMINGTON, NC (1997-Present)

Tenured Professor (2002) teaching public administration and American government courses. Primary designer and director of new MPA program (Fall, 2001) with 60+ enrolled students. Responsible for oversight of design of curricula, coordination with other disciplines, development of program budgets, recruitment and advising of students, and development
of internships. Program has concentrations in coastal management, nonprofit management, and policy analysis and will apply for NASPAA accreditation in 2005. Teaching and research interests include public ethics, human resource management, and public administration theory and education.

Appointed chair of political science department in Fall 2003. Responsible for oversight of ten full-time faculty, numerous adjunct faculty, and five graduate assistants. Duties include development of strategic direction for department, course scheduling, oversight of budget and evaluation of faculty.


Tenured associate professor directing large graduate program and teaching public administration courses. Administrative experience included reaccreditations from NASPAA, curriculum redesign, community outreach projects, design of faculty strategic planning retreats, regeneration of local ASPA and Pi Alpha Alpha chapters, and NASPAA Principal Representative. Courses designed and taught included public personnel management, administrative theory, administrative ethics, public management, developing public human resources, and issues in public human resources.

GOVERNMENT EXPERIENCE


Responsible for the formulation, communication and delivery of development programs for 3,000 supervisors, mid-level managers and executives. Duties included development of Agency strategy for a comprehensive management development program addressing selection, training and appraisal systems; design of appropriate courses and programs for different management levels (pre-supervisory staff, first-line supervisors, mid-level managers and executives. Position also required extensive promotion of programs both inside and outside of the Agency and personal teaching of participants as well as new course instructors.

Responsible for the analysis of the $200 million budget of the Office of Air and Radiation. Duties included the development of budget issue papers and program justifications for the Agency’s request to the Office of Management and Budget, as well as special issue papers and projects analyzing special program office requests. Reviewed budget estimates for proposed standards and regulations. Represented the Comptroller on Agency task forces on radon and stratospheric ozone depletion.


Responsible for the monitoring and evaluation of multi-state, federally funded research and evaluation initiatives designed to transition AFDC (welfare) recipients into gainful employment. As the federal project officer, served as the national expert on the design and effectiveness of the demonstrations. Position also required the analysis of project proposals and recommendations to the Associate Commissioner covering policy significance, program design and resource impacts. Duties also included oral presentations of the Agency’s initiatives at a variety of outside conferences and in-house briefings.


Selected from a competition between students with graduate degrees in public administration/public policy to participate in a two year program to develop career civil servants with outstanding management potential. Responsibilities included resource analysis and contracts management with the National Aeronautics and Space Administration, budget analysis in the Office of the Secretary, Department of Health and Human Services (HHS), and staff assistant to the Assistant Secretary for Management and Budget, HHS.

**PROJECT MANAGER, UNIVERSITY OF CHICAGO, Illinois, 1981**

Researched and drafted legislation related to alcohol and alcohol abuse; staffed Division of Alcoholism’s Detoxification Center Task Force; represented the Commission at meetings and conferences.

Conducted survey field research and constructed a code for analyzing data for the department’s Metropolitan Security Project; supervised collection and coding of crime reports in police headquarters.

**MEDICAL SOCIAL WORKER, DEPARTMENT OF SOCIAL SERVICES,**
MICHAEL REESE HOSPITAL, Chicago, Illinois (1979-80)

Masters program first-year field internship. Practiced family therapy and managed caseload of patient in hospital; coordinated contact between families, social service agencies and other medical staff.

**PUBLICATIONS**


Manuscripts in progress:
“Crisis in the Catholic Church: Lessons for Public Administrators” (presented at ASPA 2004)

“Assessing the Relevance of MPA Curricula” (presented at SECOPA 2004)

PROFESSIONAL REPORTS


“Count of Homeless Population in Memphis” (1995). Prepared for the City of Memphis, Division of Housing and Community Development (Co-Principal Investigator on grant).

“Survey of the Homeless and Special Needs Populations in Memphis: (1995). Prepared for the City of Memphis, Division of Housing and Community Development (Co-Principal Investigator on grant).

“Survey of the Homeless and Special Needs Populations in Memphis” (1993). Prepared for the City of Memphis, Division of Housing and Community Development (Co-Principal Investigator on grant).


CONFERENCE PRESENTATIONS

The 2004 Southeastern Conference on Public Administration (SECOPA), Charlotte, NC, October 3-5.

Chair panel and co-presented paper: “The Holy Grail of Relevance: Searching for a Relevant MPA Curriculum.”
The 2004 National Conference of the American Society for Public Administration (ASPA), Portland, OR, March.

Presented paper, “Crisis in the Catholic Church: Lessons for Public Administrators.”

The 2003 Southeastern Conference on Public Administration (SECOPA), Savannah, GA.

Chaired a roundtable of MPA Directors on challenges facing MPA programs.

The 2002 Southeastern Conference on Public Administration (SECOPA).

Chaired a graduate student panel on current issues in the field of public administration.


Presented two papers: “The Historical Context of Ad Hoc Regional Alliances” (part of The Paul Van Riper Symposium) and “Teaching Public Administration Online: Reflections of a Skeptic.”

The 2001 Southeastern Conference on Public Administration (SECOPA), Baton Rouge, LA, October 11-14.

Formed and chaired roundtable discussion of MPA Directors from the southeastern U.S. on challenges facing MPA programs.

The 2000 Annual Southeastern Conference on Public Administration, Greensboro, NC, October 4-7.

Presented paper entitled, “Regionalism: Implications for the Smart Growth Movement.”

The 1999 Southern Political Science Association Annual Conference, Savannah, Georgia, November 5.


Presented paper entitled, “Welfare Reform in North Carolina: Devolution and the Politics/ Administration Dichotomy.”

Presented paper entitled, “How Handbooks in the Field of Public Administration are Viewed by Practitioners.”

The 1997 Annual Southeastern Conference on Public Administration (SECOPA), Knoxville, TN, September 25-27.

Presented report entitled “Building an Urban Management Concentration in an MPA program.”

The 1996 Annual Conference of the National Association of Public Affairs and Administration (NASPAA), Denver, CO, October 16-19.


The 1996 Annual Southeastern Conference on Public Administration (SECOPA), Miami, FL, October 3-5.


Presented paper entitled, “Artificial Intelligence and Administrative Discretion: Questions to Ponder.”

The 1995 Annual Southeastern Conference on Public Administration (SECOPA), Savannah, GA, October 5-7.

Convened roundtable discussion on teaching citizen participation and empowerment in MPA programs.

The 1994 Annual Southeastern Conference on Public Administration (SECOPA), Lexington, KY, October 5-7.

Presented report entitled, “Anticipating Change: Strategic Planning at a VA Medical Centers.”

The 1993 SECOPA (Southeastern Conference on Public Administration) Conference, Cocoa Beach, FL, October 6-9.
Presented paper entitled, “Administering in the Public Interest: Contemporary Implications.”

**The 1993 National Conference on Teaching Public Administration, St. Louis, Missouri, March 25-27.**

Presented paper entitled, “Collaboration Between Academics and Practitioners in Public Administration.”

**The 1992 National ASPA Conference, Chicago, IL, April 11-15.**

Presented at workshop on Career Development in the Public Sector.

**The 1992 SECOPA Conference, Montgomery, AL, October.**

Presented paper entitled, “Schein Revisited: Applicability of Career Anchor Theory to the Public Sector.”

**The 1992 National Conference on Teaching Public Administration, Charleston, S.C., February 6-8.**

Presented paper entitled, “The Public Interest: Making It Real.”

**The 1989 Public Sector Division Doctoral Consortium, the Academy of Management Annual Meetings, Washington, D.C., August 12-13.**

Selected to participate in two days of discussions on the dissertation process and the choice of methodology and its implications.

**The Twelfth National Conference on Teaching Public Administration, Charlottesville, VA, March 14-16, 1989.**


**Annual Conference of the Senior Executives Association, Washington, D.C., July, 1988.**

As a member of a panel on innovative development programs in the federal government, presented the Environmental protection Agency’s “Framework for Achieving Managerial Excellence: (FAME) program.

**National Conference on Research, Demonstration, and Evaluation in Public Social Services, the American Public Welfare Association, Washington, D.C., November 7-9, 1984.**
As a member of a panel on work-related welfare programs, presented the preliminary results of the Department of Health and Human Service’s evaluation of the Work Incentive Demonstration program.

PROFESSIONAL ESSAYS


GRANTS


City of Memphis, Division of Housing and Community Development, Co-Principal Investigator on Count of Homeless Population in Memphis. April, 1995. Amount: $ 10,000.

City of Memphis, Division of Housing and Community Development, Co-Principal Investigator (with Dr. Robin Quinn) on Survey of Homeless and Special Needs Populations in Memphis. February, 1995. Amount: $ 10,000.

Memphis Veterans Administration Medical Center, Social Work Division, Principal Investigator on Organizational Diagnosis and Planning Session. November, 1994. Amount: $ 2,400.

Memphis Veterans Administration Medical Center, Co-Principal Investigator (with Dr. Joy Clay) on Strategic Planning Session. October, 1994. Amount: $ 3,600.

City of Memphis, Division of Housing and Community Development, Co-Principal Investigator (with Dr. Robin Quinn) on Survey of Homeless and Special Needs Populations in Memphis. October, 1993. Amount: $ 10,000.

Memphis Veterans Administration Medical Center, Principal Investigator on Strategic Planning Sessions. October-November, 1993. Amount: $ 4,400.

CONSULTING
FACILITATOR FOR STRATEGIC PLANNING, TEAMBUILDING, AND LEADERSHIP, TOWNS OF ELIZABETHTOWN, WILMINGTON, BLADEN COUNTY, LEE COUNTY, NC

Periodic facilitation for both senior management teams and general employees from 2003-2004.

TRAINER FOR CUSTOMER SERVICE, TEAMBUILDING, SEXUAL HARASSMENT AND COMMUNICATION, TOWN OF CAROLINA BEACH, NC

Designed and delivered six training sessions for ninety general employees and the management team in August, 2002.

LEAD FACILITATOR FOR STRATEGIC PLANNING AND TEAMBUILDING INITIATIVE, VA MEDICAL CENTER, Memphis, TN

Designed and facilitated strategic planning retreats for executive management of the U.S. Veterans Administration Medical Center in Memphis, October 1993 and 1994. This effort produced a strategic plan for the medical center for the following five years.

LEAD FACILITATOR FOR TEAMBUILDING INITIATIVE, SOCIAL WORK DIVISION, VA MEDICAL CENTER, Memphis, TN

Designed and facilitated teambuilding and planning retreat for Social Work Division which had undergone major changes in management staff, November, 1994.

FACILITATOR FOR DIVERSITY WORKSHOP FOR PORTER-LEATH CHILDREN’S CENTER

Member of team which designed and conducted workshop addressing challenges presented by a diverse workforce, July, 1994.

LEAD FACILITATOR FOR PLANNING AND TEAMBUILDING INITIATIVE FOR INFORMATION SERVICE DIRECTORS, U.S. Veterans Administration, Memphis, TN.

Designed and facilitated management planning retreat for nationwide Information Service Center Directors, Administration, July, 1992.

OTHER CONSULTING:

Designed and facilitated workshop on conflict resolution for the Shelby County Planning Department, Memphis, TN, May, 1996.


Conducted workshop using the Myers-Briggs Type Indicator for the Mid-South Compensation Association, August 1993.

**NEWSPAPER ARTICLES**


“Key to Success in Government is Leadership.” The Commercial Appeal, September 13, 1993.


**HONORS**

Chair’s Service Aware, Department of Political Science, UNCW, Spring 2001

Teaching Excellence Award, Center for Teaching Excellence, UNCW, Spring 2001

Appointed to Executive Board, Section on Intergovernmental Relations, ASP, Spring, 2001

Laverne Burchfield Award for Best Book Review in Public Administration Review (with Mark Green), 1999

Outstanding Faculty Member in Political Science Department, Academic Year 1998-99

Named by Graduating Seniors as Faculty Member Having Significant Impact on Their Academic Careers, 1999, 2000, 2001
Nominated by Dr. John Rohr to serve on Executive Council, Ethics Section, ASPA, April, 2000

Outstanding Writing Course Proposal award from Memphis State University for design of Introduction to Public Administration course (with Joy A. Clay), 1996

Sustained Superior Performance Award, U.S. Environmental Protection Agency, 1988

1987 Outstanding Graduate Student paper: “Rick Management at EPA”, awarded by the American Society for Public Administration, Southwest Virginia Chapter

Special Achievement Award, U.S. Environmental Protection Agency, 1987
Associate commissioner’s Citation, Social Security Administration, 1984

Presidential Management Intern, 1981-1983

PROFESSIONAL CERTIFICATIONS

Certified NASPAA Site Visit Team Member, 1999
Certified Instructor, Myers-Briggs Type Indicator, 1989
Certificate of Advanced Graduate Study, awarded by the Center for Public Administration and Public Policy, Virginia Polytechnic Institute and State University, May, 1989

PROFESSIONAL MEMBERSHIPS

American Society for Public Administration (ASPA)
Executive Council, Southeastern North Carolina ASPA Chapter
North Carolina Political Science Association

REFERENCES

Dr. David Cox, Professor, Graduate Program in Public Administration, The University of Memphis, Memphis, TN 38152 (901) 678-3365, coxd@cc.memphis.edu

Dr. Charles Goodsell, Professor, Center for Public Administration and Policy, 104 Draper road, Mail Stop 0520, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 (540) 231-7034, goodsell@vt.edu

Dr. Nelson Reid, Interim Dean, College of Arts & Sciences, The University of North Carolina at Wilmington, 601 S. College Road, Wilmington, NC 28403 (910) 962-4117, hadleyn@uncw.edu
Dr. John Rohr, Professor, Center for Public Administration and Policy, 104 Draper Road, Mail Stop 0520, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 (540) 231-5133, jrohr@vt.edu

Dr. Milan Dluhy, Professor, Department of Political Science, The University of North Carolina at Wilmington, 601 South College Road, Wilmington, NC 28403 (910) 962-7705, dluhym@uncw.edu

Dr. Larry Terry, Professor, The School of Social Science, The University of Texas at Dallas, 2601 N. Floyd Road, GR 31, Richardson, TX 75080 (972) 883-2935, par@utdallas.edu
Amy Kristine Fawcett Blizzard, AICP

Education

- Doctor of Philosophy in Coastal Resources Management (August 2005)
  East Carolina University, Greenville, North Carolina
  East Carolina University, Greenville, North Carolina.

Research Interests

Coastal and maritime policy, United States Public Trust Doctrine, public land and water access policies, Community development regulations, Public utilities management, International energy policy, Renewable energy programming, and international environmental policy, Coastal Zone Management, Cultural resources management, Latin America and Caribbean planning and resource management, Land use planning, local government program implementation.

Publications


Blizzard, Amy. Shoreline Access Study for Brunswick County, North Carolina. Presented to the Brunswick County Planning Department, June 2003.


Professional Presentations


Teaching Experience

**Visiting Instructor**, Department of Political Science and Public Administration, East Carolina University. July 2005 to present. Responsible for teaching undergraduate classes in American government, state and local government, and public administration.


**Lecturer**, Department of Political Science, East Carolina University. August 2003 to present. Responsible for teaching two sections of POLS 1010 (American Government).

**Instructor**, Department of Science, Coastal Carolina Community College. January, 2004 to present. Responsible for teaching two sections of Biology 111 Lab (Principles of Biology).

**Adjunct Professor**, Department of Planning, East Carolina University. January 2003 to present. Taught PLAN 3010 (Regional Planning).


Professional Experience

Senior Designer/ President. Planet Brodie Productions, Inc. Jacksonville, NC. August 1999 to present.

Formed a policy analysis and planning consulting firm when I returned to school. Projects vary from traditional comprehensive and current planning projects to detailed policy analysis, internet site design, and new media public relations-related projects.

Director of Planning. Town of Oak Island (Long Beach) 1998-1999

Provided staff support and coordination for the town’s 1999 CAMA Land Use Plan Update and served as staff support for the Stakeholders Group during the 1999 CAMA Use Plan Rules Revisions process. Worked with consultants to develop vegetation ordinance, and lighting control ordinance. Coordinated the consolidation of the Planning, Inspections and Animal Control Departments for Town of Yaupon and the Town of Long Beach during the consolidation in 1999 to become the Town of Oak Island. Successfully developed applications for numerous grants, including CAMA grants, and others from Federal and State agencies. Served as public information officer for the town government. Developed town’s first web site and served as webmaster Created and managed town-operated public cable television station for the community and expanded the town-operated public radio station for announcing public events and emergencies. Managed daily operations of the department of planning and animal control including supervision of three employees. Created long-range plans for growth management, appearance and land use. Designed policies and ordinances for the town council.

Director of Planning and Inspections. Town of Ocean Isle Beach, 1998

Served as liaison between consultants and government officials, and staff for the 1998 CAMA Land Use Plan Update. Responsible for the management of the Planning and Inspections Department. Including supervision of three employees. Served as Chief Building Inspector and Fire Inspector. Supervised the complex number of programs and development laws including: zoning, subdivision regulation, code enforcement, enforcement of the NC Building Code, enforcement of rules established by the NC Coastal Area Management Act (CAMA), State soil conservation programs, flood plain management.
Zoning Administrator, Brunswick County, North Carolina, 1997

Responsible for the administration and enforcement of the Zoning Ordinance for the County. Assisted Director in preparation of grant applications and administration of grant programs. Provided technical expertise to the Planning Board and Board of Adjustment. Maintained data base of zoning information and provided input for the county's GIS department.

Community Planner, North Carolina, Division of Water Quality, 1996-1997

Reviewed municipal and county ordinances for compliance with the Water Supply Watershed Protection Act. Provided technical expertise to the communities across the State, and assisted in coordination and implementation of local water supply watershed programs.


Director of a non-profit municipal corporation formed under the Urban Redevelopment Act. Served as Code Enforcement Officer for the Town. Served as staff support to the Planning Board and Board of Adjustments. Performed various activities for the Town Government including the development of a town office paper recycling program. Worked with Utility Director regarding maintenance and general trouble shooting for the electric, water and sewer departments. Worked with numerous community groups. Implemented use of a Geographic Information System and developed first digital zoning map.


Managed a high-volume retail establishment and mini-golf course. Supervised over 40 seasonal employees. Responsible of stock management, bookkeeping, business planning and loss prevention for the store.

Languages

- Written and oral communication skills in English, Spanish, Russian and Finnish.

Honors and Awards

- Outstanding Departmental Service, Spring 2005. UNCW Political Science and Public Administration.
- Inducted into Phi Kappa Phi Honor Fraternity, Spring, 2000
Memberships and Committees

- American Institute of Certified Planners
- The Coastal Society
- NC ACIP Professional Development Committee
- North Carolina Chapter of the American Planning Association – Awards Committee and Student Awards Committee
- ECU Planning Society
- North Carolina Code Officials Organization
- Onslow County Planning Board (2000-2001)
Milan J. Dluhy, Ph.D.

PERSONAL INFORMATION:

Office Address: Department of Political Science/Public Administration, University of North Carolina at Wilmington
Leutze Hall 270
601 S. College Rd.
Wilmington, N.C. 28403-3297
910-962-7705; 910-454-0777. dluhym@uncw.edu

Place of Birth: Chicago, Illinois

EDUCATION:

1975 Ph.D. Major: Political Science/Public Adm.
Minor: Social Welfare Policy
The University of Michigan
Thesis: "The Dynamics of Suburban Community Development in the Detroit Metropolitan Area"

1967 M.P.A. Public Administration (Master’s in Government Adm.)
Southern Illinois University

1964 B.A. Political Science and Economics
University of Illinois

PROFESSIONAL EMPLOYMENT:

2004-Present Professor of Public Administration, Department of Political Science, University of North Carolina at Wilmington

2003-2004 (on leave) Executive Director, Abraham Lincoln Presidential Center for Governmental Studies and Professor of Public Administration, University of Illinois @ Springfield.

2000-2003 Professor and Chair, Department of Political Science/Public Adm., University of North Carolina at Wilmington (with tenure).

1999-2000 Associate Director, School of Policy and Management, Florida International University, also Coordinator for Ph.D. Program in Public Adm.
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td>1990-1999</td>
<td>Professor of Public Administration and Social Work (with tenure) and Director, Florida Institute of Government at Florida International University.</td>
</tr>
<tr>
<td>1997-99</td>
<td>Director Metropolitan Center, College of Urban and Public Affairs and Acting Associate Director the Joint Center for Environmental and Urban Problems, Florida International University.</td>
</tr>
<tr>
<td>1988-90</td>
<td>Professor of Social Work and Public Administration and Senior Research Scientist, Center on Aging, Florida International University.</td>
</tr>
<tr>
<td>1987-1988</td>
<td>Interim Dean, School of Public Affairs and Services, Florida International University.</td>
</tr>
<tr>
<td>1985-1987</td>
<td>Associate Professor of Social Work (with tenure) and Associate Director, Center on Aging, Florida International University.</td>
</tr>
<tr>
<td>1977-1985</td>
<td>Associate Professor, School of Social Work (with tenure) and Adjunct Associate Professor, Department of Political Science, The University of Michigan.</td>
</tr>
<tr>
<td>1979-1982</td>
<td>Research Scientist and Director of Education and Training, National Policy Center on Housing for Older Americans, Institute of Gerontology, The University of Michigan.</td>
</tr>
<tr>
<td>1971-1976</td>
<td>Assistant Professor, School of Social Work and Lecturer, Department of Political Science, The University of Michigan.</td>
</tr>
<tr>
<td>1970-1971</td>
<td>Lecturer, Department of Political Science, The University of Michigan at Flint.</td>
</tr>
</tbody>
</table>
1969-1970 Lecturer, Department of Political Science, Eastern Michigan University.


1966-1968 Lecturer, School of Government and Public Adm., American University.


1966 Staff Assistant to the Commission on the Reorganization of State Government in Illinois.

**ADMINISTRATIVE ASSIGNMENTS:**

2000-2003 Chair, Department of Political Science/Public Adm., University of North Carolina at Wilmington.

1998-99 Associate Director, School of Policy and Management, Florida International University and Director of Ph.D. Program in Public Administration, Florida International University.

1997-98 Director Metropolitan Center and Acting Associate Director, Joint Center for Environmental and Urban Problems, Florida International University.

1997-98 Research Director, Blue Ribbon Task Force on City Administration, City of Miami (pro bono community service).

1990-99 Executive Director, Florida Institute of Government.

1990-99 Member Ph.D. Program Committee, Department of Public Administration. Chair, Search Committee and Tenure and Promotion committee Department of Public Adm. Chair, University Lectures Committee. Member Dean's Search Committee. Executive Committee School of Policy and Management. Florida International University.

1991-1992 Speech writer and policy consultant to President Modesto Maidique, Florida International University (special release time program for faculty).

1987-1988  Interim Dean, School of Public Affairs and Services, Florida International University.

1986-1987  Chair, Policy Sequence and member of Long Range Planning Committee, Social Work Department, Florida International University.

1985-1987  Associate Director for Research, Center on Aging, Florida International University.


1977-1978  Director, Continuing Education in the Human Services, The University of Michigan.

1975-1976  Faculty Executive Council and Co-Chair of Task Force on Strategic Planning, School of Social Work, The University of Michigan.


PROFESSIONAL AND TEACHING INTERESTS:

Metropolitan Analysis-economic and political development
Executive Development and Leadership in Public Organizations
Strategic Planning and Coalition Building
Policy Analysis and Implementation
Budget and Fiscal Management
Survey Research/Needs Assessments
Political Advocacy for Disadvantaged Groups

COURSES TAUGHT:

Public Adm./Political Science
Policy Analysis/Management Science
Research Methods and Program Evaluation
Quantitative Research Methods
Metropolitan Analysis
Intergovernmental Relations
State and Local Government
Executive Development and Leadership
Government (Performance) Budgeting
Public Economics and Cost Benefit Analysis
Politics and Planning

Social Work
Social Welfare Policy and Services
Social Planning
Research Methods
Community Structure and Process

DIRECTION OF STUDENT DISSERTATIONS AND RESEARCH:

Ph.D Dissertation Chair—12 students at Florida International University, 1990-2000.


Principal Investigator on over 50 research grants—these grants all employed graduate students.

Ran Capstone Course for M.P.A. students three times, 1990-1999. Florida International University and once University of North Carolina @ Wilmington, 2002.

FELLOWSHIPS AND AWARDS:

2002  Graduate, Leadership Wilmington program (sponsored by Greater Wilmington Chamber of Commerce)


1999  Professional Excellence Award, State of Florida, Board of Regents (for full professors in the State of Florida system).

1998  Extraordinary Performance in Attracting Contract and Grant Resources, Florida International University. President’s Award.

1995  Teaching Incentive Award (TIP), Florida International University.

1982,88  Annual Award for Outstanding Service, Oklahoma
Association of Youth Services.

1972  Dissertation Award, Department of Political Science, The University of Michigan.

1971  Distinguished Teaching Fellow Award, Department of Political Science, The University of Michigan.


1966-68  U.S. Steel Foundation Fellowship, American University.

PROFESSIONAL MEMBERSHIPS:

- American Political Science Association
- American Society for Public Administration
- Association for Public Policy Analysis and Management
- Urban Affairs Association

REVIEWER AND BOOK REVIEW EDITOR FOR PROFESSIONAL JOURNALS:

- State and Local Government Review
- Policy Studies Review
- Journal of Social Services Review
- Book Review Editor, American Review of Public Administration, 2001-present.

PROJECT DIRECTION, EXTERNALLY FUNDED RESEARCH:

City of Wilmington, Attitudes Toward A New Convention Center, with Lloyd Jones, $5512. 2001.


Community Outreach Partnership Center, U.S. Department of Housing and Urban Development. 1998-2000. $399,000.


Greenways and Trails for Miami-Dade County, Metropolitan Planning Organization. 1997-98. $60,000.

Law Enforcement Training Grant, City of Miami. 1998-99. $272,400.

Diversity Training for City of Miami Police Department, City of Miami. 1998-99. $135,000.

Survey of Neighborhoods to be Annexed, City of North Miami. 1998. $27,000.

Blue Ribbon Task Force on City Administration, City of Miami. 1997. $60,000.


The Historical Impacts of Transportation Policy on Overtown (Miami low income neighborhood), Metropolitan Planning Organization. 1997-98. $100,000.


Economic Feasibility Studies: analysis of whether incorporation was feasible for unincorporated areas. Studies completed for Big Pine Key, Doral, Duck Key, East Kendall, Fisher’s Island, Islamorada, Key Largo, Marathon, Ponte Vedra, Southwest Ranches, and Sunny Isles. 1995-2000. The fee for each separate study was $3000 or a total $33,000.


Citizen Survey of Service Quality and Attitudes Toward Incorporation and Annexation, 1995. Metro-Dade County, Fl. $110,000.


A Fiscal Comparison of Dade County with Other Counties in the State of Florida. 1992. Dade County Realtor Advisory Board. $10,000.


Media Approaches to Care-giving (program evaluation). 1987. Metro Dade County. $3000.


CRAFT (Curriculum Resources for Adoption and Foster Care Training). 1978. Clark Foundation. $120,000.

PUBLICATIONS: BOOKS


OTHER PUBLICATIONS: ARTICLES, CHAPTERS, AND MONOGRAPHS


“ To Mayor Penelas and Expressway Authority: Focus on the forest for ninety days before you start cutting down the trees,” The Miami Herald, Special Report, April 25, 1999, page 6+.


" Overcoming Diversity and Fiscal Disparity in Metropolitan Miami: Designing A Program to Share Tax Revenues and Tax Bases," Ibid.

" Fragmentation and Erosion of Planning Capability," (with Fred Becker), Ibid.

" Developing Collective Solutions to the Homeless Problem in Metropolitan Miami," Ibid.


“Competing in the Global Economy in Florida” (with Mark Rosenberg), *Florida Trend*, Volume 39, Number 7, November 1996, 14-16.


SELECTED PAPERS PRESENTED AT PROFESSIONAL CONFERENCES:

“Selecting and Utilizing Effective Community Indicators for the Quality of Life Studies in Regions with Multiple Units of Government,” paper presented, Annual Conference, American Society for Public Administration, Milwaukee, 2005.


National Association of Schools of Public Affairs and Administration, Annual Conference, Los Angeles (Panelist on Small Programs in Public Administration) October 2002.


"Developing Affordable Housing For The Homeless At The Local Level: A Political and Economic Analysis," Southeastern Conference on Public Administration, Cocoa Beach, Fl., 1993.


SELECTED UNPUBLISHED RESEARCH AND TECHNICAL REPORTS:


Big Pine Key, Duck Key, Islamorada, Key Largo, Marathon, Ponte Vedra, Key Largo, Feasibility Studies (for incorporation), 1997-99.

East Kendall Incorporation Study, July 1996.

Sunny Isles Incorporation Study, April 1996.

Doral Incorporation Study, March 1996.

"Service Quality, Service Performance, and Attitudes Toward Incorporation in Dade County," Metro-Dade County, October 1996.


"Meeting The Challenge: Organizational Policy Imperatives For Long Term Care In Florida," (with Max Rothman), Miami, Fl.: Center on Aging, FIU, 1987.


"The Impact Of Gramm-Rudman-Hollings On Older Americans Act Programs In Florida," (with Max Rothman), Miami, Fl.: Center on Aging, FIU, 1986.

"Assessment of The Community Service System In Dade County," (with Max Rothman), Miami, Fl.: Center on Aging, FIU, 1986.


"An Assessment Of The Needs Of The Elderly In The Tri-County Area," Flint, Mi.: Tri-County Area Agency on Aging, 1983.


SELECTED COMMUNITY SERVICE:

2003 Mayor’s Task Force on the Location of Convention Center (Wilmington).

2002 Mayor’s Task Force on Consolidation (Wilmington and New Hanover County), Wilmington, N.C.

2002 Safe Communities Summit, City of Wilmington, Keynote Speaker.

2001-2002 Leadership Wilmington, Greater Wilmington Chamber of Commerce).

2001-2003 Board Member, Institute of Political Leadership, University of North Carolina @ Wilmington.


1997 Blue Ribbon Committee on Financial Recovery, City of Miami (Research Director).

1997 Vice Chair, Revenue Sharing Task Force, Metro-Dade County.

1997 Member, Ad Hoc Committee on the Organization of the Executive Branch of Government, Metro-Dade County.

1994-96, Member, Performance Commission of Dade County.

1993-95, Board of Director's, Carefour Housing Corporation (non-profit builder of housing for the homeless).

1993-94, Member, Blue Ribbon Committee on Housing The Homeless. Metro-Dade County.


1988-92, Member, Board of Trustees, Homeless Coalition of Greater Miami.

1987-89, Member, Planning Advisory Committee, Health Council of South Florida.

1986, Working Group, Preserving Housing for the Elderly on Miami Beach.
1983-85, Board Member, Housing Bureau for Seniors, Ann Arbor, Mi.

1984, Member, Ad Hoc Task Force on Emergency Housing, Michigan Department of Social Services.

1975 Member, Task Force on the Development of a Human Services Department, City of Ann Arbor, Mi. and Charter Revision Committee for city of Ann Arbor.

**PROFESSIONAL CONSULTATION:**

Alliance on Aging, Miami, Florida
Area Agency on Aging, Detroit, Michigan
Barry University--School of Social Work
City of Ann Arbor, Michigan
City of Key Biscayne, Florida
City of Miami Beach--Public Housing Authority
City of Wilmington, North Carolina
Department of Aging Services, State of Vermont
Fisher Island, Florida
Genesee County Health Department, Michigan
Greater Miami Chamber of Commerce
Holland Home, Grand Rapids, Michigan
Incorporation Committees: Big Pine, Doral, Duck Key, Islamorada, Key Largo, Marathon, East Kendall, Fischer's Island, Ponte Verda, Southwest Ranches, Sunny Isles.
Jewish Federation of Detroit, Michigan
Jewish Federation of Flint, Michigan
Metro-Dade Planning and Zoning Department(Miami Dade County)
Metro-Dade County Transportation Agency (Miami Dade County)
Metro-Dade County, Florida: County Manager, Community Action Agency, and Department of Housing and Urban Development
Miami Jewish Home for the Aged
Michigan Office of Services to the Aging
National Network of Runaway Youth, Washington, D.C.
Oklahoma Association of Youth Services
R.L. Polk and Co., Detroit, Michigan
Tarheel Business Forum, N.C.
The Children's Center, Galveston, Texas
U.S. Department of Health and Human Services, Washington, D.C.
Urban Institute, Washington, D.C.
Village of Coconut Grove, Florida
Youth Services of Tulsa, Oklahoma

**SELECTED TRAINING:**
Strategic Planning Retreat, Metro-Dade Planning and Zoning Department, Spring 2000.


"Annual Executive Development Program for Mid-Career Govt. Employees," Institute of Government, Miami, Florida, 1992-95. (Training). Annual Seminars which include 60 contact hours for about 25 participants each yr. Seminars focus on problem solving skills for high level administrators.


RECENT TELEVISION AND RADIO APPEARANCES:

WHQR, Channel 6 (NBC), Quality of Life Conference, Spring 2003.

WECT, Channel 6 (NBC), Election Night Analysis, November 2002.
WHQR (91.3), Channel 3 (ABC), WAAV Talk Show, Quality of Life Conference, Spring 2002.

WWAY, Channel 3 (ABC), The Proposed Convention Center, March 2001.


"Incorporation Options Within Dade County," Channel 34, 1995.


"Homeless in Dade County," Channel 6, 1990.


REFERENCES:

Thomas J. Anton, Professor Emeritus and former Director, Center for Public Policy and American Institutions, Brown University, Box 1977, Providence, R.I. 02912-1977, 401-863-2201, Thomas_Anton@brown.edu (mentor and thesis chair)

Judith Cannon and Merrett Stierheim, Cannon-Stierheim Consulting, 6720 S.W. 124th St., Miami, Fl. 33156. 305-255-8100 (Community Leader and Superintendent of Education)

Commissioner Bill Caster, County Board of Commissioners, New Hanover County, 320 Chestnut, no. 305, Wilmington, N.C. 28401, 910-341-7149 (elected official).

Mayor Harper Peterson (former), City of Wilmington, 212 Orange St., Wilmington, N.C. 28401, 910-616-1000 (elected official).

Lance deHaven-Smith, Professor, Askew School of Public Administration and Associate Director, Florida Institute of Government, Florida State University, Tallahassee, Fl. 32306. 850-644-7397. idsmith@garnet.fsu.edu (former supervisor)

Mark Rosenberg, Provost and Executive Vice President, Florida International University, 11200 S.W. 8th St., Miami, Fl. 33199. 305-348-2151. Mark.Rosenberg@fiu.edu (former supervisor)

Jo Ann Seiple, Dean, College of Arts and Sciences, University of North Carolina @ Wilmington, 601 S. College Rd., Wilmington, N.C. 28403, 910-962-7232, seiplej@uncw.edu (current supervisor)

Jill Strube, Ph.D., Florida International University, The Metropolitan Center, 150 S.E. 2nd Ave., Suite 1201, Miami, Fl. 33131, 910-305-349-1251 (former student).

John Topinka, Director of Budget, Miami Dade Housing Authority, 1401 N.W. 7th St., Miami, Fl. 33125, 305-644-5100, jtopinka@mdha.miamidade.gov (community leader and former student).

Hal Wolman, Ph.D., Professor and Director, Policy Sciences, University of Maryland Baltimore County, 1000 Hilltop Circle, Balt., Md. 21250. 410-455-3201. (Former colleague).
Mark T. Imperial, Ph.D.

I. ACADEMIC BACKGROUND


- **Concentrations**: Policy Analysis and Public Management.
- **Minor**: Environmental Science
- **Dissertation**: “Collaboration as an Implementation Strategy: An Assessment of Six Watershed Management Programs”
- **Committee**: Robert Agranoff (Chair), Roger Parks, Greg Lindsey, and Rosemary O’Leary


- **Specialty**: Coastal Resource Management and Water Quality Management


- **Minor**: Business

II. RESEARCH ACTIVITIES

PUBLICATIONS

**Refereed Journal Articles & Law Reviews**


- 1 - Imperial 07/06/05


**Book Chapters**


**Non-Refereed Articles**


**Other Research Reports and Publications**


2 - Imperial 07/06/05


**Manuscripts Under Review**


**Manuscripts in Preparation**

(with Tracy Yandle) “Understanding Different Approaches to fisheries Management: Better Definition through a Property Rights Framework” in preparation for Land Economics

**Consulting Reports and Professional Publications**


(with Melinda Powell) Wrightsville Beach’s CAMA Land Use Plan: Draft for DCM Review. Town of Wrightsville Beach, NC. April 2005.


3 - Imperial 07/06/05


Dissertation/Thesis


CONFERENCE PAPERS AND PRESENTATIONS


**CONTRIBUTOR TO REPORTS**


**EDITORIAL**


HONORS/AWARDS
2005 Distinguished Departmental Service Award. Awarded in recognition of distinguished service to the Department of Political Science.

Director’s Award, 2003 University of North Carolina at Wilmington Web Page Contest, Center of Teaching Excellence.

Chair’s Distinguished Teaching Service Award. Awarded at the Political Science Department’s Award ceremony in Spring 2002.

7 - Imperial 07/06/05

Advanced Graduate Student Travel Grant Award, American Political Science Association (APSA). Awarded August 2000 to attend and present a paper at the 2000 Annual APSA Meeting.

Teaching Excellence Recognition Award, School of Public and Environmental Affairs, Indiana University. Awarded April 2000 in recognition of teaching excellence.


REVIEWER:
Member of the Editorial Board
   Environmental Management: Term: January 2004 to December 2006.

Peer Reviewed Journals:
   Coastal Management
   Environmental Management
   Public Works Management and Policy Journal
   Ecological Economics
   Ecology & Society
   The Annals of Regional Science

Conference Papers:
   Academy of Management

Publishers:
   Island Press
   International Thompson Publishers

Government Reports:
U.S. Environmental Protection Agency

RESEARCH EXPERIENCE:

Co-Principal Investigator: The Economic Impacts of the Brunswick County, NC Community in Schools (CIS) Program. (With Chris Dumas)
May 2005 – August 2005
Project Description: The project involved collecting quantitative and qualitative data to understand and assess the economic impacts of the Community in Schools Program (CIS) in Brunswick County, NC.

Co-Principal Investigator: Burnt Mill Creek Outreach and Demonstration Project. (With Lloyd Jones).
September 2002 to August 2005.
Project Description: Telephone surveys will be used to evaluate the City of Wilmington’s Burnt Mill Creek Outreach and Demonstration Project, which is funded pursuant to a Section 319 Nonpoint Source Program grant from the North Carolina Department of Environment and Natural Resources and the Environmental Protection Agency.
Responsibilities include:
- Providing technical support to the City of Wilmington in the development of the research design
- Assisting in the development of the survey instruments
- Supervising the administration of six telephone surveys
- Analyzing the survey data and developing a final report

Project Director and Co-Principal Investigator: Beach Survey for the Town of Wrightsville Beach (with Chris Dumas, Lloyd Jones, Jim Herstein, Steven Meinhold, Pete Schuhmann, John Whitehead)

8 - Imperial 07/06/05

Project Description: Surveyed beachgoers on a week day and weekend to gather information on beach use, behavior, and perceptions of town services. Prepared report describing the research design and summarizing the data.
March 2003 to December 2003
Project Description: The objective of the project is to produce a research report examining how performance measures influence collaborative processes in watershed management programs.

Project Director. Environmental Governance in Watersheds. Independent subcontractor to the National Academy of Public Administration on their Learning from Innovations in Environmental Protection Project.
February 1999 to September 2000
Project Description: One of 17 research teams selected to examining innovations in environmental protection. This project examined the development and implementation of six watershed management programs for the: Delaware Inland Bays (DE), Lake Tahoe (CA, NV), Narragansett Bay (RI, MA), Salt Ponds (RI), Tampa Bay (FL), and Tillamook Bay (OR). Data was collected primarily from field interviews and archival records. The analysis of the case studies relied on evaluative criteria supplied by the Academy as well as derived from the literature. The project will result in a final report entitled Environmental Governance in Watersheds: The Importance of Collaboration to Institutional Performance that includes six detailed case studies, a main report consisting of the comparative cross-case analysis, and various appendices and supporting materials.

Responsibilities included:
- Developed the research protocol and supervised data collection and analysis
- Prepared some case studies and assisted in the preparation of the others
- Developed the cross-case analysis and co-authored the main report.
- Supervised a staff of four graduate research assistants
- Administered all aspects of the contract.

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Research Associate. Institute for the Study of Government and the Nonprofit Sector. School of Public and Environmental Affairs. Indiana University, Bloomington, IN 47405.

July 1998 – May 2000
Project Description: The project, funded by the Grantmaker Forum Research Task Force, is designed to develop a database of previous research on service learning and volunteer public service programs in the United States. This research will then be examined in an attempt to better understand what is known and not known about the implementation of these programs.

Responsibilities include:
- Developed a ProCite database containing previous research on service learning and volunteer public service programs in the United States;
- Supervised the daily work of the graduate assistants on the project;
- Made several presentations on the results of research to the Grantmaker Forum Research Task Force
- Participated in the development of three reports for Grantmaker Forum, and other peer-reviewed and edited manuscripts for publication and presentation at appropriate conference forums based on this research.

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Graduate Research Assistant. Coastal Resources Center, University of Rhode Island Graduate School of Oceanography. Narragansett, Rhode Island 02882.

December 1989 – November 1991
Project Description: Worked on part of a five-year comparative estuaries project funded by Sea Grant. It focused on the examining the long-term management of five estuaries in the United States in order to better understand the governance of the estuarine systems and the outcomes of the management programs.

Responsibilities included:
- Researched water quality and coastal management programs including those developed under the provisions of the Clean Water and Coastal Zone
Management Acts as well as the Great Lakes and the Chesapeake Bay Programs; - 9 - Imperial 07/06/05

* Developed peer-reviewed and edited manuscripts for publication and presentation at appropriate conference forums.

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**GRANTS:**

(with Chris Dumas) The Economic Impacts of the Brunswick County, NC Community in Schools (CIS) Program. Grant Awarded by the CIS Program. $6,497. Student Assistance Award. Competitive grant from the University of North Carolina at Wilmington’s Center for Teaching Excellence to support a graduate student assistant for course development. $700.

(with Chris Dumas, Lloyd Jones, Jim Herstein, Steven Meinhold, Pete Schuhmann, John Whitehead) Beach Survey for the Town of Wrightsville Beach. Grant from the Town of Wrightsville Beach to survey beachgoers. $10,000.


(with Lloyd Jones) Burnt Mill Creek Outreach and Demonstration Project. Grant awarded by the City of Wilmington, NC. $23,560.

Summer Research Initiative. Competitive Grant for faculty at the University of North Carolina at Wilmington to support an intensive summer research initiative. $3,000. (with Timothy Hennessey) Environmental Governance in Watersheds. Grant awarded by the National Academy of Public Administration as part of their Learning from Innovations in Environmental Protection Project. $108,000.

Authored two successful proposals to work as a subcontractor for the University of Rhode Island Coastal Resources Center on projects funded by the United States Environmental Protection Agency (EPA) and the United States Agency for International Development (AID).

Authored many successful grant proposals for federal and state funding while working as a Marine Resource Specialist for the Rhode Island Coastal Resources Management Council.

**III. TEACHING**

Assistant Professor Department of Political Science, University of North Carolina at Wilmington, 601 South College Road, Wilmington, North Carolina 28403-3297
June 2001 – Present.

Undergraduate: Environmental Politics, Public Administration, Introduction to Public Policy Analysis

Graduate: Applied Policy Analysis and Cost-Benefit Analysis, Managing Public and Nonprofit Organizations, Capstone Seminar in Public Administration,
Legal Foundations of Coastal and Environmental Management, Field Seminar in Coastal Management
Responsible for teaching classes and developing the curriculum for the concentrations in Coastal Management and Environmental Policy & Management

Associate Instructor. School of Public and Environmental Affairs, Indiana University, Bloomington, Indiana. 47405.
  Undergraduate: Introduction to Public Management, Managing Behavior in Public Organizations, Environment and People, and Watershed Planning and Management

Teaching Assistant. School of Public and Environmental Affairs, Indiana University, Bloomington, Indiana. 47405.
  September 1994 – May 1995
  Undergraduate: Introduction to Public Affairs

IV. PROFESSIONAL PRACTICE

EMPLOYMENT:
Planner-in-Charge for the Town of Wrightsville Beach, North Carolina
  July 2003 – June 2005
  Project: Planner-in-Charge for the Land Use Plan Update developed pursuant to the North Carolina Coastal Area Management Act (CAMA). Responsibilities include supervising a management intern, managing the public participation process, analyzing data, coordinating the planning process, and writing the draft land use plan and other planning documents.

Facilitator for the Town of Wrightsville Beach, North Carolina
  September 2003 – November 2003
  Project: Facilitated the Town of Wrightsville Beach’s Better Beach Committee formed to try and identify solutions to problems such as noise and disruptive behavior in the downtown area during the summer months.

Consultant (with Lloyd Jones) to William B. Farris, Inc. (WBFI) and the Town of Emerald Isle.
  July 2003 – September 2003
  Project: Develop a mailed questionnaire to gauge the attitudes and opinions of Emerald Isle property owners about various issues and concepts related to development and future land use in the Town. Project also includes providing guidance in the design of the survey and its administration as well as interpreting the results.

Consultant to the National Academy of Public Administration. Washington, DC 20005
  February 1999 – August 2000
Project: The project will result in a final report entitled Environmental Governance in Watersheds: The Importance of Collaboration to Institutional Performance that includes six detailed case studies, a main report consisting of the comparative cross-case analysis, and various appendices and supporting materials.

Consultant to the Coastal Resources Center. University of Rhode Island’s Graduate School of Oceanography. Narragansett, Rhode Island. 02882.
August 1995 – January 1996
Project: Contributed to the development of an evaluation framework to be used by the University of Rhode Island Coastal Resources Center (CRC) in its International Coastal Resource Management Project. In particular, the evaluation framework was used to evaluate implementation activities in Ecuador.

Consultant to the Coastal Resources Center. University of Rhode Island’s Graduate School of Oceanography. Narragansett, Rhode Island. 02882.
September 1994 – March 1995
Project: Developed a working paper that examined the EPA’s National Estuary Program to determine whether it could serve as a model for developing countries. The working paper was delivered at a meeting of officials from the Coastal Resources Center (CRC), EPA, U.S. Agency for International Development (AID), and individual estuary program. Based on the meeting, the CRC, in cooperation with the EPA and AID developed a training program for developing countries.

Responsibilities included:
  Developed new regulations for wetlands and habitat protection, shoreline erosion, stormwater management, erosion and sediment control, and marinas and recreational boating facilities;
  Served as the agency contact person for a variety of federal, state and local resource management programs;

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Evaluated proposed development projects, reviewed municipal comprehensive land use and harbor management plans, and reviewed federal consistency determinations for consistency with our agencies policies;
  Coordinated the development of Rhode Island's Section 6217 Coastal Nonpoint Pollution Control Program for approval by EPA and NOAA; and,
  Developed public outreach activities including public workshops, slide shows, informational brochures, and fact sheets. Edited the newsletter Coastal Features.

Intern. Essex County Division of Solid Waste Management. Newark, New Jersey.
Summer 1989
Responsibilities included: Performed oversight for Essex County's transfer stations, data entry and processing, preparation of the semi-annual report, and monitored the construction of the Essex County Resource Recovery Facility.

PROFESSIONAL ORGANIZATIONS:
The Coastal Society
Academy of Management
Association for Public Policy Analysis and Management (APPAM)
American Society for Public Administration (ASPA)
Public Management Research Association (PMRA)
Policy Studies Organization
Lloyd Philip Jones, Ph.D.

Degrees:
B.A., Government, Southern Illinois University, 1969
M.A., Political Science, Northeastern University, 1974
Ph.D., Political Science, Northern Illinois University, 1981

Ph.D. Examination Fields:
Empirical Political Theory and Methodology
American Politics
Public Administration

Undergraduate Courses Taught:
Contemporary Political Issues
Introduction to American National Government
American Legislatures
Introduction to Political Science
Research Methods in Political Science
Survey Research Methods
Introduction to Public Policy Analysis
Introduction to Public Administration
Public Policy Formation
Advanced Methods in Political Research

Graduate Courses Taught:
Political, Social, and Economic Context of Public Administration
Statistics for Public Administrators
Computer Applications in Public Administration

Professional Positions:
Director, Survey Research Laboratory,
University of North Carolina at Wilmington
1998 to present.

UNCW Graduate Faculty,
University of North Carolina at Wilmington

Center Fellow, Center for Social Work Research and Practice,
University of North Carolina at Wilmington  
2002-present.

Associate Professor,  
Department of Political Science,  
University of North Carolina at Wilmington  
May 1995-present

CATI Manager,  
Survey Research Laboratory  
University of North Carolina at Wilmington  
May, 1993-present

Assistant Professor  
Department of Political Science,  
University of North Carolina at Wilmington  
August 1981-May, 1995

Research Associate  
Program for Applied Policy Research  
Northern Illinois University  
July, 1978 to August, 1980

Graduate Research Assistant  
Department of Political Science  
Northern Illinois University  
August, 1976 to June, 1978

**Grant and Consultations:**

United Way Needs Assessment, Tri-county phone survey, January-May 2005. ($17,000)

Beachgoers phone survey, sub-grant from Corps of Engineers UNCW grant, May-July, 2004. ($13,000)

North Carolina Boat Owners survey, sub-grant from Corps of Engineers UNCW grant, June-July 2003.


Grand Lodge of North Carolina Membership Survey, conducted a mail survey and analysis of membership characteristics and perceptions, 2003-2004.
ASAP Program Evaluation, Center for Social Work Research and Practice, phone and mail survey of agency clientele satisfaction, February and March 2004.

Burnt Mill Creek Educational Program Evaluation, Two wave, four group data collection and analysis, 2002 thru 2005. ($22,000)

FYI Program Assessment, phone survey of social services agency clientele, October, 2002 ($1,500)


Interagency Task for on the Homeless, design and execution of agency data collection activities, January- May, 1999.

New Hanover County Emergency Management Department, a hurricane preparedness poll, July-August 1998.


Wilmington Star-News, telephone poll on race relations in New Hanover County, September-October, 1994.


New Hanover County, Phase II and III administration and analysis of a county need and resource assessment for Smart Start Grant proposal, May-July, 1994.

New Hanover County, Phase I administration of survey for Smart Start Grant proposal, March-April, 1994.

Hall for Congress Exploratory Committee, design, administration and analysis of a telephone survey of voters in the Second North Carolina Congressional District, October-November, 1993.

Wilmington Star-News, pre-election poll, October, 1992.

New Hanover County, design, administration, and interpretation of a mail-telephone survey of household hazardous waste in the county, October, 1993-March, 1994.

New Hanover County Board of Education, evaluation of school administrators, proposed program modifications, and organizational climate, May-June, 1992.
New Hanover County Board of Education, policy survey on proposed bond issue, April, 1992.

City of Wilmington Solid Waste Management Department, February-April, 1992, policy survey on waste management program.

Greater Hampstead (NC) Chamber of Commerce, January- March, 1992, policy survey on questions of local incorporation.

City of Wilmington Transportation Department, November, 1991, policy survey on traffic perceptions.

City of Wrightsville Beach, August, 1990, policy survey.

DeVries and Associates, 1985, computer hardware and software.

The Program on Access to Health Care, July-September 1984, survey analysis.


**Referred Publications:**


Other Publications:


Conference Papers:

"The Unintended Consequences of Conducting Polls in Political Science Classes" with Stephan Meinhold, 1998 Meeting of the Midwest Political Science Association, Chicago, Illinois.


"Natural Disasters and Trust in Public Officials" with Stephan Meinhold, 1997 Meeting of the Southern Political Science Association, Norfolk, Virginia.


"Classifying the Policy Content of Legislation," 1985 Meetings of the Midwest Political Science Association, Chicago, Illinois


"The Impact of Specialization", 1982 Meeting of the Southern Political Science Association, Atlanta, Georgia.

**Presentations, Lectures, and Workshops:**

Cape Fear Regional Quality of Life Conference, 2002 and 2003.

Political Polling Module Instructor, Institute of Political Leadership, Fall and Spring, 2002- present.


"Computer Applications in Political Science", Faculty Computing Expo, University of North Carolina- Wilmington, March 1990.


"Data File Management using IBM Job Control Language", sponsored by Academic User Services, University of North Carolina, Wilmington, December, 1983.

Pi Sigma Alpha Initiation Banquet Speaker, April, 1983.


**Memberships:**

Southern Political Science Association
American Society of Public Administration, Cape Fear Chapter.

Service activities:

Faculty Adviser, Political Science Club, 2000-present.

Departmental representative to the Faculty Senate, 1999.

Member, Department Chair Search Committee, 1999.


Grant Recipient, UNCW College of Arts and Sciences' College Summer Initiative, 1991.
Network Administrator, Departmental NT Server network, 1997-present.

Member, Master in Public Administration Planning Committee, 1995.

Chair, Master in Public Administration Planning Committee, 1995-1998

Member, Department of Political Science Planning Committee.

Member, Chancellor's Advisory Committee on the World Wide Web, 1995

Member, Public Administration Search Committee, 1995.


Founding member, Survey Research Laboratory, College of Arts and Sciences, University of North Carolina- Wilmington, May, 1993.

Grant Recipient, UNC-W College of Arts and Sciences' College Summer Initiative, 1991.

Faculty Senate departmental representative, 1989-91.


Manuscript Reviewer, Southeastern Political Review.

Manuscript Reviewer, Collegiate Microcomputing.

Faculty Senate Computer Advisory Committee, 1983 -1987 Editorial Board Member, Politics and Policy.

Faculty Advisor - Kappa Delta Chapter of Pi Sigma Alpha, 1981-present.

**Other Experience:**

Scientific Computer Programmer
Academic Computer Center
Northern Illinois University
October, 1980 to August, 1981

Evaluation Group Member
The Challenge Research Project
SAFER Foundation
Chicago, Illinois
June, 1978 to August, 1979

Defense Contract Administration Service Region, Boston Defense Supply Agency
October, 1970 to August, 1975.
Stephen Scott Meinhold, Ph.D.

Education

Ph.D.  Political Science, University of New Orleans, 1995 (Judicial Politics, American Political Institutions, Urban Politics)
M.A.  Political Science, University of New Orleans, 1992
B.A.  Political Science and Communications, University of Missouri-St. Louis, 1990

Academic Experience

2000 – present  Associate Professor (with tenure), Department of Political Science, University of North Carolina at Wilmington

1995 – 2000  Assistant Professor, Department of Political Science, University of North Carolina at Wilmington

1994 – 1995  Assistant Director-Grants Supervision and Management, Environmental Social Science Research Institute, University of New Orleans

Publications

Books


Articles in Refereed Journals


**Book Chapters**


**Government Reports**


**Other Publications**


“Wilmington Crime Survey.” Wilmington Police Department, Wilmington, North Carolina 2003 (with Randy LaGrange, Darryl Irwin, and Michael Maume).


“Predictors of Law School Intention Among Undergraduates in Political Science Classes.” Southern Association of Pre-Law Advisors Newsletter (Summer 1998). Southern Association of Pre-Law Advisors (with Dennis W. Gleiber)


**Book Reviews**


**Research Grants and contracts**

2004 New Hanover County Land Use Survey. $7,700. New Hanover County and City of Wilmington. Co-principal Investigator. (with Lloyd Jones, UNCW)


$28,000. University of North Carolina Office of the President. Co-principal Investigator. (with Ron Mitchelson and Lauriston King, East Carolina University and John Whitehead, UNCW)

2002 University Of North Carolina Natural and Technological Hazards Expertise And Publications Database. $27,981. University of North Carolina Office of the President. Principal Investigator.

2001 BUILDING PARTNERSHIPS BETWEEN HIGHER EDUCATION INSTITUTIONS AND COMMUNITIES TO INCREASE DISASTER RESISTANCE. $150,000. FEDERAL EMERGENCY MANAGEMENT AGENCY. PRINCIPAL INVESTIGATOR.

2000 PROJECT IMPACT HIGHER EDUCATION CONFERENCE. $54,000. FEDERAL EMERGENCY MANAGEMENT AGENCY. PRINCIPAL INVESTIGATOR

PROJECT IMPACT AND THE FORMATION OF SYNTHETIC COALITIONS IN THE AFTERMATH OF A HURRICANE. $2,460. QUICK RESPONSE GRANT NATURAL HAZARDS RESEARCH AND APPLICATIONS INFORMATION CENTER. CO-PRINCIPAL INVESTIGATOR. (WITH MILAN DLUHY, UNCW, AWARDED BUT NOT ACTIVATED)

New Hanover County/Wilmington Project Impact Public Attitudes and Preparedness Study First Follow-up. $5,720. New Hanover County Department of Emergency Management. Co-principal Investigator. (with Lloyd Jones, UNCW)


Curriculum Development Grant for Administrative Law Course. $3,000. University of North Carolina College of Arts and Sciences. Principal Investigator.


1996  *Presidential Influence on the U.S. Supreme Court*. $3,000. College of Arts and Sciences, University of North Carolina at Wilmington. Principal Investigator.

**COURSES TAUGHT**

*Graduate*

Research Methods, Nonprofit Resource Development, Coastal Hazards Management

*Undergraduate*

Judicial Politics, Constitutional Law, American Government, Research Methods, Presidency, Environmental Politics, Senior Seminar

*Honors*

E lecting the President (co-taught with Lloyd Rohler-Communication Studies), American Government, Honors Freshman Seminar

**Special Teaching Initiatives**

Learning Community: *Talking Heads: Politics and Public Speaking* (special section of American Government in conjunction with a section of Public Speaking connected through assignments and an integrated seminar, taught with Dr. Lloyd Rohler-Communication Studies)

**Conference Participation**

*Papers*


Gleiber, Dennis W., and Stephen S. Meinhold. 1999. “Sampling Political Attitudes Using the Internet.” Presented at the annual meeting of the American Political Science Association, Atlanta, GA.


Meinhold, Stephen S., and David W. Neubauer. 1994. “We like Courts but Hate Litigation: The Impact of Support for the Courts on Litigiousness.” Presented at the annual meeting of the Southern Political Science Association, Atlanta, GA.


**Posters**

**Discussant**


**Moderator**


**Panel Member**


**Recorder**

**OTHER PRESENTATIONS**


“Building Hazard Mitigation Partnerships Between Higher Education Institutions and Communities.” Presented at the 26th Natural Hazards Research and Applications Workshop, July, 13-16, 2003, Boulder, CO.


**Invited Presentations**


“An Examination of Public Attitudes Toward Mitigation Options and Actual Mitigation Behavior.” Presented at the National Hurricane Conference, April 9-13, 2001, Washington, D.C.


**Graduate and Honors Committees**

Cristin Dunne, Political Science Honors Thesis, 2004 (member)
Lisa Beverly, Political Science Honors Thesis, 2000 (member)
Nicole Dusenberry, Political Science Honors Thesis, 1999 (member)
Dianne Jones, Certified Public Manager Project, 1999 (member)
John Fernandez, History Honors Thesis, 1998 (member)

**Honors and Awards**

2004 CHANCELLOR’S TEACHING EXCELLENCE AWARD

2000 OUTSTANDING ACADEMIC LEADER IN SUPPORT OF PROJECT IMPACT COMMUNITIES, FEDERAL EMERGENCY MANAGEMENT AGENCY

NORTH CAROLINA’S OUTSTANDING VOLUNTEER SERVICE AWARD, NORTH CAROLINA’S HIGHEST HONOR FOR VOLUNTEER SERVICE

CAPE FEAR AREA UNITED WAY, CITATION: “DEDICATION AND COMMITMENT TO HELPING THOSE IN OUR COMMUNITY RECOVER FROM HURRICANE FLOYD.”

1999 NEW HANOVER COUNTY/WILMINGTON PROJECT IMPACT PARTNERSHIP FOR SERVICE AND OUTSTANDING ACHIEVEMENT AS CHAIRMAN OF THE PROJECT IMPACT PUBLIC INFORMATION AND HUMAN SERVICES STEERING COMMITTEE
1996 Outstanding Academic Advisor, Center for Academic Advising, University of North Carolina at Wilmington

Chi Omega Outstanding Professor

1995 University of New Orleans Alumni Association Graduate Student Award

1992 Ted Robinson Memorial Award, Southwestern Political Science Association

Service

Department

MPA Internship Coordinator, 2003-present
MPA Assistant Professor Search Committee, 2003, Chair
Faculty Senate Representative, 1996-97, 2001-02
Department Secretary, 1999-2000
Department Chair Search Committee, 1999, Member
Masters in Public Administration Planning Committee, 1997 – present, Member
Lower Division Review Committee, 1995-96, Member

University

UNC in DC Internship Program campus coordinator, 2005-present
Chancellor’s Teaching Excellence Selection Committee, 2005, member
UNCW Disaster Resistant University Council, Member
UNC Institute of Disaster Studies Planning Committee (appointed), 2001-present, Member
Graduate Council, 2003-present, Member
Honors Council, 2002-present, Member
Chancellor’s Safety Council, 2002-present, Member
Environmental Studies Advisory Board, 2002-present, Member
Dean of Graduate School and Sponsored Programs Search Committee, 2001-2002, Member
Faculty Hearings Panel (elected), 2001-03, Member
Institutional Review Board For Protection of Human Subjects, 2000-2004, Member
Faculty Senate Research Committee, 1999-present, Member
International Programs Advisory Council, 1999-present, Member
SACS Accreditation-Externally Funded Grants and Contracts, 2000- 2001, Chairperson
National Security Education Program Campus Interview Committee, 2000-2001, Member
Center for Academic Advising Advisory Committee, 1997-2000, Member
Faculty Senate Student Affairs Committee, 1996-2000, Member
Professional Service

Faculty Senate Student Affairs Committee, 1996-1998, Chairperson

Profession

Editor, Special Edition of *Justice System Journal*, Courts and Technology (forthcoming)
Member, Malcolm Jewell Award Committee, Southern Political Science Association, 2004
Quality Control Reviewer, National Oceanic and Atmospheric Administration, Coastal Climatology Products for Recreation and Tourism End-Users in Southeastern North Carolina
External Conference Reviewer: National Oceanic and Atmospheric Administration
Member, Ted Robinson Memorial Award Selection Committee, Southwestern Political Science Association, 1992-94
Educational Testing Services, Advanced Placement, Consultant, 1998-present

Community

Cape Fear Area United Way, Board Chair, 2005-present
Multi-Jurisdictional (New Hanover County, City of Wilmington, Town of Kure Beach) Hazard Mitigation Planning Committee, 2004, Member
Cape Fear Area United Way, Vice-Chair, 2004-2005
Cape Fear Area United Way Board of Directors, 2002-present, Member
Cape Fear Area United Way Community Investment Cabinet, 2002-present, Chairperson
Cape Fear Area United Way President Search Committee, 2003, Member
Cape Fear Area United Way Community Investment Cabinet, 2000-2002, Member
2000 and 2001 New Hanover County Project Impact Hurricane Preparedness Expo, Chairperson
1999 New Hanover County Project Impact Hurricane Preparedness Expo, Co-Chairperson
New Hanover County Project Impact Public Information Committee, 1998-2001, Chairperson
Regional Health and Human Services Needs Assessment Committee, 1998-2000, Member

Consulting

Federal Emergency Management Agency
Center for Hazards Assessment Response and Technology, University of New Orleans
Christopher F. Dumas, Ph.D.

Associate Professor of Economics
Department of Economics and Finance
University of North Carolina at Wilmington

Education

Fields: Environmental and Resource Economics, Industrial Organization.

Recent Journal Articles, Book Chapters, Research Reports


Recent Grants, Awards and Honors

2005. Brunswick County Community in Schools Program. “The Economic Impacts of the Brunswick County Community in Schools Program.” Extramural research grant. $6,800.
1999. University of South Carolina, Center for Applied Real Estate Education and Research grant award. “Hurricanes, Insurance and Coastal Real Estate Values.” Extramural research grant. $10,000.

**Recent Professional Presentations**


**I. Teaching**

Undergraduate: ECN 221 Principles of Microeconomics, ECN 321 Intermediate Microeconomics, ECN 325 Environmental Economics, ECN 422 Econometrics, ECN 495 Senior Seminar-- Economic Impact Analysis
Graduate: PLS 592 Environmental Economics for Public Administrators, MBA 533 Game Theory for Managers

FORMAL EDUCATION

Bachelor of Arts in Psychology.  Wake Forest University, Winston-Salem, North Carolina. June 1970

Master of Arts in International Relations. University of Southern California, Los Angeles, California. January 1975

Master of Science in Recreation Administration. Curriculum in Recreation and Leisure Studies, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina. May 1979


Dissertation Title: The North Carolina Public Beach and Coastal Waterfront Access Program Under the 1974 Coastal Area Management Act (CAMA): An Investigation and Examination of the Program’s Creation and Implementation

PROFESSIONAL EXPERIENCE

August 2000—Present: Assistant Professor, Department of Health and Applied Human Sciences, Parks and Recreation Management Curriculum, University of North Carolina at Wilmington. Responsibilities: develop, teach and evaluate undergraduate courses in the areas of natural resource management and leisure service management. Specific courses include—Introduction to Leisure Services, Program Planning and Leadership, Field Experience in Recreation, Internship in Leisure Services, Travel and Tourism, Legal Issues in Leisure Services, Park Planning and Design, Directed Individual Study, Coastal Recreation Resource Management, Leisure Service Management and Research Methods and Evaluation. Research interests include: physical, social and economic impacts of natural resource based recreation, user perceptions of natural resources, and leisure service management strategies. Additional university, department and community responsibilities include student advisement, university committee work, department committee work, Honors Program supervision, and community service. Obtained Graduate Faculty status in May 2002 through August 2005.


Responsibilities: develop, teach and evaluate undergraduate courses in the areas of natural resource management and leisure service management. Specific courses included—Program Planning and Leadership, Field Experience in Recreation, Internship in Leisure Services, Directed Individual Study, Cape Fear River: Issues and Experience, and, Leisure Service Management.


March 1993—July 1994: Landscape Services Branch Manager, Greenscape, Inc., Fuquay-Varina, NC. Responsibilities: supervision and management of landscape installation and services branch for $2.7 million landscape company; branch budget preparation and monitoring; branch revenue generation; staff training and development; and, customer service.

May 1988—August 1992: District Manager, Wilmington District Office, North Carolina Division of Coastal Management, Department of Environment and Natural Resources, Wilmington, NC. Responsibilities: supervision and management of professional field staff; administration of State’s Coastal Management Program to include regulation implementation, interpretation, planning and enforcement; beach access site planning and acquisition; policy implementation, interpretation and enforcement; district office public relations spokesperson; and, overall program evaluation.


January 1988—May 1988: Full-Time Lecturer, College of Arts and Sciences, Curriculum in Recreation and Leisure Studies, University of North Carolina at Chapel Hill. Responsibilities: develop, teach and evaluate undergraduate and graduate courses in the areas of parks and recreation administration and natural resource management. Specific courses included—Introduction to Parks and Recreation, Recreation Programming, Parks and Recreation Management, and, Advanced Parks and Recreation Management.

August 1978—December 1987: Part-Time Lecturer, College of Arts and Sciences, Curriculum in Recreation and Leisure Studies, University of North Carolina at Chapel Hill. Responsibilities: develop, teach and evaluate undergraduate and graduate courses in the areas of parks and recreation administration and natural resource management. Specific courses included—Introduction to Parks and Recreation, Recreation Programming, Designing Parks and Open Spaces, Outdoor Recreation, Parks and Recreation Management, and, Advanced Parks and Recreation Management.

September 1983—February 1988: Director of Parks and Recreation, Department of Parks and Recreation, Town of Chapel Hill, Chapel Hill, NC. Responsibilities: management of comprehensive municipal parks and recreation department; administration of $1.2 million annual operating budget and $300,000 capital improvements budget; coordination of 10 member Parks and Recreation Commission and 7 member Greenways Commission; management of 18 parks and open space areas totaling approximately 300 acres of land and 57,000 square feet of building space; performed program evaluations; conducted
community-wide and neighborhood needs assessments; and, performed management functions of planning, directing, staffing, evaluating, marketing and coordinating total parks and recreation operation for the municipality. Operated daily “radio show”, weekly “newspaper column”, and, semi-annual “cable television show”.

June 1979—September 1983: **Administrative Assistant**, Department of Parks and Recreation, Town of Chapel Hill, Chapel Hill, NC. Responsibilities: provided staff support and assistance to Director of Parks and Recreation on matters related to payroll, planning, budget, research, assessment, evaluation, programming, and, all issues confronting the Department. Coordinated departmental publicity, public relations and marketing efforts.

PROFESSIONAL SERVICE AND INVOLVEMENT

Current Certification Status

- Currently certified as a “Certified Parks and Recreation Professional” by the National Recreation and Park Association’s National Certification Board (Initially certified in November 2000 with certification #3872; recertified in March 2003)
- Currently certified as a “Certified Playground Safety Inspector” by the National Recreation and Park Association, National Playground Safety Institute (Initially certified in September 2001 with certification #7866-0904; current certification expires in September 2004)

Organization Memberships

- NORTH CAROLINA RECREATION AND PARK SOCIETY (NCRPS) (#79025)
- NATIONAL RECREATION AND PARK ASSOCIATION (NRPA) (#66025)
- NORTH CAROLINA COASTAL FEDERATION
- CAPE FEAR RIVER WATCH
- CAPE FEAR RIVER ASSEMBLY
- NORTH AMERICAN WATER TRAILS, INC
- ENVIRONMENTAL EDUCATORS OF NORTH CAROLINA
- NATIONAL WILDLIFE FEDERATION
- WORLD WILDLIFE FUND
- SIERRA CLUB
- WILDERNESS SOCIETY
- NORTH CAROLINA COASTAL LAND TRUST
- THE NATURE CONSERVANCY

Professional Offices and Positions

- Vice-Chair, Educator’s Branch, North Carolina Recreation and Park Society (NCRPS). November 2003 – Present
- Member, NCAAHPERD Necrology Committee. November 1999 – November 2001
- Chair, NCAAHPERD Necrology Committee. November 2000 – November 2001
♦ Co-Chair, NCRPS Annual Wellness Conference—1987
♦ Chair-Elect, 40th Annual Municipal and County Recreation Director’s Conference—1987
♦ Treasurer, NCRPS—1986
♦ Member, NCRPS Nominating Committee—1986
♦ Co-Chair, NCRPS Annual Wellness Conference—1986
♦ Member, NCRPS Legislative Committee—1985
♦ Chair, NCRPS Region IV—1985
♦ Chair, NCRPS Leadership Development Institute Planning Committee—1985
♦ Chair-Elect, NCRPS Region IV—1984
♦ Member, NCRPS Professional Development Committee—1984

Workshops, Clinics, etc.

13th International Executive Development School, NRPA—2003

National Playground Safety Certification Course—July – August 2001

Dealing With Difficult People Workshop. Department of Environment and Natural Resources, Division of Coastal Management—1992

Interactive Management Certification Program. Department of Environment and Natural Resources, Division of Coastal Management—1991

Fundamentals of Management Certification Program. Department of Environment and Natural Resources, Division of Coastal Management—1991

Municipal and County Administrators Institute Program. Institute of Government, University of North Carolina at Chapel Hill, Chapel Hill, NC—June – December 1984

Executive Development Program for Park and Recreation Administrators. NRPA. University of Georgia—March 1981 and March 1982

Major Speaking Engagements and Presentations

International


**Regional**


*State*


**RESEARCH AND SCHOLARLY ACTIVITIES**

**Research Areas/Interests**

- Determination of Annual and Peak Visitation Demand on Federally Protected Shore Study Areas (ongoing)
- Heritage Tourism in North Carolina (ongoing)
- Re-emergency of Recreational Use Patterns Following Resource Disturbances (ongoing)
- Diverse Physical Impacts to the Natural Resources of the NC National Estuarine Research Reserve: Understanding Human Dimensions and Management Implications (ongoing)
- Recreational Boating Interests and Patterns in North Carolina’s Coastal Waters (ongoing)
- Understanding Recreational Needs and Interests on Coastal Beaches and Shorelines (ongoing)
- Recreational, Health and Nutritional Interests of University Students (ongoing)
- Understanding Individual Personality Preferences of Parks and Recreation Students and Professionals (ongoing)
- Carrying Capacity Implications on Masonboro Island and Rachel Carson National Estuarine Research Reserves (ongoing)
- Implications of Longitudinal Physical Impacts on Masonboro Island, Zeke’s Island, and the Rachel Carson National Estuarine Research Reserves (ongoing)
- Human Dimensions of Barrier Island Management on Masonboro Island and Rachel Carson National Estuarine Research Reserves (1997)
- The Impact of Hurricanes on the Recreational Use of Barrier Islands (1996-1997)
- An Assessment and Reassessment of Recreational Impacts on Masonboro Island (1992-1993)
Publications

**Peer Reviewed Articles, Abstracts and Proceedings**


**Non-Peer Reviewed Articles and Publications**


**Technical Reports and Documents**


**Publications In Progress**


Barry, R., Herstine, J., and Isaacs, J. *Effect of moral appeals on limiting barrier island sand dune trampling*. Anticipate submittal to *Journal of Park and Recreation Administration, Natural Resources Journal, Coastal Management* or *Journal of Society and Natural Resources*.


Herstine, J., Hill, J., Buerger, B. *Identifying natural mitigation processes and understanding how these processes differ dependent upon the location of the coastal zone natural resource*. Anticipate submittal to *Natural Resources Journal, Coastal Management* or *Journal of Society and Natural Resources*.


**INSTITUTIONAL INVOLVEMENTS**

**Teaching**

**Spring 2005**

**Fall 2004**

- REC 270—Evaluation and Planning of Recreation Services
- REC/EVS 366—Coastal Recreation Resource Management
- REC 375—Leadership and Management of Parks and Recreation Services
- EVS 495—Seminar in Environmental Studies
- EVS 501—Introduction to Environmental Problems and Policies

**Summer 2004**

- REC 362—North Carolina Coastal Issues and Experience (Experiential Learning Class)

**Spring 2004**

- REC 475—Advanced Human Resource Management and Financing of Parks and Recreation Services
- EVS 495—Seminar in Environmental Studies
- EVS 501—Introduction to Environmental Problems and Policies
- PLS 591—Directed Individual Study in Public Administration

**Fall 2003**

- PLS 520—Seminar in Coastal Processes and Problems (Graduate course in the Masters of Public Administration Degree Program)
• REC 491—Directed Individual Study

Summer 2003

• REC/EVS 294-01—Natural Resource, Environment and Natural Heritage Management in Scotland, UK *(Experiential Learning Class)*
• REC/EVS 294-02—Special Topics in Natural Resource, Environment and Natural Heritage Management in Scotland, UK *(Experiential Learning Class)*
• REC 348—Practicum in Parks and Recreation Services
• REC/EVS 362—North Carolina Coastal Issues and Experience *(Experiential Learning Class)*
• REC 448—Advanced Field Experience in Recreation

Spring 2003

• REC 348—Practicum in Parks and Recreation Services
• REC 375—Leadership and Management of Parks and Recreation Services
• REC 448—Advanced Field Experience in Recreation
• REC 475—Advanced Human Resource Management and Financing of Parks and Recreation Services

Fall 2002

• REC 366—Coastal Recreation Resource Management
• REC 375—Leadership and Management of Parks and Recreation Services
• REC 440—Risk Management and Liability in Parks and Recreation Services
• REC 498—Internship in Parks and Recreation Services
• PLS 522—Issues in Coastal Management (Graduate course in the Masters of Public Administration Degree Program)

Summer 2002

• REC 348—Practicum in Parks and Recreation Services
• REC/EVS 362—North Carolina Coastal Issues and Experience *(Experiential Learning Class)*
• REC 375—Leadership and Management of Parks and Recreation Services

Spring 2002

• REC 348—Practicum in Parks and Recreation Services
• REC 375—Leadership and Management of Parks and Recreation Services
• REC 465—Park Planning and Design
• REC 498—Internship in Parks and Recreation Services

Fall 2001

• REC 366—Coastal Recreation Resource Management
• REC 375—Leadership and Management of Parks and Recreation Services
• REC 440—Risk Management and Liability in Parks and Recreation Services
• REC 498—Internship in Parks and Recreation Services
Summer 2001

- REC/EVS 362—North Carolina Coastal Issues and Experience (*Experiential Learning Class*)
- REC 375—Leadership and Management of Parks and Recreation Services

Spring 2001

- REC 375—Leadership and Management of Parks and Recreation Services
- REC 440—Risk Management and Liability in Parks and Recreation Services
- REC 465—Park Planning and Design
- REC 498—Internship in Parks and Recreation Services

Fall 2000

- REC 366—Coastal Recreation Resource Management
- REC 375—Leadership and Management of Parks and Recreation Services
- REC 440—Risk Management and Liability in Parks and Recreation Services
- REC 498—Internship in Parks and Recreation Services

Advisement

**On program of studies—Average 57 undergraduates each semester**

On field experience—2 student interns at 12 credit hours each

On theses and dissertations—0 (We have no graduate program in Parks and Recreation Management; however, I am supervising a student in the Masters of Public Administration program on a Directed Individual Study)

Institution Service

**University Service**

- Member, Chancellor’s Campus Recreation Advisory Committee. University of North Carolina at Wilmington, Wilmington, NC. August, 1998 – Present
- Chair, Chancellor’s Campus Recreation Advisory Committee. University of North Carolina at Wilmington, Wilmington, NC. August, 1999 – August 2000, August 2002 – August 2003
- Member, Chancellor’s Council on Health and Wellness. University of North Carolina at Wilmington, Wilmington, NC. August 2002 – Present
- Member, Faculty Senate Student Affairs Committee. University of North Carolina at Wilmington, Wilmington, NC. August 2001 – Present
- Member, University Faculty Senate, University of North Carolina at Wilmington. July 2001 – July 2003
Member, Summer Curriculum Development Initiative Awards Committee, College of Arts and Sciences, University of North Carolina at Wilmington. July 2001 – July 2002

Member, International Programs and Study Abroad Applicant Interview Committee, University of North Carolina at Wilmington. July 2000 – July 2001

Member, Search Committee for Assistant Director of Campus Recreation/Outdoor Recreation position, University of North Carolina at Wilmington. February 2001 – June 2001

Department Service

♦ Member, Department Graduation Committee. Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. July 2000 – Present

♦ Member, Derick G.S. Davis Scholarship Committee. August 2002 – Present


♦ Faculty Advisor, Recreation Majors’ Association, Parks and Recreation Management Program, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. July 2000 – Present

♦ Faculty Liaison and Coordinator, Curriculum Advisory Board, Parks and Recreation Management Program, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. July 2000 – Present

♦ Faculty Liaison for the Department of Health and Applied Human Sciences to the Office of International Programs, University of North Carolina at Wilmington. July 2000 – Present

♦ Chair, Parks and Recreation Management Program Re-Accreditation Committee, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. March 2003 – Present

♦ Member, Parks and Recreation Management Program Faculty Search Committee, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. August 2002 – April 2003

♦ Member, ad HPER Teaching Observation Committee, Department of Health, Physical Education and Recreation, University of North Carolina at Wilmington. January 2002 – March 2002

♦ Member, Parks and Recreation Management Program, Therapeutic Recreation Option Faculty Search Committee, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. August 2001 – April 2002

♦ Member, Peer Review Committee, Teaching Sub-Committee, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. July 2001 – July 2002
♦ Member, Departmental SACS Committee, Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. July 2000 – July 2001

Community and Professional Service

♦ Member and Chair, Leland Parks and Recreation Advisory Board, Leland, NC. July 2005 – Present
♦ Member, Bird Island Advisory Committee, Sunset Beach, NC. (Appointment pending)
♦ Member, Wilmington Parks and Recreation Advisory Board, Wilmington, NC. January 2001 – Present
♦ Member, Fort Fisher State Recreation Area Advisory Committee, Kure Beach, NC. July 2002 – Present
♦ Member, Local Physical Activity and Nutrition Council (LPAN), Wilmington, NC. August 2002 – Present
♦ Peer Manuscript Reviewer, Journal of Society and Natural Resources. 2003
♦ Parks and Recreation Master Plan Consultant, City of Wilmington, NC. June 2001 – October 2003
♦ Board of Directors, United Christian Campus Ministry, Wilmington, NC. January 2001 – May 2003
♦ Parks and Recreation Master Plan Consultant, Columbus County, NC. November 2002 – June 2003
♦ Peer Reviewer, Southeastern Recreation Research (SERR) Conference. 2002
♦ Parks and Recreation Master Plan Consultant, Brunswick County, NC. February 2000 – May 2001
♦ Playground Consultant, Cape Fear Center for Inquiry (CFCI), Wilmington, NC. December 2000 – April 2001

OTHER INFORMATION

Grant/Award Activity

Buerger, R., Hill, J. and Herstine, J. Monitoring Impacts on North Carolina Coastal Reserves. Submitted to the North Carolina Department of Environment and Natural Resources, Division of Coastal Management, North Carolina National Estuarine Research Reserve Program. (Funding for $8,090 pending)

Herstine, J., Hill, J. and Buerger B. *Determination of Recreation Demand for Federal Shore Protection Study Areas: Bogue Banks, Surf City and North Topsail Beach, Topsail Beach and Brunswick County Beaches, North Carolina.* Submitted to the U.S. Army Corps of Engineers, Wilmington District. (Funded for $358,840 from June 1, 2003 – May 31, 2004)

Hestine, J., Hill, J. and Buerger, B. *Faculty Liaison Project—Marine Trades.* Submitted to the Small Business and Technology Development Center/DLA—Marine Trades Services. (Funded for $1,100 from January 1, 2003 – December 31, 2003)


Imperial, M., Jones, L., Meinhold, S., Dumas, C., Schuhmann, P., Whitehead, J. and Herstine, J. *Beach Survey for the Town of Wrightsville Beach.* (Funded for $10,000 from June 15, 2003 – December 31, 2003)


Herstine, J. and Barry, R. *Utilizing Signage to Protect Barrier Island Dunes and Sand Ridges—A Case Study on Bear Island at Hammocks Beach State Park.* Submitted to the North Carolina Sea Grant Program. (Funded for $4,995 from April 1, 2002 – March 30, 2003)

Herstine, J. and Buerger, B. *Field Course in Parks and Recreation.* Submitted to the Friends of UNCW. (Funded for $615 for summer 2002)


Buerger, R., Hill, J., and Herstine, J. *Diverse Physical Impacts to the Natural Resources of the North Carolina National Estuarine Research Reserve: Understanding...*
Management Implications. Submitted to the North Carolina Department of Environment and Natural Resources, Division of Coastal Management, Estuarine Research Reserve Program. (Funded for $8,265 from July 1, 2000 – December 31, 2001)


Buerger, R., Hill, J., and Herstine, J. The Impact of Hurricanes on Recreational Use of Barrier Islands. Submitted to the North Carolina Sea Grant Program. 1996. (Funded for $5,237)


James Richard Leutze
Chancellor Emeritus and Professor of History
The University of North Carolina at Wilmington

ACADEMIC AND ADMINISTRATIVE APPOINTMENTS:

The University of North Carolina at Wilmington:
   Chancellor, 1990-2003
   Professor, Department of History, 1990-present

Hampden-Sydney College:
   President, 1987-90
   Professor, Department of History, 1988-90

The University of North Carolina at Chapel Hill
   Chairman, Curriculum in Peace, War, and Defense, 1979-87
   Chaired Professorship (Dowd Professor of War and Peace), 1986-87
   Professor, Department of History, 1979-86
   Associate Professor, Department of History 1975-79
   Assistant Professor, Department of History 1968-74

EDUCATION:

Georgetown University, 1963
University of Miami, M.A., 1959
University of Maryland, B.A., 1957

HONORS AND AWARDS:

Cyber Warrior Pioneer, for distance learning experimentation
J. W. Pate Award, Cape Fear River Assembly, for environmental advocacy
Standard Oil Award for excellence in teaching, UNCCCH
Tanner Award, for distinguished undergraduate teaching, UNCCCH
Bernath Prize, for distinguished publication in the area of American foreign policy,
   The society of Historians of American Foreign Relations
John Lyman Book Award in U. S. Naval History, U. S. Naval Institute
Bowman and Gordon Gray Professorship, UNCCCH
Dowd Professor of War and Peace, UNCCCH
Order of the Golden Fleece, UNCCCH
Phi Beta Kappa
PUBLICATIONS:

A Different Kind of Victory: The Biography of Admiral Thomas C. Hart, Naval Institute, 1981


Contributor to numerous journals, reviews, quarterlies, foundation projects, magazines, newspapers, etc.

PUBLIC TELEVISION:

Narrator and Host of Troubled Waters: The Illusion of Abundance, a documentary to bring attention to the problems of water quality and scarcity in many areas of the country, focusing on the Southeastern US, and North Carolina in particular. 2003

Narrator and Host of Paving the American Dream: Southern Cities, Shores & Sprawl, a documentary that brings attention to issues of traffic congestion, water quality, air pollution, green space depletion, urban sprawl and a diminishing quality of life featuring cities of the coastal states from Maryland to Florida. 2000

Narrator and Host of Currents of Hope: Reclaiming the Neuse River, a documentary to bring attention to environmental and water quality issues. 1999

Narrator and host of Treasure Coast, a documentary about ecology, people and economy of the North Carolina coastal areas, 1997. (Winner of three CASE awards, including first place for films and videos.)

Narrator and host of River Run: Down the Cape Fear to the Sea, a documentary about the Cape Fear River that explores the river’s history, ecology, relation to commerce, and the current issues affecting it and its future, 1994. (Winner of the International Television Video Association’s Silver Reel Award as well as two Awards of Excellence by the Council for Advancement and Support of Education.)

Creator and host of Globe Watch, an educational series on international affairs, for The University of North Carolina Center for Public Television, 1983-present. (Various national awards.)

**MILITARY SERVICE:**

2nd Lt. To Captain, USAF 1960-63. Last assignment: Commander Headquarters Squadron, Technical Training School, Lowry AFB, Denver, Colorado

**SELECTED PUBLIC AND PROFESSIONAL ACTIVITIES:**

Int. Executive Director, North Carolina Progress Board, 1/2004 – present
Trustee, The Nature Conservancy, 2003 – present
Board of Directors, The Rural Center, 2003 – present
Chairman, North Carolina Rural Internet Access Authority, 2000 - present
Member, Commission on Smart Growth, 2/2000 – present
Board of Directors, NC Progress Board, 4/2000 – present
Governor’s Appointee, Clean NC 2000 Board, 1999-2000
Board of Directors, Kenan Institute-Asia, 1997-present
Board of Directors Daniel D. & Elizabeth H. Cameron Foundation, 1996-present
Board of Directors, Donald R. Watson Foundation, 1994-present
Board of Directors, North Carolina Center for World Languages & Cultures, 1994-present
Governor’s Appointee, Commission for a Competitive North Carolina, 1994-95
Board of Directors, North Carolina Citizens for Business & Industry, 1995-2000
Member, North Carolina Government Performance Audit Committee, 1991-93
Chair, Interagency Task Force on Educational Technologies, 1991-94
Trustee, George Marshall Foundation, 1990-present
International Association of University Presidents, 1989-present
Executive Committee, Virginia Foundation of Independent Colleges, 1989-90
Educational Associate, Atlantic Council of the United States, 1985
1. Required Graduate Courses

PLS 500 – Managing Public & Nonprofit Organizations
(3 Credit Hours)
Spring 2005

Instructor: Mark T. Imperial Classroom: LH 110
Phone: (910) 962 – 7928 Class times: T 6:30 - 9:15
Email: imperialm@uncw.edu Secretary: Katie Roper (910) 962 -3220
Office Hours: M 4:00 - 5:30 & by appointment Office: LH 263
http://www.uncw.edu/people/imperialm/

Course Objectives:

Effective public administration is as much an art as it is a science. Theory informs practice while practice contributes to the development of theory. This course is designed to give you a greater appreciation of the breadth and scope of public administration theory in order to improve your ability to effectively manage public and nonprofit organizations. Specifically, the course objectives are to:

- Improve your understanding of public and nonprofit organizations and the context within which these organizations operate;
- Introduce you to the theories, concepts, tools and techniques associated with managing public and nonprofit organizations;
- Develop your appreciation of the complexity of issues, problems and challenges associated with effective management of public and nonprofit organizations; and,
- Enhance your skills and ability to think, act, and communicate more effectively in today’s public and nonprofit organizations.

These objectives will be met by exposing you to a variety of theories and conceptual frameworks as well as the practical management tools and techniques that are derived from these theories. The course will develop your critical thinking abilities by analyzing cases and using the theories discussed in this course to analyze an organization. Your oral communication skills will be developed through class presentations while the preparation of case memos and the organizational analysis report will improve your ability to communicate your ideas and arguments in written form.

Readings:

The following books are required for this course and can be purchased at local book stores or through vendors on the Internet:


Additional required readings have been placed on reserve in the library. A list of the reserve readings is provided on the course web site. Copies of the lecture notes and overheads used in class can also be found on the class web site.

**Expectations and Approach:**

This is not a lecture-dominated class where the instructor speaks and the students passively listen. This is a seminar class where students take an active part in their learning through class discussions, group work, and case analysis. Course readings are supplemented with videos, occasional guest speakers, and other information available on the class web site. Part of your learning will be cognitive or factual in nature. However, much of what you learn in this course will involve developing your management skills, enhancing your self-awareness of the organizations in which you work, and sharing your experiences with others in the class. I encourage you to prepare yourself for, and be open to, the variety of ways that you can learn from this course.

Teams will also play a part in your learning. Although you may prefer to complete assignments on an individual basis, teams often do tasks more effectively than individuals and provide you with an opportunity to participate more than is possible in a larger class. Teams also provide an opportunity to work directly with and learn from your fellow classmates and allow you to observe how others analyze and solve problems. Moreover, work teams play an increasingly important role in managing today’s public and nonprofit organizations. Therefore, it is important for you to develop your ability to work effectively in teams.

Another important part of your learning involves the analysis of case studies. Case studies are compilations of problem situations actually faced by public managers. A case places you into a real world situation and forces you to sort through and analyze various issues or courses of action. You will prepare two cases as a team. This does not mean that you need to do everything related to the case as a team. However, you are expected to meet as a group to brainstorm about the issues in the case, diagnose the problems, identify solutions or alternative courses of action, and critique your group’s case memo. The remaining three cases will be prepared individually, although I encourage you to discuss the cases with others prior to class.

**Course Requirements:**
Your grade in this class will be based on your ability to understand and apply the theories discussed in the course readings. More specifically, your grade will depend on your performance on the following course requirements:

**Class Participation**

Students are expected to complete the assigned readings and come to class prepared to discuss all readings, handouts, and assignments that are due. To ensure that students are prepared to discuss the readings, I will randomly ask students to summarize a reading, describe a theory, present their case memos, or present the applicable portion of the organizational analysis assignment. Each student should also be prepared to share with the class questions that the readings raised and be able to identify the most significant point or contribution that the author makes to the practice of public administration.

While attendance will not be taken on a regular basis, poor classroom attendance may result in a failing participation grade since you cannot participate if you are not in class. Therefore, you should notify the instructor when you are unable to attend class. If you should miss a session when a video is shown, it may be possible to make arrangements to view the film privately at the library or to borrow the video. In certain circumstances it may also be possible to make-up other in-class activities with a written assignment if frequent absences have become a problem. Your participation grade will also be lowered due to the frequent inability to respond to the instructor’s questions, poor class preparation, lack of enthusiastic participation in class exercises, or the failure to treat others in the classroom with respect (e.g., talking while others are talking, ridiculing other students, etc.). Simply put, in order to receive an “A” in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

**Case Memos**

One of the ways we will examine and apply the concepts discussed in the readings is by analyzing a series of cases contained in Stillman’s *Public Administration: Concepts and Cases* and other sources. Since case analysis is essentially self-learning through simulated experience, its success depends on the lively exchange of information, ideas, and opinions during case discussions. Students must come prepared to discuss all aspects of the case, apply the concepts in the readings to the case, and be able to answer the questions at the end of each case study or those posed on the class web site.

We will discuss 9 cases over the course of the semester and you must be prepared to discuss each of them or it will adversely affect your class participation grade. At the beginning of the semester, you will be assigned to a project team. Each team will be responsible for presenting their analysis of one case to the rest of the class. Each team must also prepare a case memo as a group analyzing the case (limited to 2 single-spaced pages). You are also required to include an attachment (limited to 3 single-spaced pages) that discusses the case in light of the readings. Your group memos and attachments must be submitted to me in both hard copy and electronically so that I may forward your electronic version to the rest of the class. Students enrolled in this class should
understand that case analysis executed as a team is a key element of your course responsibility and you should be available outside of classroom time to meet with your group members. Your individual grade on these assignments will be the group grade. However, groups are not expected to carry free riders. A peer evaluation form will be used and an individual grade may be adjusted lower if the team reports that one of its members did not contribute to the group project.

Individually, you must prepare at least 6 additional case memos for the remaining cases with your best 6 of 8 grades counting towards your final grade. You do not need to include an attachment for your individual case memos and only a hard copy should be submitted. Additional instructions and guidance for preparing the individual and group case memos and leading the case discussions is posted on the course web site. Each memo is limited to 2 single-spaced pages and must be in a standard professional format. A sample memo can be downloaded from the course web site and most word processing programs have templates that can be used.

**Grant Proposal Assignment (Group Project)**

During the first few weeks of class, project teams will be created with 3 to 4 members, depending on the class size. Since your peers will evaluate your contribution to the project team, failure to actively participate in the group assignment will adversely effect your grade. Students should carefully read through the peer evaluation form that is available on the course web site. It will be collected following the completion of your project. Each project team will complete one group project that involves developing a **grant proposal for a new project/program** for either the City of Wilmington or New Hanover County. The project/program will have to address an important social problem in New Hanover County and respond to the request for proposals (RFP) contained on the course web site. Basically, the proposal must discuss: an important community problem; actions proposed to address the problem; expected project outcomes; organizations involved in the project’s implementation; merits of the project relative to its costs; how the project meets fiscal and technical needs of the community; and, it should include a work program that includes timelines and a budget. The proposal is limited to 15 single spaced pages (plus bibliography and appendices) and should be professional in nature. Each project team will present its proposal to class. Your presentation is limited to 10 minutes and should be professional in nature (e.g., use PowerPoint, appropriate attire, well rehearsed presentation, etc.). Following the presentations, each team will take on the role of the agency that issued the RFP. Your team will review and rate the other group’s proposals to determine which proposals get funded. The grade for this project will be a combination of the quality of the presentation and your written proposal.

**Exams**

There will be one take home exam near the end of the class consisting of a series of questions that require you to apply the theories and concepts discussed over the course of the semester.
Grading:

All written work will be evaluated based on your analysis of the readings and cases, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Failure to complete an assignment or failing to follow directions will result in a 0 for the assignment. The final course grade will be calculated based upon the following weights:

- Class participation: 20% (200 points)
- Case memos (7 total)
  - Group memos (1 @ 10% each): 10% (100 points)
  - Individual memos (6 @ 5% each): 30% (300 points)
- Group Project – Grant Proposal: 15% (150 points)
- Mid-Term: 25% (250 points)

Course grades will be calculated based on the following: A (920 – 1000), A- (900 – 919), B+ (880 – 899), B (820 – 819), C+ (780 – 799), C (720 – 779), C- (700 – 719), D+ (680 – 699), D (620 – 679), D- (600 – 619), and F (0 – 599).

Be advised that you must maintain a B average to remain in the MPA program. I have a zero tolerance policy for cheating. Anyone caught cheating will receive a failing grade for the course.

Late Assignments/Incompletes:

Tentative due dates for course assignments are listed on the attached course schedule and are subject to change based on class progress and student preferences. You should check the course schedule and announcements pages on the course web site periodically for changes in due dates. Students may bring forward requests for changing the dates of major assignments for class approval with a minimum of one-week advance notice to the class.

Unless I have agreed in advance, all assignments are due at the end of the class period they are due. Informing the instructor of your intention to be absent does not waive your obligation to submit the work that is due. Late assignments lose one full letter grade per class they are late. An incomplete will only be granted when there are serious extenuating circumstances that occur after the withdrawal period.

Other Class Policies

All cell phones are to be turned off in class. If your phone rings, the Professor reserves the right to answer the call and/or to confiscate the phone.
Statistics for Public Managers and Policy Analysts
(3 Credit Hours)

PLS 501
Spring, 2005

Instructor     Dr. Lloyd Jones
Course Page    http://people.uncw.edu/jonesl/pls501.htm
Office          Leutze Hall, Rm 257
Email           jonesl@uncw.edu
Phone          962-3788
Office Hours  11:00am Monday and Wednesday

Course description

PLS 501 is focused on the quantitative analysis of data. The objective is to provide
the student with the concepts and skills needed to construct an appropriate statistical
analysis and to assess the correct application of analytical methods applied by others.

Assignments include work with univariate, bivariate and multivariate analysis. It will
include statistical and graphical methods. Use of SPSS and EXCEL software is also
included.

Grading

Your course grade will be based on five components: 1) a mid-term examination
worth 25 points; 2) a final examination worth 25 points; 3) two quizzes worth 20
points; 4) a research project worth 30 points; and 5) homework worth 20 points. This
is a total of 120 points.

Attendance

Students are expected to attend and participate in all classes.

Timeliness

All assignments should be submitted when due. You are responsible for meeting
deadlines and appointments. Unless there are mitigating circumstances, late
submissions will be subject to a grade reduction. Homework must be prepared before
class for review in class.

Textbook

**Final Examination**

Wednesday, May 4, at 3:00 p.m.

**Course Outline**

Week 1: Introduction
   Course overview and expectations

Week 2: Review of Research Methods (Chapter 1)
   Concept measurement
   Relationships and control variables
   Measurement scales
   Data collection

Week 3: Univariate statistics (Chapter 2)
   Averages, Central Tendency
   Dispersion, Standard deviation, Normal distribution

Week 4: Introduction to SPSS (Chapter 9 and online notes)
   Basic interface
   Data input
   Univariate statistics and graphical displays

Week 5: Bivariate Statistics (Chapter 3)
   Hypothesis testing
   Chi square
   (1st quiz about here)

Week 6: Measures of association (Chapter 4)

Week 7: T-tests and ANOVA (Chapter 5)

Week 8: Test

Week 9: Simple Regression (Chapter 6)
   Regression lines and coefficients
   Transformations for linearity
Week 10: Multiple Regression (Chapter 6)
   Complex models
   Dummy variables
   (2nd quiz about here)

Week 11: Multiple Regression II (Chapter 7)
   Problems applying regression
   Time Series analysis
   Forecasting

Week 12: Introduction to Excel for statistical analysis

Week 13: Overview of Advanced Techniques
   Path Analysis
   Logistic regression
   Forecasting

Week 14 and Week 15: Term paper presentations and critiques
PLS 502: PUBLIC HUMAN RESOURCE MANAGEMENT  
(3 Credit Hours)

Instructor: Dr. Tom Barth   Phone: 962-3385 (O) 231-1181 (cell)  
Office: Leutze 110   Email: bartht@uncw.edu

Office Hours: 5:00 – 6:00 Mondays or by appointment (recommended)  

Class Hours: Mondays: 6:00 – 8:45 p.m. Lakeside 110

I. COURSE DESCRIPTION AND OBJECTIVES

An essential aspect of any leadership position is managing people. In fact, managers will state that this area is one of the most challenging and time consuming parts of their job (particularly if they make poor hiring decisions or there is a bad fit between employees and job assignments). This course will better equip managers in the public or nonprofit sectors to address the human resource challenge in the following ways:

- Develop knowledge of the major components and emerging issues in human resource management (e.g., recruitment and selection, job design, compensation, performance appraisal, training and development, equal employment opportunity).

- Become familiar with basic tools and techniques used in the practice of human resource management, including sources of information such as the internet and professional publications.

- Understand the differences between traditional “personnel management” and the current strategic view of “human resource” management.

- Clarify the unique aspects of human resource management in the public and nonprofit sectors.

II. REQUIRED TEXT

III. COURSE REQUIREMENTS

A. Contribution to Class (30%)

Discussion and participation are central features of this course. Students are expected to contribute to class discussion by expressing opinions, asking questions, and challenging each other in a respectful manner. Each student is also expected to come to class fully prepared to discuss readings and present any assignments.

Specifically, each student should be prepared to share the following two items for each class reading assignment:

***The single most significant passage, sentence, or word in the readings***

***One key question from the reading***

Failure to respond to these items during class will result in a lowering of the participation grade. Furthermore, since it is not possible to contribute to class without being there, attendance is expected every week to maximize this component of the grade.

Finally, short written responses to study and case questions will be assigned on a weekly basis. Some of these short assignments may be given out by the instructor during class, so be sure to check with the instructor or fellow students if you miss class. Answers to these assignments should be kept in a bound notebook to be referenced for class discussion (along with notes on the readings reference above). Students will be called on randomly each class to share answers. These notebooks will be collected at the end of the semester and graded as part of the class participation grade.

B. Human Resource System Design Project (30%)

Students will be assigned to a team to either 1) design a model human resource system for a fictitious public or nonprofit organization, or 2) analyze the human resource system of an existing organization. The goal is to have a federal, state, local and nonprofit organization covered by the class. The following components must be addressed:

1) Organization chart
2) Sample job descriptions (at least three reflecting different levels of positions)
3) Compensation system and benefits package (including cost to employer and employee)
4) Performance Appraisal System
5) Training and Development program

Resources beyond the course text must be used in designing the system. A minimum of three additional articles representing state of the art research (within the last five years) must be identified as references for each of the five component areas. These articles must be cited in the text of the paper but also incorporated in an annotated bibliography to be shared with the class (each annotation should include full citation, scope, methods, findings and implications of article -- approximately ½ page). Note: teams who choose to study an existing organization should not assume that the existing systems they find represent best practice!

Teams must produce a twenty page paper describing their design and analysis (excluding annotated bibliography and sample job descriptions that will be included as attachments). Each team will provide a ten minute Powerpoint presentation for the class and a copy of their annotated bibliography for each member of the class.

C. Mid-Term and Final Exams (20% each)

A take-home mid-term (due 10/4) and final exam (due 12/6) consisting of essay style questions will be administered to test knowledge of course material and the ability to apply human resource management concepts from the class.

IV. CLASS SCHEDULE

8/23 Introductions and Course Expectations
- Discussion on managing people/integrated hr systems

8/30 Changing Nature of HRM
- Chapters 1 & 2
- Assignments: p. 12, study question #1; p. 436, Case 13, question #1; p. 33. study question #3; p. 416, Case 3, question #1.

9/6 Labor Day – No Class

9/13 Legal Context of HRM
- Chapters 3 & 4
- Assignments: p. 59, study question #3; p. 419, Case 6, question #3; p. 97, study questions #5,6,7.
9/20  Labor-Management Relations
    - Chapter 5
    - William Fleming, Director of Human Resources, UNCW
    - Assignments: p. 135, study questions #2, 7; p. 427, Case 9, question #1.

9/27  Strategic Planning in HRM
    - Chapter 6
    - David Lewis, City Manager, Boiling Spring Lakes
    - Assignments: p. 160-161, study questions #2,3; p. 424, Case 8, Tasks 1,2,3.
    - Take-home midterm issued

10/4  Emerging Issues in HRM
    - Rock Koch, Human Resources Director, NC State Ports Authority
    - Take-home midterm due

10/11 Job Design, Analysis and Classification
    - Chapter 7
    - Chris May, Executive Director, Cape Fear Council of Governments
    - Assignments: p. 194, study questions #2,3; p. 428, Case 11, questions 1-4.

10/18 Recruitment and Selection
    - Chapter 8
    - Lynn Pharr, Executive Director, Cape Fear Area United Way
    - Assignments: p. 226-227, study questions #5,7; p. 427, Case 10, questions 1 & 4.

10/25 Compensation and Benefits
    - Chapters 9 & 10
    - Assignments: p. 253, study questions #2,3,4; p. 435, Case 12, question #4; p. 280, study question #1,2; p. 418, Case 4, questions 1 & 3; p. 418, Case 5, question #4.

11/1  Performance Appraisal
    - Chapter 11
    - Andrea Surratt, Wrightsville Beach Town Manager
    - Assignments: p. 313, study questions #1,2,3; p. 420, Case 7, Task 3.

11/8  Training and Development
Chapter 12
Leigh Ann Kingsbury, Nonprofit Consultant/Trainer
Assignments: p. 343, study questions #5 & 6; p. 344, experiential exercise #2.

11/15 Discipline and Termination
- Chapter 13
- Al McKenzie, Human Resources Director, City of Wilmington
- Assignments: p. 367, study questions #7, 8, 9; p. 414, Case 2, Task #1.

11/22 Project Presentations
- Chapter 14
- Assignments: p. 388, study question #5.

11/29 Project Presentations
- Chapter 15
- Assignments: p. 407, study questions #3.

12/6 Take Home Exam Due

Resources

Library Journals (on shelf)
- Academy of Management Journal
- Academy of Management Review
- Administration & Society
- American Review of Public Administration
- California Management Review
- Conflict Resolution Quarterly
- Dispute Resolution Journal
- Human Resource Planning
- Journal of Human Resources Management
- Communication Quarterly
- Organization Development Journal
- Performance Improvement Quarterly
- The Review of Public Personnel Administration
- Training

Library Electronic Databases (EBSCOHost, InfoTrac)

Websites (some useful links; must join some for full access to resources)
American Society for Training and Development: www.astd.org ($90)
American Society for Public Administration: www.aspanet.org ($40)
International City/County Management Association: www.icma.org ($40)
International Association for Human Resource Information Management: www.ihrim.org ($50)
Society for Human Resources Management: www.shrm.org ($35)
HR-Guide.com: www.hr-guide.com
Human Resource Information for nonprofits:
www.mapnp.org/library/hr_mgmnt/hr_mgmnt.htm
Spring 2005
PLS 504 – Computer Applications
and GIS for Public Administration
(3 Credit Hours)

Amy Blizzard, Visiting Instructor
Leutze 271
Department of Political Science and Public Administration
University of North Carolina Wilmington
910 962-7778

Texts
Getting to Know ArcGIS desktop, 2004, ESRI

(optional):
GIS in Local Government, 1999, ESRI

Computer Access:
We are sharing the Polymetrics Lab on the second floor of the Leutze Hall and will have copies of the software. There is also a trial version with your book.

Grading:
Labs and homework 50%
Project and presentation: 50%

Class:
Depending on the topic there will be a lecture in class, less so for the first half, more so for the second. Then we will spend the rest of the class period working through the exercises. You need to do all the exercises, so whatever we don't get done in class you need to do on your own. Can you get away with not doing them - sure, but you won't be able to do next week's project. GIS is a tool. Like any tool the more you do it, the better you get.

Labs
This is a lab-based course in that much of the learning will come via hands-on training and exercises. Therefore you must do ALL the exercises and homework. Lab exercises are due by 5 PM Friday of the week assigned. Late exercises will be docked 10% per day.

Project:
In order to gain both application and management skills with Geographic Information Systems, a project will be conducted by each member of the class. For those students with current research objectives (i.e. thesis, work-related stuff), you may want to conduct a project that centers around your research endeavors. For those who do not have a GIS project already in mind, talk to your advisor or to me and we will see what we can come up with.
The project will consist of an oral presentation (e.g., overheads, slides, or live demonstration) and a report. You will be asked to prepare a project that uses a web-based presentation of a public issue. You will design and integrate text, maps and graphics to explain your issue and identify potential solutions. I expect to see some data analysis as part of the project, not just a static presentation. The presentation and the report should reflect the research conducted and the procedures for carrying out the research. Both the presentation and the report should follow the following format: Introduction, Objective, Study Area, Materials, Methods, Discussion, and/or Conclusion.

Caveat emptor: I am not a GIS expert. Therefore if you have questions on your project I may have to do some digging to find out the answer. In addition, the main problem with GIS is finding the data to do what you want. The message: Start this early and work on it throughout the course. If you only work on it at the last minute and then find out you don’t know how to do it–it will be too late.

**Class Topics: Tentative**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Exercises</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>What is GIS? GIS concepts Computer systems</td>
<td>Ch. 1</td>
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<tr>
<td>Week 2</td>
<td>GIS in Public Agencies</td>
<td>Ch. 2-3</td>
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<td>Week 3</td>
<td>Map making for public information- using color, images, scale and text effectively</td>
<td>Ch. 4</td>
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<td>Week 4</td>
<td>Adding images, links and data</td>
<td>Ch. 5</td>
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<td>Week 5</td>
<td>Database development</td>
<td>Ch. 6</td>
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<td>Week 6</td>
<td>Existing data, importing and exporting</td>
<td>Ch. 7</td>
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<td>Week 8</td>
<td>Queries and reports</td>
<td>Ch. 8</td>
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<td>Week 9</td>
<td><strong>No class</strong></td>
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<td>Week 10</td>
<td>HTML development</td>
<td>Class exercise 1</td>
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<td>Week 11</td>
<td>Using graphic editing software</td>
<td>Class exercise 2</td>
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<td>Week 12</td>
<td>Making web pages</td>
<td>Class exercise 3</td>
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<td>Week 13</td>
<td>Adding special code / Javascript</td>
<td>Class exercise 4</td>
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<td>Week 14</td>
<td>Class work time/ final Q and A</td>
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<td>Week 15</td>
<td>Class presentations</td>
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Computer Applications in Public Administration
(3 Credit Hours)
PLS 504
Spring, 2004

Instructor Lloyd Jones
Office Lakeside 257
E-mail jonesl@uncw.edu
Phone 962-3788
Office hours Wednesday, 5:00 p.m.
Other hours by appointment.

Course Description

This course focuses on establishing computer skills necessary for effectively operating in a public organization. The competencies the student will develop include the ability to use basic computer software, the ability to use computers to collect organize and present information in written and verbal contexts, and the ability to understand issues of security, support and purchasing in public organizations.

Assignments and Grading

Student grades will be based on written assignments and presentations. There will be four graded projects focusing problem solving with Excel, SPSS, PowerPoint, and GIS.

Each project will be worth 20% of grade. An additional 20% will reflect participation and other assignments.

Attendance

I expect you to attend every class. Only emergency or extraordinary professional obligations are satisfactory reasons for missing class.

Texts:

Simon, Excel 2000 in a Nutshell, O’Reilly
Field, Discovering Statistics using SPSS for Windows, Sage
Niederst, Web Design in a Nutshell, O’Reilly
Breslin et al, Getting to know Arcview GIS, ESRI Press
Course Objectives

Public policy analysis is an important subject and all MPA students should be well versed in the basic concepts and techniques of the discipline. The product of policy analysis is usable knowledge that informs decision makers and this advice can come in a variety of forms and is performed by a wide range of practitioners in the public, private, and nonprofit sector. This course is designed to expose students to the art and science of policy analysis from both a philosophical and technical perspective. Students will also be exposed to the basic concepts, tools, and techniques used by analysts in today’s public and nonprofit organizations. Students will also learn how to perform a policy analysis. Specifically, the course objectives are to:

- Develop your appreciation of the complexity of issues, problems and challenges associated with policy analysis;
- Enhance your ability to analyze policy problems, find creative solutions, and implement policies and programs effectively;
- Learn how to communicate the results of your analysis to managers, decisionmakers, and the general public; and,
- Ultimately, help you become a more effective policy analyst.

These objectives will be met by exposing you to a variety of theories and concepts as well as practical analytical tools and techniques derived from these theories. The course will develop your critical thinking abilities by analyzing case studies. Your oral communication skills will be enhanced through class presentations. Writing assignments will be used to improve your ability to communicate your ideas and arguments in written form.

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Another important part of your learning involves the analysis of case studies. Case studies are compilations of problem situations actually faced by public managers. A case places you into a real world situation and forces you to sort through and analyze various issues or courses of action. I encourage you to discuss the cases with others prior to class.

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While attendance will not be taken on a regular basis, poor classroom attendance may result in a failing participation grade since you cannot participate if you are not in class. Therefore, you should notify the instructor when you are unable to attend class. If you should miss a session when a video is shown, it may be possible to make arrangements to view the film privately at the library or to borrow the video. In certain circumstances it may also be possible to make-up other in-class activities with a written assignment if frequent absences have become a problem. Your participation grade will also be lowered due to the frequent inability to respond to the instructor’s questions, poor class preparation, lack of enthusiastic participation in class exercises, or the failure to treat others in the classroom with respect (e.g., talking while others are talking, ridiculing other students, etc.). Simply put, in order to receive an “A” in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

**Case Memos**

One of the ways we will examine and apply the concepts discussed in the readings is by analyzing six cases contained in Part II (Chapters 10, 12 – 16) of Patton and Sawicki’s *Basic Methods of Policy Analysis and Planning*. Since case analysis is essentially self-learning through simulated experience, its success depends on the lively exchange of information, ideas, and opinions during case discussions. Students must come prepared to discuss all aspects of the case, apply the concepts in the readings to the case, and be able to answer the questions at the end of each case study or those posed on the class web site or it will adversely affect your class participation grade.

At the beginning of the semester, you will be assigned to a team. A separate set of directions will be provided on the website for preparing your analysis of the cases and your writing assignment so disregard the directions provided in the text. Each team will be responsible for presenting their analysis of 2 cases to the class. In general, this will include a discussion of the problem, the evaluative criteria, the alternatives, an analysis of the alternatives, and your recommendations and implementation strategy. You will have 12 minutes to present your analysis. Each team must also prepare a case memo as a group analyzing the case (limited to 3 single-spaced pages plus any necessary attachments). A sample memo can be downloaded from the course web site and most word processing programs have templates that can be used. Students enrolled in this class should understand that case analysis executed as a team is a key element of your course responsibility and you should be available outside of classroom time to meet with your group members. Your individual grade on these assignments will be the group grade. Groups are free to allocate responsibilities in any way you want; however, groups are not expected to carry free riders. A peer evaluation form will be used when you complete your second group case memo and an individual grade may be adjusted lower if the team reports that one of its members did not contribute to the group memos. Additional instructions and guidance for preparing the individual and group case memos and leading the case discussions is posted on the course web site.
**Policy Analysis Paper/Project**

Each student will be required to complete a thorough, competent, well-written policy analysis with “real world” implications and grounding such as a briefing paper, white paper, or a cost-benefit analysis. Students will be expected to find a client for their analysis (real or hypothetical) and employ the appropriate analytical technique(s) to address a policy problem. You may select your subject from your professional environmental or workplace, a voluntary organization you belong to, or pick a topic that is consistent with your concentration provided that it covers a real policy decision affecting the public or nonprofit sector. To get the most out of this class, students are encouraged to contact state and local politicians, managers, and political organizations to find a reasonable public problem or issue that needs analysis. A list of potential topics is also posted on the class website. Students should waste no time in identifying the subject for their analysis and a primarily criterion should be that it can be completed within the timeframe of the course. You will soon discover that these analyses require research and information to support your analysis. Accordingly, do not invest your time in a large-scale analysis from which you cannot obtain the required social, political, and economic data.

You will also be required to periodically discuss the progress of your analysis with your classmates and any lessons you have learned to date. These short presentations will allow you to practice how to communicate your findings to decisionmakers. This can and should include asking your fellow classmates for ideas and opinions about how to overcome the obstacles you confront during your analysis. Thus, you should use your instructor and classmates as resources to help you complete your analysis. Conversely, these discussions will provide others in the class with a broad overview of the problems that practitioners confront when performing various types of analysis.

The assignment will be completed in several stages. First, students will be required to develop a two-page memo that specifies the problem to be addressed, the client (real or hypothetical), and the question(s) that the policy analysis will address. Second, students will prepare a 2 – 3 page memo that defines the problem and the main factors affecting the problem, specifies alternatives, and summarizes the criteria that will be used to evaluate the alternatives. It should also include as an attachment a list of bibliographic references and your data sources used in the analysis and any necessary tables (e.g., summary of the alternatives or criteria) or figures (e.g., map of the causes of the problem). Third, students will be required to submit a draft written report for review and comment by a fellow classmate. You will be graded on the comments you provide to your classmates. The comments should be submitted in memo format. Each student will be expected to address these comments in their final report and include a response to comments as an appendix to the final report. Fourth, students will be graded on the final report. It should include a cover, table of contents, executive summary, the main body of the report (i.e., discussion of problem, discussion of evaluative criteria, discussion of each alternative, projected outcomes of each alternative, a comparison of the alternatives, a recommended alternative, and an implementation strategy for that alternative),
supporting tables and figures, a bibliography, and any necessary appendices or supporting materials. The report is expected to be clear, concise, and professional. It should communicate your findings effectively to your client. Final reports will probably be around 25 double-spaced pages in length but will vary based on the problem and the type of analysis. Fifth, each student will be required to submit a copy of the final report in electronic form that can be posted on the class website. This will allow your classmates to read your report before your presentation. Finally, all students will be required to present the results of their analysis using appropriate audiovisual materials. Students will have approximately 10 minutes for your presentation.

**Exams**

There will be one exam approximately two thirds of the way through the course. A review sheet for the exam will be posted on the class web site approximately one week before the exam. The exam format will include both short answer and essay questions.

**Grading**

All written work will be evaluated based on your analysis of the readings and cases, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Failure to complete an assignment or failing to follow directions will result in a 0 for the assignment. The final course grade will be calculated based upon the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Case Memos</td>
<td>15%</td>
<td>75</td>
</tr>
<tr>
<td>Memo #1 (Group)</td>
<td>7.5%</td>
<td>75</td>
</tr>
<tr>
<td>Memo #2 (Group)</td>
<td>7.5%</td>
<td>75</td>
</tr>
<tr>
<td>Policy Paper/Project</td>
<td>40%</td>
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<tr>
<td>Problem Assignment</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Alternatives Assignment</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Comments Assignment</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Report</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Exam</td>
<td>25%</td>
<td>250</td>
</tr>
</tbody>
</table>

Course grades will be calculated based on the following: A (920 – 1000), A- (900 – 919), B+ (880 – 899), B (820 – 879), B- (800 – 819), C+ (780 – 799), C (720 – 779), C- (700 – 719), D+ (680 – 699), D (620 – 679), D- (600 – 619), and F (0 – 599). There is no rounding up or down.

Be advised that I have a zero tolerance policy for cheating. Anyone caught cheating will receive a failing grade for the course.

**Late Assignments/Incompletes**
Tentative due dates for course assignments are listed on the attached course schedule and are subject to change based on class progress and student preferences. You should check the course schedule and announcements pages on the course web site periodically for changes in due dates. Students may bring forward requests for changing the dates of major assignments for class approval with a minimum of one-week advance notice to the class.

Unless I have agreed in advance, all assignments are due at the end of the class period they are due. Informing the instructor of your intention to be absent does not waive your obligation to submit the work that is due. Late assignments lose one full letter grade per class they are late. An incomplete will only be granted when there are serious extenuating circumstances that occur after the withdrawal period.
Course Description: This course focuses on research methods, basic quantitative analysis, and program evaluation. There is an emphasis on theory development and hypothesis testing for the public manager. The ethical issues of research and program evaluation are also explored.

Goals:

✓ To understand the basic elements of research design, theory development, and hypothesis testing
✓ To develop skills in basic data collection and data analysis including the use of SPSS
✓ To improve skills in the present quantitative information to decision makers and public managers
✓ To design and complete a program evaluation
✓ To become sensitive to the ethical issues in research practice and program evaluation

Topics:

✓ Logic of scientific inquiry
✓ Experimental and Quasi-Experimental Designs
✓ Survey research and sampling
✓ Analysis of secondary data sets: census, agency files, program statistics
✓ Qualitative analysis: elite interviewing and case studies
✓ Statistical Analysis and SPSS
✓ Presenting data to decision makers
✓ Ethical dilemmas in research
✓ Designing a program evaluation, program theory and counterfactual reasoning
✓ The context and politics of program evaluation
✓ Asking the right questions in the evaluation process
✓ Strategies for collecting data in a program evaluation
✓ Presenting the results of program evaluation to decision makers

Assignments: There will be short weekly assignments of three pages or less. There will be two papers, one presenting the results of a quantitative analysis and one the results of a program evaluation. There will be an objective in class final.

Percent distribution: Weekly papers (30%), 2 papers 40%, Final 30%.
Course Description: Examines concepts, techniques, and tools used by organizations with a focus on improving management skills and developing a sound management philosophy. Topics covered include managing meetings, giving presentations, interacting with media and community, strategic planning, performance measurement and re-engineering organizations and local governments.

Course Goals:

- To conceptualize and illustrate the components of a “complete manager”
- To gain beginning level skill in a number of important management areas
- To have an opportunity to present successfully the results of management plans, reports, etc to others
- To sharpen the understanding of the connection between sound analysis and research and the communication of these to others in the workplace and community
- To improve diagnostic skills of students so they are better able to assess the needs of different publics/audiences

Course Grade: There are 7 Modules. At the end of each Module there will either be a written assignment or oral presentation as noted below. There will be no final. The emphasis will be on mastering the skill under consideration. Each assignment will be weighted equally. Students are encouraged to repeat the assignment if they want to master the skill more completely.

Books, Monographs Ordered:

All of the books, monographs, and papers are published by the International City/County Management Association, Washington, D.C.

Managing Community Meetings (2002)
Performance Measurement and Accountability and Service Improvement (1997)
Re-Engineering Local Government (1994)
Strategic Planning for Local Government (1993)
Ten Steps to Effective Presentations (1994)
**Class Schedule and Assignments:**

**Week of January 6th**

Introduction  
Developing a Management Philosophy (Module 1)

Skim one of the books below or another book of your choice and in two pages (bullet style) summarize the essence of the management philosophy being presented.

**Exemplars in the Public Sector.** You can focus on the private sector (Lee Iococo, Donald Trump, Bill Gates).


Week of January 11th
Critical components of a Management Philosophy
Presentation of your management Philosophy

Make ten copies of your two page paper for distribution. Be prepared to orally present the essence of the paper to the class on Tuesday. Presentation of Personal Management Philosophy using power point will be done on January 18th. Ten minute limit. \textit{Written assignment and power point both count for grade for Module 1.}

Week of January 18th
Critical Concepts in Strategic Planning (Module 2)
Developing and Monitoring a Strategic Plan

Read: \textit{Strategic Planning for Local Government.}

Week of January 25th
Presenting an outline and plan for the development of a Strategic Plan and a Process within selected organizations

January 27—Second assignment due. Working in pairs interview at least 3 PLS faculty about the future of the MPA program. Ask them to examine the strengths, weaknesses, opportunities, and threats for the program. In two pages summarize the SWOT analysis. Based on these interviews and the SWOT Analysis, identify four critical issues to be included in a Strategic Plan. For each issue, develop at least one goal and one objective. Then indicate a time frame over which the goals and objectives will be achieved. Finally. Indicate how these goals and objectives will be monitored. \textit{Turn in the written Strategic Plan for the MPA and attach the SWOT Analysis. This will be the written assignment for Module 2.}

Week of February 1st
Performance Measurement (Module 3)
Inputs, outputs, outcomes

Week of February 8 th  
Measuring performance at the local level
Developing performance measures for organizations and communities

Assignment number three. Take one city or county or agency and select three performance measures for their activities. This will require you to look at their budget and talk with their staff. **Present your results on Feb. 10 using power point. For each measure you will need to give a rationale for why that measure is appropriate and useful. This is the assignment for Module 3.**

Week of February 15 th  
Re-engineering an organization process or local government service (Module 4)

Read: **Re-Engineering Local Government.**

**No class on Febr. 17 th.** Interview in pairs, Tom Barth, Jennifer Horan, and Mark Imperial and ask them to lay out in detail the admission, financial aid, advising, internship placement, and anticipated job placement. Lay out the processes, identify the actors, identify problems, and issues. Develop a draft re-engineered processes for the MPA program. Present re-engineered process to faculty noted above and ask for comments.

Week of February 22 nd  
Developing a new process and presenting the results

Present draft for discussion in class.

On Feb. 24, you will present to the class using power point the final re-engineered processes for the MPA program. **This will be the assignment for Module 4.**

Week of March 8 th  
Effective Communication with important publics in local government (Module 5)

Read: **Effective Communication: A Local Government Guide.** Chapters 1-6.
Week of March 15th

Developing a communications strategy for a local government or organization

Read: *Effective Communication*. Chapter 7-11.

On March 15th, make a ten minute oral presentation (you can use power point or any other technical aid) which outlines a non-profit or government organizational strategy for improving communication within (internal communication) and with the community. Make the strategies persuasive. Streamline communication systems and strategies. The audience will be a combination of elected officials, senior public servants, and other community leaders. *Assignment for Module 5.*

Week of March 22nd (no class on March 24th)

Managing Community Meetings

Read: *Managing Community Meetings*.

Week of March 29th

Running and staffing a community meeting (Module 6)

*Module 6 assignment.* You have 20 minutes to run a meeting using the class as you audience. You describe the audience. You prepare the agenda, materials/handouts, decision votes, etc. It can be a staff meeting, community forum, strategic planning or task force meeting, etc.

Week of April 5th

Making Effective Individual and Group Presentations (Module 7)

Read: *Ten Steps to Effective Presentations*. Chapters 1-5.

Week of April 12th

Making Effective Presentations

Individual presentations

Power Point and other technologies

Improving presentation skills

Read: *Ten Steps to Effective Presentations*. Chapters 6-10

Week of April 19th

Individual Presentations

*Module 7 assignment.* Make a 15 minute presentation. This will be a presentation asking the community to contribute their time and money to the development of a new social, economic, or political reform program. The goal is that this presentation will be used as a public
service announcement. You will need to convince the community of the need for program first and then how they can help and support its development.
Political, Social, and Economic Contexts of Public Administration
(3 Credit Hours)
PLS 510
Fall, 2004

Instructor Lloyd Jones
Office Leutze 257
E-mail jonesl@uncw.edu
Phone 962-3788
Office hours Monday and Wednesday, 11:00 a.m.
Wednesday, 5:00 p.m.
Other hours by appointment.

Course Description

This course focuses on establishing the political, social, and economic contexts in which public administrators work within in the United States.

Assignments and Grading

Student grades are based on examinations, a group exercise, and class participation.

There will be three in class examination worth 20% each. The group exercise and the class participation will be worth 20% each. Evaluation of class participation will include not only active participation but preparation as well.

Attendance

I expect you to attend every class. Only emergency or extraordinary professional obligations are satisfactory reasons for missing class.

Texts and readings

There are three required textbooks for this class:

Course outline

Session 1: Introduction-General overview of course
  Reading: Starling, Chapter 1.

Session 2: Political: The Constitution and Political System
  Reading: Starling, Chapter 2, 4. US and North Carolina constitutions.

Session 3: Political: Federalism and intergovernmental relations
  Reading: Starling, Chapter 3.

Session 4-5: Political: The Policy Process
  Reading: Kingdon, entire. Cohen, Chapter 4 and 5.

Session 6: Economic: Public Goods and Market Failures
  Reading: Cohen, Chapter 3, 10, and 11.

Session 7: Economic: The Budget process.
  Reading: Starling, Chapter 11.

Session 8: Economic: Taxation policy
  Readings: Cohen, Chapter 6-9.

Session 9: Social: Geographic and demographic changes.
  Reading: TBD

Session 10: Social: Economic changes
  Reading: Cohen Chapter 2-5.

Session 11: Social: Race and sex equity.
  Reading: Cohen, Chapter 12.

Session 12-13: Health Care policy in the United States
The definition of the word capstone is “crowning point” or “acme – the highest point or peak.” Designed to be taken in the last semester by graduating MPA students, the purpose of a capstone seminar in a professional degree program is to top off the student’s education with a course that integrates or synthesizes what has been covered in the curriculum. In the past, this purpose has been addressed by writing a thesis or passing comprehensive written or oral exams. Increasingly, professional graduate degree programs are evolving to the capstone seminar approach, where students convene for an entire semester to discuss unifying themes in the field, professional expectations and career development, and complete an applied research project.

This capstone experience will focus on the following areas:

- Professionalism, including development of a resume and personal portfolio.
- Career development, including self-assessment and career planning.
- Design and completion of an applied, community-based research project that will examine a public management or policy issue from every perspective in the curriculum.

**II. REQUIRED TEXTS**


Other readings as assigned.

**III. COURSE REQUIREMENTS**

**A. Career Strategy Materials and Presentation (15%)**

To complete the career development component of the course, students must do the following:
• Complete a Myers-Briggs Type Indicator Instrument
• Complete a Career Anchors Inventory
• Write a cover letter and resume for a desired position
• Compile a professional portfolio with appropriate cover sheets
• Develop and present a career strategy to the class, incorporating feedback from a mentor in the community

B. Community-Based Project (85%)

Unless a student has approval to conduct an individual project, the class will be divided into two teams to address one of the following projects:

Project 1: Quality of Life/State of the Region Report (six students)

Each student will be assigned responsibility for one of the six dimensions of quality of life (economy, community, education, physical health, crime and environment), and do the following tasks:

1. Examine and critique the current set of data compiled by the department on the dimension.

2. Update the data to make it as current as possible.

3. Identify a team of stakeholders in the community relevant to the dimension (each team must represent all sectors and demographic groups).

4. Assemble the team for a workshop to critique the existing data on the dimension.

5. Convene a summit of all six teams in April to share data with the goal of producing a "State of the Region" report. Hopefully this report could then be used to help solicit external funding from foundations or other sources.

Project 2: Using the Entire Community to Eliminate the Achievement Gap (six students)

Working directly with the Special Assistant to the Superintendent of the New Hanover County School Board, this team will examine an initiative established in August, 2002 by the county to eliminate the achievement gap between minority and white students. The specific tasks required for each student will be sharpened at the beginning of the semester, but general objectives will include:

1. A comprehensive inventory of all activities/programs to date.

2. Interviews/analysis of data to assess successes and challenges.
3. Research on similar programs nationwide or worldwide to identify best practices.

4. Development of a set of recommendations to achieve further progress.

The formal evaluation of each student’s overall grade for the class will be determined by a combination of instructor evaluation, peer evaluation and client evaluation as appropriate to the project.

IV. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 8</td>
<td>Introduction and Expectations/Discussion of Research Projects</td>
</tr>
<tr>
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<td>Assignment: project/team composition</td>
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<tr>
<td>Jan. 15</td>
<td>Career Development and Project Discussion</td>
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<td>Assignments: Complete MBTI Questionnaire and return to instructor by Jan. 20; draft cover letter and resume for desired position; update/discussion of initial project background investigation.</td>
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<tr>
<td>Jan. 22</td>
<td>Project Planning Reports and Professional Portfolio</td>
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<td>Assignments: Timeline charts for completion of projects; draft professional portfolio with cover sheets.</td>
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<tr>
<td>Jan. 29</td>
<td>Career Development and Project Discussion</td>
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<td>Assignments: Complete Career Anchor Inventory; class time for team discussions; identification of career mentor from community.</td>
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<tr>
<td>Feb. 5</td>
<td>Project Updates</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Presentations on Career Strategy</td>
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<td>Assignment: Students must bring to class a power point presentation evaluating three career options and include a decision matrix analysis (identify set of most important criteria and rate each choice across these criteria). The presentation must also include a strategy for the coming year in terms of what the student will be doing to find a job or pursue their chosen career choice. This plan must be reviewed by a career mentor in advance of the presentation.</td>
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<tr>
<td>Feb. 19</td>
<td>Project Updates and Consultation</td>
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<tr>
<td>Feb. 26</td>
<td>Project Updates and Consultation</td>
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<tr>
<td>March 4</td>
<td>Project Updates and Consultation</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>March 11</td>
<td>Spring Break</td>
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<tr>
<td>March 18</td>
<td>Project Updates and Consultation</td>
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<tr>
<td>March 25</td>
<td>Project Updates and Consultation</td>
</tr>
<tr>
<td>April 1</td>
<td>Project Updates and Consultation</td>
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<tr>
<td>April 8</td>
<td>Easter Vacation</td>
</tr>
<tr>
<td>April 15</td>
<td>Project Updates and Consultation</td>
</tr>
<tr>
<td>April 22</td>
<td>Feedback on MPA Program</td>
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</table>

**Note:** The project update classes will be used by the instructor to monitor student progress, identify issues, provide consultation, etc. Student teams may also use this time to convene community stakeholder meetings as well, since we have both the political science conference room and LH 111 reserved. Attendance at these sessions is required unless cleared by the instructor.
PLS 595—Capstone Seminar in Public Administration

(3 Credit Hours)

Fall 2004

Instructor: Milan J. Dluhy

Course Description: This course integrates knowledge from the curriculum and uses this core knowledge to complete an applied research project that demonstrates master of key concepts, methods, and skills in the MPA program. Public Administration as a profession and career are discussed and students develop a career plan for their future.

Goals:

✓ To integrate core knowledge across the MPA curriculum
✓ To develop a career plan for the next five years in Public Administration
✓ To complete an applied research project that integrates materials from the curriculum, internship and/or practicum
✓ To sharpen oral competency by making a series of professional presentations

Topics:

✓ Self assessment
✓ Professional careers and paths in Public Administration
✓ Developing a portfolio, resume, and career strategy
✓ Simulate job interview
✓ Presentation of career development plan
✓ Identifying core knowledge in the MPA curriculum
✓ Developing and designing an applied research project
✓ Collecting data in the field
✓ Organizing and making professional presentations
✓ Presentation of applied project

Assignments: There will be short weekly assignments worth 30% of grade, the presentation of the career plan worth 35%, and the presentation of the applied research project worth 35%.
2. Elective Courses

The University of North Carolina at Wilmington
Master of Public Administration Program
Summer, 2004

PLS 508: ETHICS & LEADERSHIP IN PUBLIC LIFE

Instructors: Dr. Tom Barth    Phone: 962-3385 (w) 231-1181 (cell)
Office: 270 Lakeside Hall    Email: bartht@uncw.edu

Office Hours: Tues.: 5:00 – 6:00 p.m. or by appointment

Class Hours:  Tuesdays 6:00 – 10:00  PLS Conference Room (LH 255)

VIII. COURSE DESCRIPTION AND OBJECTIVES

A strong democracy requires public officials with the ability to lead in an ethical manner. Although the media focuses public attention on ethics violations and failures in leadership at the highest and most visible levels of government and nonprofit organizations, the effectiveness of the vast majority of public and nonprofit sector activity relies on the responsible exercise of discretion by public administrators at every level. Another premise of this course is that ethical leadership is the responsibility of not just elected or formally appointed public leaders, but every public servant and citizen. Examining your own ethical dilemmas can raise awareness of the challenges of being an ethical public servant.

Students will receive a firm grounding in general ethics and leadership theory, but will also study more specifically how these theories apply to the government and nonprofit setting. Specifically, ethical leadership in government and nonprofit agencies requires an understanding of the shared nature of power and the multiple sources of responsibility in the public arena. Case studies, biographies of exemplary public administrators, cinema, and personal reflection will be used to build awareness and understanding.

IX. REQUIRED TEXTS


Required articles will also be assigned during the semester.

X. COURSE REQUIREMENTS

A. Contribution to Class (15%)

Dialogue and participation are central features of this course. You are expected to contribute to class discussion by expressing opinions, asking questions, and challenging each other in a respectful manner. This course will challenge you to engage in authentic dialogue; that is, to be open about your beliefs and the basis for them. You are expected to come to class fully prepared to discuss readings and present any assignments.

Specifically, you should be prepared to share the following two items for each reading assignment:

- The single most important word, sentence or passage from the readings.
- One key question from the readings.

Since it is not possible to contribute to class without being there, attendance is required. If you anticipate missing more than one class or parts of classes (e.g., coming late or leaving early), you should either drop the class or expect a low grade on this component of the course. You should understand that earning an “A” in this class will require more than merely A’s on papers and exams.

B. Journal (15%)

You must keep a personal journal during the course. Consistent with the purpose of the class, the journal is meant to stimulate personal reflection over class readings and discussion, as well as relevant events experienced in your daily life or in the world. The purpose is to raise awareness of ethical leadership by continuous dialogue.

A guideline for keeping a journal is attached to this syllabus. The journal may be handwritten; it is required that a standard 8.5” X 11” bound and lined notebook be used to keep the entries together. Each entry must be a minimum of four handwritten pages (single spaced). Entries begin the first week of class. You will exchange journals with each other and the instructor every two weeks. The subsequent class will begin with a discussion of your reactions to the journal you have read.

C. Personal Ethical Case Study (15%)

You must write and present a three page analysis (typed, double spaced) of a real ethical dilemma you have either personally experienced or observed. The Cooper decision making model discussed in class (Chapter 1) must be used. Students will be
asked to share their personal cases with the class during the course of the semester. A one page outline must be handed out to the class. ***Due June 22***

D. Exemplars Paper (15%)

You must write and present a ten page paper (typed, double-spaced) describing a public official (either current or historical) whose career demonstrates at least five of the ethical leadership concepts discussed in class. The paper must be based on a biography or autobiography of the official. A framework for the paper will be distributed in class. Student presentations will be scheduled throughout the second half of the semester. A one page summary of the five concepts highlighted must be handed out to class. Since this assignment will require reading a book on a chosen public figure, you will be expected to identify a subject for study by the third class (June 8). More than one student cannot do the same public figure, so subjects must be approved by the instructor on a first-come, first-served basis. ***Papers and handout for presentation due on July 27.***

E. Mid-Term and Final Exams (20% each)

In-class short answer/essay style exams will be given on June 22 and July 27 to test knowledge of course material and the ability to apply concepts.

XI. CLASS SCHEDULE

May 25  Introduction and Course Expectations
Cooper. Preface and Chapter 1
Film Clip: “Primary Colors”

PART 1: THE RESPONSIBLE PUBLIC SERVANT

June 1  Contemporary Ethics and Objective/Subjective Responsibility
Cooper, Chapters 2 & 3
Film Clip: “The Contender”

June 8  Common Conflicts and Fostering Ethical Organizations
Cooper, Chapters 4 & 5
Film Clip: “The Green Mile”

***Note: Journal Entries 1-2 and Exemplar Subject Due***

June 15  Integrating Ethics and Safeguarding Individual Autonomy
Cooper, Chapters 6 & 7
Film Clip: “Patch Adams”

June 22
Midterm Exam on Cooper and Presentations on Personal Case

***Note: Paper and Handout Due***

**PART 2: ETHICS & POLITICS**

June 29
Violence and Deception/Disclosure
Readings TBA

***Note: Journal Entries 3-4 Due***

July 6
Corruption and Official Disobedience
Readings TBA

July 13
Distributive Justice and Equal Opportunity
Readings TBA

July 20
Liberty and Morality/Life
Readings TBA

***Note: Journal Entries 5-6 Due***

July 27
Final Exam and Student Presentations on Exemplars

***Note: Papers and Handout Due***
XII. Course Title: Politics and Planning at the State and Local Level

Course Description: This course provides an overview of politics and policymaking for urban America with special attention to planning and land use issues. The course begins with a broad overview of urban sprawl and its causes, its consequences, and policy responses. The second part of the course deals with the planning process, planning tools, and the politics of planning. Case studies of local and regional land use issues are analyzed and solutions explored. Finally, the third part of the course focuses on selected land use issues within large cities, within suburbs and vacation communities, and within metropolitan, regional, and state areas. Throughout the course, there will be a focus on the challenge of balancing economic development with equity, quality of life, and social justice interests.

Course Goals: Students will be provided with a basic set of practice skills and knowledge in planning and politics at the state and local level that will allow them to provide staff support and assistance to public officials in the areas of planning, zoning, and land use regulation. Students will better understand the roles of staff assigned to planning agencies, elected bodies with jurisdiction over planning and zoning, upper level management responsible for land use issues, and citizen or advocacy groups involved in land use issues.

Class Assignments, Exams, and Projects: There will be weekly reading assignments and short weekly written assignments. There will also be two written field assignments. Finally, there will be an objective exam over the entire course. The two field assignments will require the students to produce two short papers--one on a land use issue in a city, one on a land use issue in a suburb or vacation community. The outline for the short papers are outlined below.

Grade:

Weekly written assignments.....25%
Two field projects.....50%
Final Exam.....20%
Class Participation.....5%
Field Papers:

Field paper 1---focus will be on a planning, land use or zoning issue in a central city of over 25,000.

Field paper 2—focus will be on a planning, land use, or zoning issue in a small town, suburb, gated community or vacation community.

Paper--- Each paper will be written as a staff report to your supervisor. This briefing paper will be done in memo format and include a historical background on the issue, the key stakeholders and their interests, the critical decision rules followed in the issue, the costs and benefits of each viable solution to the issue, and your recommendation for next steps (and rationale for this recommendation). Total length maximum ten pages. Use bullet format wherever possible. You will need to do either participant observation at meetings or complete interviews in addition to news accounts or other materials. You will need at a minimum to interview a planning professional involved in the issue, someone from the management sector, and an elected official and/or citizen involved in the issue.

Books:


William Johnson (1997), Urban Planning and Politics, Chicago: American Planning Association (Required)


Topics and Weekly Assignments:

May 23

Introduction, Overview of Course
History of Cities and Urban Form
Developing a Framework for analyzing urban areas and change
Improving the Quality of Life
Sustainability, Social Justice, Public Choice
Key Terms and Concepts in Planning and Politics

Assignment: Read Squires, chap. 1-4.

May 30 Holiday
June 6

_Urban Sprawl—The Dynamics of Contemporary Urbanization_  
It’s Causes (theories)  
It’s Consequences  
Selected Policy Responses, public choice vs. controlled development  
The Tragedy of the Commons  
The consequences of expanding the ecological footprint

Assignment: Read Squires, Chapters 5-12. After reading the assignment, prepare a succinct three-page policy briefing for elected officials illustrating both the advantages and disadvantages of continued sprawl. Make sure you do not overwhelm them with numbers but focus on key points that will gain their attention. For practical purposes, do not include more than five advantages or five disadvantages. Your audience includes elective officials so you know they are more pragmatic than most. Be prepared to argue your points orally in class. This memo is due June 6th. Also pick the issue for the first field paper.

June 13 and June 20 No class

Work on first field project.

June 27  
_Planning, Policy, and Politics_  
History of Land Use Planning and Development  
Planning Values and Goals  
The Spectrum of Stakeholders  
Planning and Zoning Processes  
Urban Regimes and the politics of planning  
Major planning tools and policies  
Choices: Sustainability, Smart Growth, and Growth Management  
Identifying “decision rules” in situations involving politics and planning

Assignment: Read Johnson, Chapters 1-9. After completing the readings and participating in the discussions on planning, policy, and politics, please prepare a three page policy briefing for public officials identifying the five most important “decision rules” used in planning at the state and local level. For example, an important “decision rule” normally followed in local land use situations is that when there are no objecting stakeholders to a potential land use change proposed, the elective officials almost always approve the request. This policy briefing will be due July 11. First field project due.
XIII. July 11

Large City Issues
NIMBY
Neighborhood re-development
Downtown revitalization
Convention Centers
Sports Arenas
Transportation policy and urban displacement
Enterprise zones and Tax Increment Financing

Assignment: Pick one city of your choice and explore one of the above issues in a three page memo. Indicate the background of the issue, some of its causes and some of the solutions. Then your recommendation. Use internet. Memo assigned June 27th due. Pick topic for second paper.

XIV. July 18

Suburban and Vacation Community Issues
Exclusionary zoning
Gated communities
New Towns
No growth vs. Some growth
Beach re-nourishment and preservation of historical and natural resources
Investment in infra-structure (including schools, transportation, water and sewer, etc.)

Assignment: Read Blakely. You are asked by the county manager to prepare a three page staff report on whether a rapidly urbanizing community should approve (the zoning for) its first gated community of 2500. In your staff report make sure you cover the major arguments for and against this new gated community. Then make your recommendation on how the county should proceed.

July 28

Zoning Issues and Best Practice
Identifying Best Practice Principles
Decision Rules in Planning and Zoning

Assignment: Read Babcock, Chapters 1-8. For each chapter or case identify one best practice principle and one worst practice principle. 3 page limit.

Second field paper due.
PLS 520
SEMINAR IN COASTAL PROCESSES AND PROBLEMS
(3 Credit Hours)

Masters of Public Administration Program

FALL SEMESTER 2003

INSTRUCTOR: JIM HERSTINE, Ph. D., CPRP, CPSI
OFFICE: HANOVER HALL, HPERS OFFICE SUITE, ROOM 119C
PHONE: (O) 962-3283 (H) 392-7560
OFFICE HOURS: MTW: 10:00 – 11:30 and, BY APPOINTMENT
E-MAIL: herstinej@uncw.edu
CLASS SCHEDULE: R: 6:00 – 8:45 PM in Lakeside Hall 110

REQUIRED TEXT: None required.

SUGGESTED TEXTS:
Slade, David C., Kehoe, R. Kerry and Stahl, Jane K. (1997). Putting the public trust doctrine to work: The application of the public trust doctrine to the management of

**NETWORKING RESOURCES:**

- Jim Gregson, Wilmington District Manager, NC Division of Coastal Management—910.395.3900  
  E-Mail:  @ncmail.net
- Spencer Rogers, Coastal Construction & Erosion Specialist, NC Sea Grant—910.962.2491  
  E-Mail:  rogersssp@uncwil.edu
- Fritz Rohde, Biologist Supervisor, NC Division of Marine Fisheries—910.395.3900  
  E-Mail:  fritz.rohde@ncmail.net
- Mike Mallin, Scientist/Researcher, UNCW—910.962.2358  
  E-Mail:  mallinm@uncwil.edu
- Courtney Hackney, Scientist/Researcher, UNCW—910.962.2326  
  E-Mail:  hackney@uncwil.edu
- John Taggart, Program Director, NC National Estuarine Research Reserve Program—910.962.2470  
  E-Mail:  taggartj@uncwil.edu
- Bouty Baldridge, RiverKeeper, Cape Fear River Watch—910.762.5606  
  E-Mail:  cfrw@ecoisp.com
- Tracy Skrabal, Senior Staff Scientist, NC Coastal Federation—910.790.3275  
  E-Mail:  tracys@nccoast.org
- Ted Wilgis, Cape Fear Coastkeeper, NC Coastal Federation—910.790.3275  
  E-Mail:  coastkeeper-cf@nccoast.org
- Dan Summers, Director, New Hanover County Emergency Management—910.341.4300 ext. 3
- Mike George, Emergency Management Specialist, NHCEM—910.341.4300 ext. 1
- Ron Fascher, Chief, Planning, Services Section, USCOE—910.251.4926
- LCDR Mark McCadden, U.S. Coast Guard – MSO Wilmington—910.815.4882 ext. 130
- Judith Grizzel, Executive Director, Cape Fear Coast Convention and Visitors Bureau—910.341.4030
- Mark Sudduth, Hurricane Map Enterprises—910.251.1212
- Tom Matheson, Meteorologist, National Weather Service—910.762.0524 ext. 223

**HELPFUL TELEPHONE NUMBERS:**

- To Report Violations of Hunting and Fishing Laws—800.662.7137
- For Boat Registration and Titling Information—800.628.3773
- For Hunting Dates and Shooting Hours for Migratory Game Birds—800.675.0263
- To Purchase Most Fishing and Hunting Licenses—888.248.6834
- To Report Fish Kills, Algae Blooms, Surface Water Discoloration or Odors, Groundwater Contamination, and Sewer or Stormwater Runoff, Call the NC Division of Water Quality—910.395.3900/1.800.858.0368
- To Report Sediment Plumes in Surface Water From Construction, and Land Clearing of One Acre or More for Development, Call the NC Division of Land Resources—910.395.3900/1.866.STOPMUD
- To Report Filling in of Coastal Wetlands (Tidal) or for Information About Dredging and Coastal Construction, Call the NC Division of Coastal Management—910.395.3900
- For Information About Shellfish or Recreational Beach Closures, Call the NC Division of Shellfish Sanitation—252.726.6827
- To Report Oil or Chemical Spills and Littering of Waterways, Call the US Coast Guard—800.424.8802
- Division of Coastal Management, Wilmington District—910.395.3900
- Division of Marine Fisheries, Wilmington District—910.395.3900 (Rich Carpenter/Fritz Rohde)
- Division of Water Quality, Wilmington District—910.395.3900 (Rich Shiver)
- One-Stop Permit, Customer Service Center, NCDENR—877.623.6748 (Edith McKinney)
- United States Army Corps of Engineers (USCOE), Wilmington District—910.251.4000
- USCOE, Wilmington District, Emergency Management—910.251.4944 (Ron Stirrat, Chief)
- USCOE, Wilmington District, Navigation Branch—910.251.4819 (Bob Sattin)
- USCOE, Wilmington District, Natural Resource Management—910.251.4411 (Howard Varnum)
- USCOE, Wilmington District, Regulatory Division—910.251.4630 (Ken Jolly, Chief)
- United States Coast Guard Marine Safety Office (MSO) Wilmington—910.815.4882
- Karen Beasley Sea Turtle Rescue & Rehabilitation Center—910.520.9368/328.3377/328.1000
- North Carolina Aquarium at Fort Fisher—910.458.8257

RESOURCE ARTICLES/PUBLICATIONS:
Shoreline Protection Articles/Publications

Coastal Conflicts Articles/Publications

COURSE DESCRIPTION:
This course provides an in-depth study of public policy and management issues in the coastal zone with primary accent on North Carolina’s coastal area. Emphasis is placed upon the students’ learning and understanding basic management strategies and implementation techniques and tools for successful coastal zone management. Topics include the Coastal Zone Management Act (CZMA) of 1972, the North Carolina Coastal Area Management Act (CAMA) of 1978, environmental economics, emergency management, hazard mitigation, public access and downtown waterfront redevelopment, visitor and tourism management, water quantity and water quality management, and, beach re-nourishment. Course also provides a framework upon which to build the public administrator’s understanding of man’s impact on the coast. The course will focus on man’s use, misuse, and approaches to ethical and wise management of coastal resources.

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will have:

1. Developed a knowledge and understanding of the basis issues, problems and processes facing coastal resource managers
2. Developed a knowledge and understanding of the basis management tools, principles, practices and techniques available for addressing the basic issues, problems and processes facing coastal resource managers
3. Developed a knowledge and understanding of the conflicts that exist between and among competing users of coastal zone resources
4. Developed a knowledge and understanding of tools and techniques available to coastal resource managers for managing and resolving conflicts between and among competing users of coastal zone resources
5. Received exposure to a wide-range of local, state, and federal legislation, policies and procedures specific to coastal resource management
6. Received exposure to a wide-range of local, state, and federal agencies and special interest stakeholder groups active in coastal resource management
7. Enhanced and broadened his/her skills and ability to think critically, communicate effectively, and, manage efficiently

**INSTRUCTOR EXPECTATIONS AND APPROACH:**

THIS IS NOT A LECTURE-DOMINATED CLASS WHERE THE INSTRUCTOR SPEAKS AND THE STUDENTS PASSIVELY SIT AND LISTEN!!!!!! This is a small seminar/issues class where you must and will take an active part in the learning process by leading class discussions, identifying potential guest speakers, engaging in role play debates, providing insightful comments and arguments, and, sharing your ideas and thinking with the instructor and your classmates. You must actively participate if you want to learn and improve yourself!!!!!! The instructor does not expect you to accept
and agree with everything he says without challenging it!!!!! The instructor does not expect to accept and agree with everything you say without challenging it!!!!! The instructor will create a positive environment for learning, but you must actively delve into that environment and immerse yourself in the ideas and issues presented if you want to really get anything out of this class. The instructor will not spoon-feed you the information!!!!! **THE INSTRUCTOR FOR THIS CLASS IS A FACILITATOR OF LEARNING AND NOTHING MORE!!!!!!**

**COURSE REQUIREMENTS:**

**Readings and Assignments**—Students are expected to complete all readings and assignments prior to class discussion of the specific weekly topic.

**Class Attendance and Participation**—In addition to reading all assignments prior to class, students are also expected to attend class regularly and to actively participate in all class discussions. Since the class size will be relatively small, it is imperative that each student comes to class prepared to discuss the topic at hand! **It will be obvious to the instructor if you do not come to class, are not prepared for class and do not actively participate in the class discussions!!!!!!**

Your participation grade for the course will be based on your overall ability and willingness to actively engage in meaningful class discussion of the specific issue addressed each week. Your participation grade will be lowered due to poor or inadequate class preparation, inability to respond to the instructor’s questions, poor attendance, lack of enthusiastic participation in class exercises, failure to treat your classmates with respect, and, failure to “pay attention” in class. Attendance and participation are two entirely different aspects of college Master’s degree level work. Good attendance alone will not get you an “A” in this course! In order to receive an “A” in this course, you must be an active participant and contributor during each and every week of class and receive “A” grades on written assignments and exams.

**Class Assignments and Projects**

1. **Individual Project**: Each student, working in a small group, will complete a paper and make a class presentation on a coastal management issue of importance to the overall class objectives. See “Individual Project Assignment” handout for more information.
2. **Co-Teaching Assignment**: Each student will assist in leading the discussion for one of the weekly presentation issues. See “Co-Teaching Assignment” handout for more information.

3. **Management Plan Assignment**: The class will work closely with The Center for Marine Science Natural Area Teaching Laboratory (NATL) to develop a comprehensive management plan for the NATL Trail System. See “Management Plan Assignment” handout for more information.

4. **Web-Page Citation Review and Critique**: Each week beginning with the August 28 class and including the November 7 class, each student will select one of the assigned web-page citations and perform an analytical review and critique of the web-page information. See “Web-Page Citation Assignment” handout for more information.

5. **Reference Addition**: Each student will select five (5) of the listed course topics and provide two (2) additional web-page citations appropriate for the selected topic. See “Reference Assignment” handout for more information.

6. **Networking Resources**: Each student will develop a list of ten (10) key networking resources and a strategy for meeting the resources. See “Networking Assignment” handout for more information.

7. **Discretionary Assignments**: During the course of the semester, several additional class assignments and projects may be given to the class for completion. Some may require individual work and others will require small group, cooperative effort. Whether or not these discretionary assignments and projects receive a grade will be at the discretion of the instructor (the deciding factor will be whether or not the instructor needs to get the attention of the class).

*NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT PERMISSION OF THE INSTRUCTOR AND A PENALTY!!!!!! THE MAXIMUM GRADE POSSIBLE ON A LATE ASSIGNMENT IS A “C”!!!!!!

NO CELL PHONES AND/OR PAGERS IN CLASS WITHOUT PERMISSION OF THE INSTRUCTOR!!!!!!*
F. **NO HANDWRITTEN ASSIGNMENTS WILL BE ACCEPTED WITHOUT PERMISSION OF THE INSTRUCTOR!!!!**

**EVALUATION OF CLASS ACTIVITY:**

800 – 850 POSSIBLE POINTS

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<td>CO-TEACHING ASSIGNMENT</td>
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<td>RECREATIONAL USE SURVEY</td>
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<td>WEB-PAGE CITATION ASSIGNMENT</td>
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<tr>
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<tr>
<td>NETWORKING ASSIGNMENT</td>
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<tr>
<td>DISCRETIONARY ASSIGNMENTS</td>
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**GRADING SCALE:**

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**BONUS POINTS:**

To encourage learning beyond the class discussions, guest speakers and assigned web site readings, students can earn ten (10) BONUS POINTS by submitting a journal/magazine/newspaper/www article review/critique (maximum of five (5) submissions for the semester = Fifty (50) Bonus Points Possible). **Each review/critique must address a subject relevant to a topic discussed during the week prior to submittal,** and selected from a source approved by the instructor. The review/critique will be **due on Thursday at class** and will pertain to a topic discussed the previous week. Each review/critique will be evaluated as follows: 1 point for attaching a complete photocopy of the article; 4 points for an accurate summary of the article; and, 5 points for a personal and thoughtful reaction to and evaluation of the content of the article. Only one (1) bonus assignment may be submitted per week and it must relate to the topic discussed the previous week.

**OVERVIEW OF COURSE CONTENT:**

- **AUGUST 21** COURSE OVERVIEW AND INTRODUCTION
- **AUGUST 28** CZMA AND CAMA
- **AUGUST 28** WORKING AND COORDINATING WITH LOCAL, STATE AND FEDERAL AGENCIES AND INTERESTED STAKEHOLDER GROUPS
- **SEPTEMBER 5** INTEGRATED ECOSYSTEM MANAGEMENT
• SEPTEMBER 12  EMERGENCY MANAGEMENT AND HAZARD MITIGATION
• SEPTEMBER 19  SHORELINE PROTECTION TOOLS AND TECHNIQUES
• SEPTEMBER 26  WATER QUANTITY AND WATER QUALITY
• OCTOBER 3  MANAGING COASTAL CONFLICTS
• OCTOBER 10  HOLIDAY—FALL BREAK—NO CLASS!!!!!
• OCTOBER 17  ENVIRONMENTAL ECONOMICS
• OCTOBER 24  MANAGING PUBLIC ACCESS
• OCTOBER 31  TOURISM MANAGEMENT
• NOVEMBER 7  MANAGING EROSION, COASTAL FLOODING AND SEA LEVEL RISE
• NOVEMBER 14  STUDENT PRESENTATIONS
• NOVEMBER 21  STUDENT PRESENTATIONS
• NOVEMBER 28  HOLIDAY—THANKSGIVING—NO CLASS!!!!
• DECEMBER 5  STUDENT PRESENTATIONS

POTENTIAL FIELD TRIPS

• North end of Wrightsville Beach/Shell Island
• Town of Carolina Beach CBD/Boardwalk
• Downtown Wilmington Riverfront
• Shoreline Protection Structures—Bulkheads, Rip-Rap, Jetties, Groins, Alternative Structures
• North Topsail Beach/New River Inlet

POLICY ON ACADEMIC INTEGRITY:
Academic integrity is expected of all students. Any student determined to have violated academic integrity in completing her/his assignments, such as cheating on an examination or quiz, plagiarism, copying, or acquisition of materials from unauthorized sources, will be dismissed from the class and receive a grade of “F” for the course. Specific policies are described in the UNCW “Student Handbook and Code of Student Life”.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
The instructor is willing to make appropriate accommodations for students with disabilities. If you have a disability and need accommodations, please contact and register with the Office of Disability Services. Assistance will gladly be provided based upon their recommendation and the mutual agreement of the student and the instructor.

OFF-CAMPUS TRAVEL LIABILITY:
Off–campus travel associated with field trips and class assignments may/will be a part of this class. Students will provide their own transportation to and from campus/home/place.
of employment to the field trip sites and class assignment locations. The student recognizes that normal risks and hazards associated with driving a vehicle to and from campus/home/place of employment will be present during these trips. It is expected that the student will demonstrate safe-driving practices at all times. The instructor assumes no liability for any accident, injury, damage or harm incurred while the student is driving his/her personal vehicle or riding as a passenger in another individual’s personal vehicle. The instructor does request that the student notify him if any accidents, injuries, incidences, or problems occur before, during, or after these trips.

RULES YOU WON’T LEARN IN SCHOOL:

1. Life is not fair. Get used to it. The average youth uses the phrase “It’s not fair” 86 times a day.
2. The real world won’t care as much about your self-esteem as your school does. This may come as a shock.
3. Sorry, you won’t make $40,000 a year as soon as you get out of high school. And you won’t be a vice president and have a car phone, either. You may even have to wear a uniform that doesn’t have a designer label.
4. IF YOU THINK YOUR TEACHER IS TOUGH, WAIT UNTIL YOU GET A BOSS!
5. Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping. They called it “opportunity”.
6. It’s not your parent’s fault if you mess up. You’re responsible.
7. Before you were born, your parents weren’t boring. They got that way by paying bills and listening to you.
8. Life is not divided into semesters. And you don’t get summers off. Not even spring breaks. You are expected to show up every day for eight hours and you don’t get a new life every 15 weeks.
9. Smoking does not make you look “cool”. Watch an 11-year old with a butt in his mouth. That’s what you look like to anyone over 30.
10. Your school may be “outcome-based”, but life isn’t. In some schools, you’re given as many chances as you want to get the answer right. Standards are set low enough so nearly everyone can meet them. This, of course, bears not the slightest resemblance to anything in real life—as you will soon find out.
11. Don’t sweat the small stuff, and, remember most stuff is small.
12. Nobody is indispensable, especially you.
13. People are more important than things.
14. Persistence will get you almost anything eventually.
15. Live by what you trust, not by what you fear.
17. Life is so much simpler when you tell the truth.
18. Nobody can make you happy. Most folks are about as happy as they make up their minds to be.
19. Forgive yourself, your friends, and your enemies.
20. If you don’t do anything else in life, love someone and let someone love you!
   *If you listen, you will hear! If you speak, you will remember! If you do, you will learn!*

   *The greatest motivator in the world is personal pride in what you do!!!!!!*
PLS 522
Field Seminar in Coastal Management

Spring 2003

Instructor: Mark T. Imperial  
Classroom: LH 255
Phone: (910) 962 – 7928  
Class times: Tues 6:00 – 8:45
Email: imperialm@uncw.edu  
Secretary: Ruth Lawrence (910) 962 -3220
Office Hours: T 2:00 - 3:00 & by appointment  
Office: LH 263
http://people.uncw.edu/imperialm/

Course Objectives:

This course is designed to be a mini capstone class that provides you with an opportunity to integrate the theories and concepts learned in various public management, policy analysis, and coastal management classes. It also provides you with a final opportunity to develop your skills and abilities in order to make you a more effective manager of coastal resources. Specifically, the course objectives are to:

- Develop your appreciation of the complexity of issues, problems and challenges associated with effective coastal resource management;
- Enhance your skills and ability to think, act, and communicate more effectively in today’s public and nonprofit organizations;
- Enhance your ability to analyze coastal management problems, find creative solutions, and implement these policies and programs effectively; and,
- Become a more effective coastal manager.

These objectives will be met by exposing you to a variety of readings, class discussion, videos, and occasional guest speakers. A series of individual and group assignments will also be used to explore the concepts discussed in the readings and get you to integrate the material learned in other classes. The group projects are also designed to provide you with some experience in working for a client and will also enhance your ability to communicate ideas and arguments in written form.

Readings:

The following books are required for this course and can be purchased at local book stores or through vendors on the Internet:

Additional readings are on reserve in the UNCW Library. Another packet with all of the reserve readings can be checked out from the professor. Other readings can be downloaded from the services provided by the library (e.g., LexisNexis, Ebsco, etc.). Copies of lecture notes and any overheads used in class will also be available on this website.

**Expectations and Approach**

This is not a lecture-dominated class where the instructor speaks and the students passively listen. This is a small seminar class where you will take an active part in your learning by leading class discussions, identifying potential guest speakers, and sharing your experiences on various individual and group projects with your classmates. Course readings will be supplemented with videos, occasional guest speakers, and other information available on the class web site. Part of your learning will be cognitive or factual in nature. However, much of what you learn in this course will involve developing your analytical and management skills and enhancing your self-awareness of issues confronting coastal management practitioners. I encourage you to prepare yourself for, and be open to, the variety of ways that you can learn from this course.

**Course Requirements**

Your grade in this class will be based on your ability to understand and apply the concepts discussed in the course readings. More specifically, your grade will depend on your performance on the following course requirements:

**Class Participation**

Students are expected to complete the assigned readings and come to class prepared to discuss all readings, handouts, and assignments that are due. Given the small class size, it will be evident to all in attendance whether you are prepared to discuss the readings. To ensure that students are prepared to discuss the readings, I will randomly ask students to summarize a reading. Each student should also be prepared to share with the class questions that the readings raised and be able to identify the most significant points or contribution that the author makes to the practice of coastal resource management.

While attendance will not be taken regularly, in a small seminar class your absence is easily noted. Moreover, poor classroom attendance may result in a failing participation grade since you cannot participate if you are not in class. You should notify the instructor when you are unable to attend class. In certain circumstances it may be possible to make-up other in-class activities with a written assignment if frequent absences have become a problem. Your participation grade will also be lowered due to the frequent inability to respond to the instructor’s questions, poor class preparation, lack of enthusiastic participation in class exercises, or the failure to treat others in the classroom with respect (e.g., talking while others are talking, ridiculing other students,
etc.). Simply put, in order to receive an “A” in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

**Individual Assignments**

Each student will be required to complete a series of individual assignments. Each assignment is designed to get you to apply some aspect of the course readings. Some assignments are written while others involve completing an assigned task and reporting back during class. The assignments for this semester include interviewing a planner (oral), a problem definition exercise (written), a policy instrument exercise (written), observing a public meeting/hearing (oral), and a diffusion of innovations exercise (written). Directions for each exercise are provided on the web site.

**Group Projects**

Each student will be required to participate in three group projects. Given the small class size, you will all work on the same three projects, however, as a class you are free to assign the workload on each project as you see fit. This semester, the projects are:

- Develop a strategy for Wrightsville Beach to comply with the NPDES Phase II stormwater requirements for the Public Education and Outreach and Public Participation/Involvement Minimum Control Measures.
- Develop a set of performance measures and a strategy for monitoring the performance of the NPDES Phase II stormwater minimum control measures for Wrightsville Beach.
- Evaluate the Mason Inlet relocation project. Specifically, I want you to determine whether this project should serve as a model for other local governments seeking to solve similar problems.

All three reports should be professional in appearance and include a cover, table of contents, executive summary, reference list, and appropriate appendices. All three reports will be available for others to read so they should be well organized and well written. You will also be required to present the results of all three analyses. At a minimum, you will present your findings to students in the PLS 521 class and other interested faculty and students. You may also present your findings to Wrightsville Beach officials. Additional directions can be found on the website.

Your project grades will be based on both the quality of your presentation and the final written report. Your group grades will be your individual grades. However, a peer evaluation form will be used when you complete your projects. Your individual grade may be adjusted lower if the team reports that one of its members did not contribute to the projects adequately.

**Grading**
All written work will be evaluated based on your analysis, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Failure to complete an assignment or failing to follow directions will result in a 0 for the assignment. The final course grade will be calculated based upon the following weights:

<table>
<thead>
<tr>
<th>Class participation</th>
<th>25% (250 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments</td>
<td></td>
</tr>
<tr>
<td>Interview planner</td>
<td>2.5% (25 points)</td>
</tr>
<tr>
<td>Problem definition exercise</td>
<td>2.5% (25 points)</td>
</tr>
<tr>
<td>Analyzing policy instruments</td>
<td>10% (100 points)</td>
</tr>
<tr>
<td>Observe public meeting/hearing</td>
<td>2.5% (25 points)</td>
</tr>
<tr>
<td>Diffusion of Innovations</td>
<td>7.5% (75 points)</td>
</tr>
<tr>
<td>Group Projects</td>
<td></td>
</tr>
<tr>
<td>Public participation strategy</td>
<td>15% (150 points)</td>
</tr>
<tr>
<td>Performance measure strategy</td>
<td>15% (150 points)</td>
</tr>
<tr>
<td>Mason Inlet evaluation</td>
<td>20% (200 points)</td>
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</tbody>
</table>

Course grades will be calculated based on the following: A (920 – 1000), A- (900 – 919), B+ (880 – 899), B (820 – 879), B- (800 – 819), C+ (780 – 799), C (720 – 779), C- (700 – 719), D+ (680 – 699), D (620 – 679), D- (600 – 619), and F (0 – 599).

Be advised that you must maintain a B average to remain in the MPA program. I have a zero tolerance policy for cheating. Anyone caught cheating will receive a failing grade for the course and other disciplinary charges pursuant to the University's Code of Student Life.

**Late Assignments/Incompletes**

Tentative due dates for course assignments are listed on the attached course schedule and are subject to change based on class progress and student preferences. You should check the course schedule and announcements pages on the course web site periodically for changes in due dates. Students may bring forward requests for changing the dates of major assignments for class approval with a minimum of one-week advance notice to the class.

Unless I have agreed in advance, all assignments are due at the end of the class period they are due. Informing the instructor of your intention to be absent does not waive your obligation to submit the work that is due. Late assignments lose one full letter grade per class they are late. An incomplete will only be granted when there are serious extenuating circumstances that occur after the withdrawal period.
Spring 2005  
PLS 520 – Coastal Processes

Amy Blizzard, Visiting Instructor  
Leutze 271  
Department of Political Science and Public Administration  
University of North Carolina Wilmington  
910 962-7778

Class overview

Readings, lectures, class discussions, and role playing will provide the basis for understanding coastal issues, management decisions, the process of coastal management and the need for integrated coastal management. Emphasis will be given to the contentiousness of coastal resources use and the need for rational means for resolving conflicts. Several areas will be examined in detail including coastal zone management in North Carolina, wetlands issues, shoreline access for the public, and coastal hazard mitigation. Major themes will be the relationship between human kind and the coastal environment, human dimensions of coastal management, and what can be done by all levels of government (as well as by individuals) to address coastal management issues.

The goals of the course are to use the coastal environment as a means to 1) understand the nature of contemporary resource issues and conflicts, 2) develop abilities to analyze and evaluate these issues and conflicts, 3) examine the various mechanisms used to manage resource uses in the coastal zone, and 4) enhance skills in written and oral communication.

There is no required text for the course. Assigned web links and readings provide background for each class session. Students are expected to fully explore each topic fully using the World Wide Web and to have read all assigned readings prior to each class session. The goal is to apply what has been learned each week in discussion sessions and in oral and written assignments. Students are encouraged to innovate and participate as professionals.

Grading Plan

Final grades will be determined as follows: 1) two papers analyzing issues as assigned (20% each for a total of 40%), 2) an opinion-education article on a coastal issue suitable for submission to a big city newspaper (20%), 3) class PARTICIPATION (20%) and 4) final exam (20%).
Class Projects

Each student will submit a paper regarding a selected coastal issue. The purpose the paper is to gain an understanding of what constitutes an issue perspective and why these subjects are problematic for other coastal uses and users. Besides issue identification, substantive effort should be devoted to stakeholder identification and issues analysis.

Each student will prepare an opinion-education article on a coastal management issue suitable for submission to a major big-city newspaper.

Course Outline

Week 1: First Class: Introduction to the Course

Week 2: The Coastal Environment: Issues and Problems

Week 3: Coastal Zone Management Overview: Institutions and Jurisdictions

Week 4: Coastal Zone Management: How It Is Supposed to Work

Week 5: Coastal Zone Management in North Carolina

Week 6: Regional Approaches to Coastal Management

Week 7: Local Coastal Management Efforts and local development tools

Week 8: Spring Break (no class)

Week 9: Politics, Policy, and Government

Week 10: Hazard Mitigation

Week 11: Coastal Recreation and Public Access

Week 12: Wetlands

Week 13: Coastal Management Cases/ International coastal management

Week 14: Last Class: Status and Prospects for Coastal Zone Management, and Final Q and A Session

Week 15: Final Exam
PLS 521

Legal Foundations of Coastal and Environmental Management  
(3 Credit Hours)  
Spring 2004

Instructor: Mark T. Imperial  
Phone: (910) 962 – 7928  
Email: imperialm@uncw.edu  
Office Hours: T 4:00 - 5:00 & by appointment  
http://people.uncw.edu/imperialm/

Course Objectives:

This course is designed to provide you with a general understanding of the laws and institutions for coastal resource management in the United States. Emphasis will be placed primarily on the federal coastal zone management and Clean Water and their corresponding state laws and programs (e.g., NCCAMA and NCEPA, etc.). Specifically, the course objectives are to:

- Improve your understanding of the influence of law on public administration in the U.S.;
- Enhance your skills and ability to think, act, and communicate more effectively in today’s public and nonprofit organizations;
- Provide a working knowledge of important federal, state, and local statutes and programs that govern coastal resource management in the U.S.;
- Enhance your ability to analyze legal issues and to examine important policy questions confronting governmental and nongovernmental organizations; and,
- Develop your appreciation of the complexity of issues, problems and challenges associated with effective coastal resource management.

These objectives will be met by exposing you to a variety of readings, class discussion, videos, and occasional guest speakers. The course will develop your critical thinking abilities by analyzing legal cases and policy issues. Your oral communication skills will be developed through class presentations while the preparation of a paper will further improve your analytical skills and improve your ability to communicate ideas and arguments in written form.

Readings:

The following books are required or recommended for this course and can be purchased at local book stores or through vendors on the internet at the corresponding links:

Reserve readings have also been placed in the UNCW Library. Another packed with all of the reserve readings can be checked out from the professor. Other required readings can be downloaded from the services provided by the library (e.g., LexisNexis, Ebsco, etc.). Copies of lecture notes and any overheads used in class will also be available on this website.

**Expectations and Approach**

This is not a lecture-dominated class where the instructor speaks and the students passively listen. This is a small seminar class where you will take an active part in your learning by leading class discussions, identifying potential guest speakers, and sharing you analysis of case studies, legal decisions, and policy issues with your classmates. Course readings will be supplemented with videos, occasional guest speakers, and other information available on the class web site. Part of your learning will be cognitive or factual in nature. However, much of what you learn in this course will involve developing your management skills, enhancing your self-awareness of the laws and institutions that shape coastal resource management. I encourage you to prepare yourself for, and be open to, the variety of ways that you can learn from this course.

**Course Requirements**

Your grade in this class will be based on your ability to understand and apply the concepts discussed in the course readings. More specifically, your grade will depend on your performance on the following course requirements:

**Class Participation**

Students are expected to complete the assigned readings and come to class prepared to discuss all readings, handouts, and assignments that are due. Given the small class size, it will be evident to all of those in attendance whether you are prepared to discuss the readings. To ensure that students are prepared to discuss the readings, I will randomly ask students to summarize a reading, describe a theory, present their case memos, or present a reading. Some of the legal decisions are quite detailed and may require you to read them more than once. Each student should be prepared to share with the class questions that the readings raised and be able to identify the most significant points or contribution that the author makes to the practice of coastal resource management. You should also be able to answer the notes, questions, and problems at the end of each
section in Kalo, et al., Ocean and Coastal Law (I will often ask you to focus in depth on a particular set of questions).

While attendance will not be taken regularly, in a small seminar class your absence is easily noted. Moreover, poor classroom attendance may result in a failing participation grade since you cannot participate if you are not in class. You should notify the instructor when you are unable to attend class. If you should miss a session when a video is shown, it may be possible to make arrangements to view the film privately in our conference room or to borrow the video. In certain circumstances it may also be possible to make-up other in-class activities with a written assignment if frequent absences have become a problem. Your participation grade will also be lowered due to the frequent inability to respond to the instructor’s questions, poor class preparation, lack of enthusiastic participation in class exercises, or the failure to treat others in the classroom with respect (e.g., talking while others are talking, ridiculing other students, etc.). Simply put, in order to receive an “A” in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

**Paper and Mini-Conference**

You will also be required to prepare a final paper on a topic of your choosing. The only requirement is that it should address some sort of legal, policy, or management issue in the field of coastal resource management. In certain cases a project may be accepted in place of a paper. We will then have our own mini-conference near the end of the semester where you will present your papers and someone will serve as a discussant to provide feedback to help you revise your paper. Your presentation should be professional and use appropriate audio/visual aids (e.g., PowerPoint). You need to submit an abstract for your paper with some supporting references the week of February 3. A hard and electronic copy of your paper is due at noon on April 16 and will be posted on the website. The mini-conference is tentatively scheduled for April 24. Your final paper is due at 5:00 PM on April 30. There is no set length requirement but I expect most of the papers will be 20 or more double-spaced pages. They should be well written, be professional in appearance, and be properly referenced in any acceptable style. Additional guidance on this class requirement is provided on the website.

**Coastal Management Problem Memos**

Over the course of the semester you will be required to prepare at least 6 memos that respond to a particular, question, problem, case, or reading. Your best 6 of 8 grades will count towards your final grade. Each assignment generally asks you to analyze the readings and apply the topics and concepts discussed. The problems are designed to heighten your interest and awareness of the significant legal issues and policy problems that coastal managers can face. The memo assignments also help you to develop your communication skills. Accordingly, be sure that the memo is a specific as possible. The decisionmaker should know precisely what you want them to do about the problem/issue and what you plan to do to carry out your recommendations. Additional guidance and directions for each assignment can be found on the website.
Exams

There will be one exam that will be approximately 2/3 of the way through the class. The format of these exams will involve some combination of short answer and/or essay questions. The exam will be either in-class or a take-home exam. The exam or review sheet will be posted on this web site approximately 1 week before the exam.

Grading

All written work will be evaluated based on your analysis, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Failure to complete an assignment or failing to follow directions will result in a 0 for the assignment. The final course grade will be calculated based upon the following weights:

- Class participation: 20% (200 points)
- Paper and Mini-Conference: 25% (250 points)
- Coastal Management Problem Memos: 30% (300 points)
- Mid-Term: 25% (250 points)

Course grades will be calculated based on the following: A (920 – 1000), A- (900 – 919), B+ (880 – 899), B (820 – 879), B- (800 – 819), C+ (780 – 799), C (720 – 779), C- (700 – 719), D+ (680 – 699), D (620 – 679), D- (600 – 619), and F (0 – 599).

Be advised that you must maintain a B average to remain in the MPA program. I have a zero tolerance policy for cheating. Anyone caught cheating will receive a failing grade for the course and other disciplinary charges pursuant to the University's Code of Student Life.

Late Assignments/Incompletes

Tentative due dates for course assignments are listed on the attached course schedule and are subject to change based on class progress and student preferences. You should check the course schedule and announcements pages on the course web site periodically for changes in due dates. Students may bring forward requests for changing the dates of major assignments for class approval with a minimum of one-week advance notice to the class.

Unless I have agreed in advance, all assignments are due at the end of the class period they are due. Informing the instructor of your intention to be absent does not waive your obligation to submit the work that is due. Late assignments lose one full letter grade per
class they are late. An incomplete will only be granted when there are serious extenuating circumstances that occur after the withdrawal period.
Political Science 524  
Managing Coastal Hazards  
Spring 2005  
R 6:30-9:15 p.m., Political Science Conference Room

Instructor: Stephen Meinhold, Ph.D.  
Office: Lakeside Hall 261  
Office Hours: T and R 5-6 p.m., and by appointment  
Phone: 962.3223  
Email: meinholds@uncw.edu

Objectives: Explores the natural and technological hazards that threaten coastal areas, the principles of coastal hazard mitigation and the development of policy dealing with the preparedness, response to, and recovery from the events.

Texts and Readings:

As assigned

Grading:

Class participation (20%)  
Article review papers and discussion leader (40%)  
Final paper/project (40%)

Lagniappe:

FEMA Course website:  http://www.training.fema.gov/emiweb/edu/coastalhm.asp
INTRODUCTION:
Welcome to Management Practices in Nonprofit Organizations! This course is about the who, what and how of managing a nonprofit organization. This course will explore the history of nonprofits in the United States, the types of nonprofits and the dimensions of nonprofit management relating to governance, funding and planning. Emphasis will be given to specific techniques to market, develop and evaluate programming within the constraints of a nonprofit organization existing in the changing environment of the 21st century.

PRE-REQUISITE:
This course is an elective within the Master of Public Administration program. Enrollment in this course is subject to the approval of the Director of the MPA program.

COURSE OBJECTIVES:
In a general way, my hope for you in this course is that you become more sophisticated and knowledgeable about the process of leading a nonprofit organization. You will become acquainted with the types on nonprofits and how a successful organization develops, revises and funds its programs and services to meet an identified societal need.

This course will also provide an opportunity to improve your written and oral presentation skills, encourage positive small group interaction and enhance your research skills. I would hope that as a result of completing this course, you will be able to address the issues facing nonprofit organization in contemporary society with confidence and be able to apply what you have learned in the class in your personal life and in society as a whole.
COURSE REQUIREMENTS AND GRADING:

Mid-Term Exam: 30%
Take Home Final: 30%
Presentations: 20%
Class Participation (Including Peer Evaluations): 20%

Testing Requirements
Test questions will come from both the readings and class activities. You are responsible for all the material in the readings including that which is not covered in class as well as material presented in class above and beyond what is included in the text. It is expected that your review of the readings will be thorough and critical. In short, there are no short-cuts; you have to get to the text, readings and classroom presentations to be adequately prepared for tests.

Make-Up Tests:
You are expected to take the tests on the assigned days. Make up tests are given only if you (a) have just cause (e.g. hospitalization; incarceration), (b) notify me in advance, and (c) provide written documentation.

All make up tests are given on the day the final exam is due (December 7, 2004). If you are absent on this day with just cause, you will receive a grade of “Incomplete” and you must contact me personally to make other arrangements.

Class Attendance and Participation:
Regular attendance is critical to getting the most out of this course. If you are not in class you will miss important material not covered in the text including lectures, class discussions, exercises, guest speakers, etc. In short, you are expected to attend class regularly, actively participate in class discussions and in-class projects, and complete assignments when they are due. An essential yet difficult component of management is the need to evaluate colleagues. Your ability to evaluate your peers (within the context of both small group discussions and class presentations) will become a portion of your participation grade.

Freedom of Expression:
Freedom of expression is actively encouraged in this class. I strongly believe that the university is and ought to be the marketplace of ideas and I encourage vigorous intellectual debate among opposing viewpoints. Therefore, I welcome the expression of different points of view in class. I encourage students to think outside the box when deliberating on possible options. However, keep in mind that in order to think “outside the box” you have to have an understanding of what is in the box. Creative thinking is not an excuse for not knowing or ignoring assigned course materials.
**Civility:**
Debate on ideas and issues is part of the learning process but personal or ad hominem attacks will not be tolerated. Other rude or discourteous behavior that is disruptive to the learning process of other students such as coming to class late, leaving early, accepting cell phone calls or talking to classmates during class will also not be tolerated.

*Let's work together to create a positive learning environment in which all class members’ comments and interests are listened to and respected.*

**Grading:**

*Your grade for this course is entirely performance driven based on your demonstrated comprehension, understanding, retention, and command of the material presented in this course.*

I use the "criterion" system of grading which means that if you demonstrate a certain level of knowledge of the material, then you earn the appropriate grade. There is no fixed "curve" as such. In other words, I do not have a "quota" of As, Bs, Cs and so on. Theoretically, if everyone performs at A level (or F level), then everyone would earn an A grade (or F). In practice, however, neither of these scenarios is unlikely. This means that you are not in direct competition with each other for grades. Instead, you are in competition with yourself in terms of how well you learn the material from the course.

I use a ten point grading scale with 90s=A, 80s=B, 70s=C, 60s=D, and below 60=F. If you score within those ranges, then you are guaranteed at least that letter grade. In other words, I will not “curve” down. However, I do reserve the right to “curve” upward to adjust for degree of difficulty. I reserve the option to use +/- grades at my discretion as circumstances warrant.

**STUDENT HONOR CODE:**
Please note that in this course I expect you to abide by the policies on academic integrity as set forth in Section V of the UNCW Student Handbook and Code of Student Life which prohibits cheating, plagiarism, and other forms of academic dishonesty including any unauthorized collaboration or assistance on any text, assignment, or project.

**OTHER RESOURCES:**
In addition to your text and your class notes, there are several other resources available to assist you to help you in this course.

1. **Office Hours:**
   Since I am part-time instructor, I do not have regular office hours at UNCW. However, I would be happy to see you on a one-to-one basis before or after class or during breaks. I will be the last person to exit the classroom in case anyone wants to follow up with me after class. If you need to see me before class, please make a prior arrangement with me in advance so I can plan to be there sooner.

2. **E-Mail:**
   I encourage you to stay in touch with me through e-mail (Cmcnamee@nhcgov.com). You can ask questions and/or make
comments, observations, or suggestions regarding any aspect of the course throughout the semester. I usually check my e-mail daily so you can ordinarily expect a prompt reply.

3. **Student Development Center**
   The Student Development Center (682-3746-Westside Hall) offers a variety of services to students including stress management, counseling, and special services for students with learning disabilities. These are available to you at no cost.

**ACCOMMODATIONS FOR DISABLED STUDENTS:**
I am happy to make appropriate accommodations for students with disabilities as specified in federal regulations. If you have a disability and need accommodation please follow this procedure. First, contact and register with the Office of Disability Services in Westside Hall (962-3746). Second, obtain a copy of your Accommodation Letter and then make arrangements to speak with me. Assistance will be gladly provided based on the recommendations of the Office of Disability Services and our mutual agreement.

**COURSE OUTLINE**
The following is a tentative outline of readings and test dates for the course. Depending on how well we keep pace with the schedule, I may make adjustments as we go along. I may also place additional material on reserve for the course. You are expected to complete the reading assignments on the dates they are due unless changes are otherwise announced in class. I expect that you thoroughly and carefully read and study each assigned chapter. You should outline, take notes, and review each of these chapters as they are assigned.

August 24  **Introduction**
Review of Course Goals, Requirements, Grading and Syllabus, Discussion of CFAUW's Outcome Measures Initiative and Class Presentation Project  
**Guest Speaker:** Laurie Taylor, CFAUW  
**Handouts** – Syllabus, Project Description

August 31  **What is a Nonprofit?**
Types of Nonprofits, Differences between Nonprofits, Government, and For-Profits, Mission, By Laws, Tax Status  
**Small Group Discussion** on the Case Study – Greenhill Community Center (A & B)  
**Handouts**- Small Group Guidelines
September 7 **Governance**
Board Role and Responsibilities, Recruitment, Qualities of Active Boards, Conflict of Interest vs. Shareholders, Representative vs. Influential

Small Group Discussion on the Case Study – ECO Orchestra

Readings – Smith Text, pp.27 - 54, Case Study – ECO Orchestra and "Is Governing Board Behavior Cyclical?"

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September 14 **Workforces and Program Evaluation**
Volunteers - Incentives, Recruitment, Training, Recognition, Roles
Staff – Incentives, Organization Chart, Management of Volunteers, Working for Volunteers

What program evaluation is and isn’t, benefits, definitions, how-to's


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September 21 **Program Evaluation (continued)**

Small Group Discussion on Case Study – Team Read

Reading – Case Study – Team Read

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September 28 **Planning**
Importance and Uses, Types (Long and Short term), Organization Change, and Different Stages of an organization

Readings: Smith, pp. 3 – 26

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October 5 **Exam and Technology**

Readings - Smith, pp.249 – 282

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October 12 **Needs Assessments and Financial Management**
How To’s, Types, Components, Resources

Readings – Smith, pp. 283 - 308

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October 19 **Marketing and Communications**
What does the organization wish to be? Who are the customers?
What is the product? Image vs. reality

Small Group Discussion on Marketing

Readings – Smith, pp. 55 – 79 and pp. 169 - 204.

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October 26 **Funding, Proposal Writing and Fundraising**
Types, Balance, How-to’s


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November 2 **Funding, Proposal Writing and Fundraising (continued)**
November 9  **Ethics**  
**Guest Speaker:** Dr. Tom Barth  
**Readings** – “Accountability and Public Trust”, by Evelyn Brody, “Senate Finance Committee Staff Discussion Draft”  

November 16  **Advocacy and Government Relations**  
**Readings** – Smith, pp. 205 - 227

November 23  **Trends**

November 30  **Presentations** with Peer Evaluations

December 7  **Exams Due – 6:00 PM**
PLS 531 Resource Development in Nonprofit Organizations
(3 Credit Hours)
Political Science 531
Spring 2004
Tuesday 6-8:45
LH 110

Instructor: Stephen Meinhold, Ph.D.
Office: Lakeside Hall 261
Office Hours: By appointment
Phone: 962.3223
Email: meinholds@uncw.edu

Course Description: Introduction to various resources important to nonprofit organizations including financial support, volunteers, and community awareness, and to the wide range of organization activities utilized for acquisition and maintenance of these resources.

Texts:

2. A variety of free web based readings and handouts.

**Assignments:**

1. Development job vacancy essay and interview development officer.
3. Philanthropic behavior essay.
5. Nonprofit organization development essay.
7. Cultivation strategy.
9. Foundation Profile
10. Identification of funding sources to match problem.
11. Program statement essay.
12. Budged development project.
13. Grant proposal and presentation.

**Grading:**

Assignments 1-12 are worth 10 points each. The grant proposal and presentation are worth 150 points combined. Total points for the course = 270. A = 270-243, B = 242-216, C = 215-189, D = 188-162, F = < 161.

**Course Schedule:**

*Week 1 (January 13): Course Introduction*

*Week 2 (January 20): America’s Nonprofit Sector*

**Readings:**

Kelly, Chapters 1 and 2

[http://www.fordham.edu/halsall/mod/1889carnegie.html](http://www.fordham.edu/halsall/mod/1889carnegie.html)
Independent Sector. “Report on Giving and Volunteering in the U.S. 2001” read the Key Findings section, PDF on the right side.  
http://www.fordham.edu/halsall/mod/1889carnegie.html

Lester M. Salamon. “Holding the Center America's Nonprofit Sector at a Crossroads.”  
http://www.ncf.org/reports/special/rpt_hc/rpt_hc_contents.html

Michael S. Joyce. “What charities got done when no one was looking.”  

Julian Wolpert. “What Charity Can and Cannot Due.”  
http://www.tcf.org/Publications/Inequality/What_Charities_Can_and_Cannot_Do/Introduction.html

Lamar Alexander. “What's Wrong with American Giving and How to Fix It: A call for less government and more civic entrepreneurs.”  
http://www.philanthropyroundtable.org/magazines/1997/1.3/alexander.html

Assignments:

Part 1: Identify a job development vacancy. Write a one page application letter for this position stating why you are interested in the job and how you can contribute to the organizations goals. (10 points)

Part 2: Interview a professional development person employed by a nonprofit organization. Write a two-page essay describing the organization and summarizing the your conversation. Do research about the organization and person you plan to interview before you call or arrive. Plan to ask the following questions (at a minimum):
1. How long have they been in the development field?
2. What are the three most important qualities of a good development person for a nonprofit organization?
3. What is a typical day like?
4. Where is their position in the organizations management structure? (10 points)

Week 3 (January 27): Resources 1: Donors I

Kelly, Chapter 15.

100% Goes to Charity? http://www.foundationnews.org/CME/article.cfm?ID=2339

http://www.pubpol.duke.edu/people/faculty/clotfelter/giving.pdf

Assignment:
Research a nonprofit organization that has recently been involved in a scandal regarding stewardship of donors’ contributions. Write a two-page essay describing the scandal and how the organization dealt with it. Be prepared to make a 5-minute presentation on your essay in class during Week 4. (20 points)

Week 4 (February 3): Resources (continued) Individual Donors II:


"Inclination, Obligation, and Association: What We Know and What We Need to Learn about Donor Motivation."


"The Modern Medici: Patterns, Motivations, and Giving Strategies of the Wealthy."

Assignments:

Write a 2-page essay describing your philanthropic behavior or that of a close friend or family member. Analyze your/their motivations for giving, when giving began and describe how decisions are made regarding the timing and magnitude of contributions. Be prepared to present your analysis in class during Week 4. (20 points)

Choose a local nonprofit organization to profile. Write a two page essay describing the organizations purpose, history, organization, board, etc. (20 points)

Week 5 (February 10): Resources 2: Government

Readings: TBA

Assignments:

Write a two-page essay describing the development activity of the organization you profiled in the previous assignment. Include all development and cultivation strategies used by the organization. Assess their effectiveness. (20 points)

Write a letter asking a donor to the nonprofit organization you profiled asking them to increase their support for the organization’s general fund from $250 to $500. (10 points)

Write a letter asking a potential donor to contribute to a specific goal established by your nonprofit organization. (10 points)

Week 6 (February 17): Resources 3: Foundations

What is a Foundation? (Council of Foundations) http://www.cof.org/whatis/index.htm
Other readings TBA.

Assignments:

Develop a twelve-month cultivation strategy for the donors to the nonprofit organization you are profiling. The strategy should be substantially different from the one currently being used by the organization. (20 points)

Research a foundation that provides grants to organizations like the one you have chosen to profile. Write a two-page essay profiling the foundation, their programs and specific information that might be helpful to a nonprofit applying for one of their grants. (20 points)

Week 7 (February 24): Annual Giving and Special Events

Readings:

Kelly, Chapter 11.

Assignment:

Write a one-page summary of a problem/need/opportunity that your nonprofit organization could address with the help of a grant. (20 points)

Week 8 (March 2): Capital Campaigns, Major Gifts and Planned Gifts

Readings:

Kelly, Chapter 12.

Assignments:

Identify and describe three sources of funding to match the problem/need/opportunity that you identified for your nonprofit organization. (20 points)

Week 9 (March 9): Spring Break

Week 10 (March 16): Grant Writing 1

Readings:

TBA
Assignments:

Write three-page essay developing a program to match your organizations needs with the priorities of one of the sponsors you have identified. Your essay should include a project overview, program description, objectives planned and measurable outcomes. (20 points)

Prepare a 2 year budget for your program that you have developed to submit with a proposal seeking funds from your targeted sponsor. (20 points)

Week 11 (March 23): Grant Writing 2

Readings:

Miller Chapters 7 and 8

Week 12 (March 30): Stewardship I

Readings:

Measuring Outcomes
http://www.nonprofitresearch.org/usr_doc/NSRF_MAY_SNAP.pdf

How to Assess Nonprofit Financial Performance
http://www.ksg.harvard.edu/hauser/research/finassess.pdf

Other readings TBA

Week 13 (April 6): Fundraising and the Internet

Readings:
TBA.

*Week 14 (April 13): Other Resources: Volunteers and Volunteerism*

Readings: TBA

*Week 15 (April 20): Grant Proposal Presentations*

**Assignment:**

Final grant proposal project should be handed in on the day you give your presentation (150 points – 100 for written proposal and 50 points for your presentation)
INTRODUCTION:

Welcome to Issues in Nonprofit Management. This course is about current concerns and issues for contemporary nonprofit managers. The main theme of our coursework this semester will be the importance of relationships, trust and partnership when managing and leading a nonprofit organization. Most (but not all) of the work in this course will be accomplished through classroom and small group discussion, assessment and debate.

PRE-REQUISITE:

This course is an elective within the Master of Public Administration program. Enrollment in this course is subject to the approval of the student’s advisor and Director of the MPA program.

COURSE OBJECTIVES

It is my hope that by the end of this course, you will have a greater understanding and/or appreciation for the importance of relationships and accountability with Boards, the community, funders and monitors; and you will appreciate the value in collaboration among organizations.

COURSE REQUIREMENTS AND GRADING:

Participation/Attendance: 20%
Individual (or small group) presentation: 20%
Class Project (includes peer evaluations): 60%

**Individual (or small group) Project:**

Students are expected to identify at least 2 things they wish to learn in this class. Similar topics may be grouped together. Toward the end of the semester, students are expected to teach one portion of a class (about an hour) on their chosen topics. Specific details to follow.

**Weekly Assignments:**

Students are expected to read each week's assignment and prepare a one-two page response including what you felt were the most critical aspects of the reading, anything you agreed/did not agree with, one key point that was new information, etc. Assignments will not be “graded” per se, but will count toward students' participation grade. Grammar and spelling matter! Some assignments only require that you read and be prepared to discuss the following week. Each assignment is clarified in the syllabus.

**Class Project**

The MPA program has been asked to provide assistance with an exciting new program as part of Elderhaus Adult Daycare. The project is called the PACE program. Our roles and responsibilities are being sorted through at this time; details will be available shortly.

**Class Attendance and Participation**

Regular attendance is critical to getting the most out of this course. If you are not in class you will miss important material including lectures, class discussions, exercises, great speakers, etc. You are expected to attend class regular, actively participate in class discussions and in class projects, and complete assignments when they are due. If you know that you will miss a class, please let me know by e-mail, voice mail, etc. I do understand that families, work, etc. may occasionally interrupt our schedules…but I expect those interruptions to be minimal at best.

Freedom of expression is actively encouraged in this class. I welcome and encourage the expression of different points of view in class. Please refrain from personal attacks however, if you do not agree with what a fellow student has shared.

Class begins at 6:30 (unless we decide otherwise). Please do your best to be there on time and prepared to start at 6:30.

**Office Hours**
Since I am part-time instructor, I do not have regular office hours on campus at UNCW. However, I would be happy to see you on a one-to-one basis before or after class, or during breaks. If you need to see me before class, please make arrangements with me in advance so I can plan to be there at an agreed upon time.

Email

As a consultant, I spend a great deal of time “on the road,” and I use e-mail a great deal. Please do not hesitate to contact me via e-mail at any time. Understand however, if I am consulting during the day, it may well be evening or the next morning before I can check messages. If you need fairly quick information, you may find it faster to leave me a voice mail.

COURSE SCHEDULE

The following is a tentative outline of readings and assignment dates for the course. Depending on how well we keep pace with the schedule, I may make adjustments as we go along. I may also place additional material on reserve for the course. You are expected to complete the reading assignments on the dates they are due unless changes are otherwise announced in class.

Week 1 (January 6):

Student introductions; course introduction and overview; student and instructor expectations; explanation of assignments.

Assignment: identify 2 specific things you would like to learn more about relative to non-profit management. Identify at least 3 resources for learning about that topic. Be prepared to share your ideas next week.

Reading: pp ix-37 of The Soul of a Business (copies of reading distributed in class). Prepare a one-two page response to be shared.

Read “Who Speaks for Us?” in preparation for next week’s class.

Week 2 (January 13):

Review of assignments; small group discussions of Who Speaks for Us?, by Stivers and Kent. Introduction to Elderhaus project.

Assignment: Read Chapter 3 in The Soul of a Business, “Living the Mission.” Prepare a two page response which includes a connection between this chapter and the case study, Who Speaks for Us?

Week 3 (January 20):

Small group discussion re: “Living the Mission.”

Assignment/reading: Read the 3 articles from The Baltimore Sun re: The Chimes. Prepare a one-two page response for discussion. Read and be ready to discuss: “Lessons from the United Way” by McLaughlin.

Assignment: read first article (pp. 1-27) by Regina Herzlinger in Harvard Business Review on Nonprofits. Prepare a one page response.

Complete a “doughnut exercise” for the assigned scenario.

**Week 5 (February 3):** Elderhaus Feasibility Study Presentation 6:30-8:00

Small group discussion of reading and applied management tool exercise

Assignment: Read case study: Greenhill Community Center. Prepare a one-two page response.

Read: CompassPoint “Board Café” in preparation for next week’s class discussion.

**Week 6 (February 10):** Small group review and class discussion of the Greenhill Community Center case study. Discussion of Board Café article “Why Boards Don’t Govern,” parts 1 and 2.

Assignment: Using the scenario’s fro Board Café’s “What to do When You Really, Really Disagree with a Board Decision,” identify two things you could/would do in each scenario.

**Week 7 (February 17):** Small group and class discussion of your strategies to address the selected scenarios. Guest speaker, Camilla Herlevich, Executive Director, Coastal Land Trust and Board Member of the NC Center for Non-profits.


**Week 8 (February 24):** Small group and class discussion of assigned article and chapter.


**Week 9 (March 3):** no class…spring break…enjoy!
Week 10 (March 10): Discussion of Epp’s presentation, readings and individual Presentations. Management tool exercise, if time.

Week 11 (March 17): Wear green!
  Assignment: read 2 articles, “The Buddy System” and “Corporations and Nonprofits Partner to Help Seniors…” Prepare a two page response on the potential pros and cons of these arrangements.

Week 12 (March 24): no class…Easter break…don’t eat the chocolate bunny head first

Week 13 (March 31): Substitute instructor, Tom Barth. Review of assignment, and…

Week 14 (April 7): Small group and class discussion of assignment. Finish individual presentations.
  Assignment: Elderhaus Project

Week 15 (April 14): no class…(darn, huh?)

Week 16 (April 21): **Last Class. Tentative: Presentation to Elderhaus Board of Directors and/or Executive Director and/or MPA Faculty.

**The presentation to Elderhaus will be dependent upon their schedule. We may need to do the presentation on a different date.
Instructor: Christine B. McNamee, MPA
Phone: 910.341.4732
        910.763.2160
Email: cmcnamee@nhcgov.com

Texts: Light, Paul C.
       Pathways to Nonprofit Excellence
       The Brookings Institution, 2002

       Hatry, Harry, van Houten, Therese, and et.al.
       Measuring Program Outcomes: A Practical Approach
       United Way of America, 1996

       Giving in the Wake of Terror: The Charitable Response to the
       Attacks of September 11
       Kennedy School of Government Case Program C16-02-1663.0

INTRODUCTION:

Welcome to Issues of Nonprofit Management! This course is about current concerns for contemporary nonprofit managers. This course will delve into a selected pool of topics including the digital divide, accountability, securing resources during insecure times, and crisis management. Emphasis will be given to exploring options for nonprofit managers and analyzing decision-making skills in context with the changing environment of the 21st century.

PRE-REQUISITE:

This course is an elective within the Master of Public Administration program. Enrollment in this course is subject to the approval of the Director of the MPA program.

COURSE OBJECTIVES:

In a general way, my hope for you in this course is that you become more knowledgeable about the issues facing nonprofit organizations in contemporary society. You will become acquainted with the difficulties facing nonprofit managers and how a successful organization navigates the pitfalls and becomes more resilient.
This course will also provide an opportunity to improve your written and oral presentation skills, encourage positive small group interaction and enhance your research skills. I would hope that as a result of completing this course, you would be able to address the issues facing nonprofit organization in contemporary society with confidence and be able to apply what you have learned in your personal and business life.

**COURSE REQUIREMENTS AND GRADING:**

- Exam #1 25%
- Final 25%
- Conference Paper 30%
- Conference Participation 10%
- Class Participation 10%

**Conference Project**

Students in PLS 532 will design and convene an issues conference for local nonprofit managers. Students will be responsible for determining the agenda, speakers, and invitees, as well as, handling all of the logistics needed to offer a conference to the community. A budget for the cost of securing a location on campus, obtaining light refreshments and copying of agenda and participant evaluation forms will be assigned and handled by the Political Science Department.

The class may work as a group and assign individual tasks for the entire process or break up into teams with delegated responsibilities, whichever is determined works best to get the job done in an efficient and equitable manner. Your peers will be asked to assess your accomplishments in terms of your contribution in generating ideas, working well with others in the group, organizational skills, leadership skills, effectiveness, being prepared for meetings, completing assignments timely, etc. Students will be required to keep logs on group meetings; identifying issues raised, problems solved and listing tasks assigned and accomplished.

Students will be asked to submit a paper, (8-10 pages) regarding this project. Specifically, how did the conference relate to materials and issues discussed in the course? What principles of public administration management were applied? Discuss the process. What was successful/not successful? What changes would you suggest if you were to do it again?

In writing the paper, students should not just describe what happened during the process but analyze what happened from a public
administration perspective, drawing on materials you have learned in this program.

Testing Requirements

Test questions will come from both the readings and class activities. You are responsible for all the material in the readings including that which is not covered in class as well as material presented in class above and beyond what is included in the readings. It is expected that your review of the readings will be thorough and critical. In short, there are no short cuts; you have to get to the text, readings and classroom presentations to be adequately prepared for tests.

Make-Up Tests:

You are expected to take the tests on the assigned days. Make up tests are given only if you (a) have just cause (e.g. hospitalization; incarceration), (b) notify me in advance, if at all possible and (c) provide written documentation. All make up tests are given on the day of the final exam. If you are absent on the day of the final exam with just cause, then you must contact me personally to make other arrangements.

Class Attendance and Participation:

Regular attendance is critical to getting the most out of this course. If you are not in class you will miss important material not covered in the text including lectures, class discussions, exercises, guest speakers, etc. In short, you are expected to attend class regularly, actively participate in class discussions and in-class projects, and complete assignments when they are due. Given the truncated summer session classes, if you know you will miss more than one class, you should discuss your situation with the MPA director.

Freedom of expression is actively encouraged in this class. I strongly believe that the university is and ought to be the marketplace of ideas and I encourage vigorous intellectual debate among opposing viewpoints. Therefore, I welcome the expression of different points of view in class. I encourage students to think “outside the box” when deliberating on possible options. However, keep in mind that in order to think “outside the box”, you have to first have an understanding of what is in the box. Creative thinking is not an excuse for not knowing or ignoring assigned course materials.

Civility:

Debate on ideas and issues is part of the learning process but personal or ad hominem attacks will not be tolerated. Other rude or discourteous behavior that is disruptive to the learning process of other students such
as coming to class late, leaving early, or talking to classmates during class will also not be tolerated.

Let’s work together to create a positive learning environment in which all class members’ comments and interests are listened to and respected.

**Grading:**

Your grade for this course is entirely performance driven based on your demonstrated comprehension, analysis, understanding, retention, and command of the material presented in this course.

I use the "criterion" system of grading which means that if you demonstrate a certain level of knowledge of the material, you earn the appropriate grade. You are not in direct competition with each other for grades. Instead, you are in competition with yourself in terms of how well you learn the material from the course.

I ordinarily use a ten point grading scale with 90s=A, 80s=B, 70s=C, 60s=D, and below 60=F but I reserve the option to use +/- grades at my discretion as circumstances warrant.

**STUDENT HONOR CODE:**

Please note that in this course I expect you to abide by the policies on academic integrity as set forth in Section V of the UNCW Student Handbook and Code of Student Life which prohibits cheating, plagiarism, and other forms of academic dishonesty including any unauthorized collaboration or assistance on any text, assignment, or project.

**OTHER RESOURCES:**

In addition to your text and your class notes, there are several other resources available to assist you to help you in this course.

1. **Office Hours:**

   Since I am part-time instructor, I do not have regular office hours at UNCW. However, I would be happy to see you on a one-to-one basis before or after class or during breaks. I will be the last person to exit the classroom in case anyone wants to follow up with me after class. If you need to see me before class, please make a
prior arrangement with me in advance so I can plan to be there sooner.

2. **E-Mail:**

I encourage you to stay in touch with me through e-mail (Cmcnamee@nhcgov.com). You can ask questions and/or make comments, observations, or suggestions regarding any aspect of the course throughout the semester. I usually check my e-mail daily so you can ordinarily expect a prompt reply.

3. **Student Development Center**

The Student Development Center (682-3746-Westside Hall) offers a variety of services to students including stress management, counseling, and special services for students with learning disabilities. These are available to you at no cost.

**ACCOMMODATIONS FOR DISABLED STUDENTS:**

I am happy to make appropriate accommodations for students with disabilities as specified in federal regulations. If you have a disability and need accommodation please follow this procedure. First, contact and register with the Office of Disability Services in Westside Hall (962-3746). Second, obtain a copy of your Accommodation Letter and then make arrangements to speak with me. Assistance will be gladly provided based on the recommendations of the Office of Disability Services and our mutual agreement.

**COURSE OUTLINE**

The following is a **tentative** outline of readings and test dates for the course. Depending on how well we keep pace with the schedule, I may make adjustments as we go along. I may also place additional material on reserve for the course. You are expected to complete the reading assignments on the dates they are due unless changes are otherwise announced in class. I expect that you **thoroughly** and **carefully** read and study each assigned chapter. You should outline, take notes, and review each of these chapters as they are assigned.
May 28

Introduction
Review of Course Goals, Requirements, Grading and Syllabus
Discussion of Project/Presentation

Handouts – Syllabus and Project Description

June 4

Issues for Nonprofit Managers
Guest Speakers: Panel of Nonprofit managers
Securing Funds in Insecure Times


June 11

Securing Funds in Insecure Times (continued)
Small Group Discussion – Seattle Day Nursery


June 18

Using Technology to Address the Mission
Guest Speaker: Hunter Thompson, UNCW


June 25

Intersession – Work on Class Project

July 2

Exam

Accountability

Reading: Independent Sector, “Obedience to the Unenforceable”.

July 9

Accountability (continued)
Guest Speaker: Laurie Taylor, CFAUW

and Why?;” Freiwirth, and Letona, “Improving the Work We Do for the Benefit of our Constituents.”

July 16  **Management during Crisis**  
**Guest Speaker:** Carol Thiel, NHC Emergency Management

**Small Group Discussion** - Kennedy Case Study on Post September 11th


July 23  **Trends in Nonprofits**  
Collaboration, Competition and the Non-Profit Workforce


July 30 (or date/time chosen by class) **Issues Conference for Nonprofit Managers**

August 1  **Paper and Peer Evaluations due.**  
**Final Exam**
Course Description: This seminar in housing and transportation policy is designed especially for those MPA students whose concentration is policy analysis and management. The economics and politics of each of these policy areas are discussed at length and students are asked to complete 2 original field projects, one on housing and one on transportation. The broad goal is to sharpen the skills of students in analyzing and suggesting solutions to community problems in the housing and transportation areas. This is a practice oriented class although there will be some exposure to the theory underlying the dynamics of these policy areas.

Course Goals and Objectives:

To gain understanding of the dynamics of housing and transportation policy in the U.S.
To gain skills in analyzing and developing solutions for housing and transportation policy in the U.S.
To prepare analyses for decision makers and “policy experts”
To further improve quantitative skills in creating indexes and using comparative data

Assignments and Grades:

Weekly assignments (5)…..25%
Final Exam…..20%
Field Projects (2)…..50%
Class participation…..5%

Books Ordered:


**Field Papers:**

1. Housing Policy. Pick one community or region. Develop a demographic, social, and economic profile of the area. Identify at least 5 major housing problems in the region. Use written sources, documents from organizations and at least three interviews with “housing policy experts”. For each problem document the problem and explore its causes. Pick one problem and develop at least three solutions and recommend one (give rationale). This report should be written for the “policy experts” and decision makers. 10 page limit including tables.

2. Transportation Policy. Pick one community or region. Develop a demographic, social, and economic profile of the area. Identify at least 5 major housing problems in the region. Use written sources, documents from organizations and at least three interviews with “housing policy experts”. For each problem document the problem and explore its causes. Pick one problem and develop at least three solutions and recommend one (give rationale). This report should be written for the “policy experts” and decision makers. 10 page limit including Tables.

**Topics and Weekly Assignments:**

**May 24**

*Introduction*

American Dream

Key Concepts in Housing

Filtering and housing markets

Theory of Invasion and Succession

Financial Housing Markets and Housing Behavior

Skim: Green and Malpezzi. Read all tables and figures and interpretations. You can skip the statistical and regression analysis.

**May 31**

No class.

**June 7**

*Affordable Housing*

Special case of the Homeless

Major government programs, policies, and interventions
Read: Downs, Chapters 1-5.

Assignment: Written Memo, bring to class an index of ten indicators which measure the quality of housing in American cities and communities. Have a rationale for the inclusion of each indicator in your index. Now collect data for ten cities, counties, or metropolitan areas using the index data. Prepare a table comparing the ten communities using their scores. Make copies for class.

June 14  
No class. Work on field project number one.

June 21  
No class. Work on field projects number one.

June 28  
*The Automobile in American Society*  
Comparing Transportation Systems across the US.  
Commuting Time

Assignments: First Field Project due. Handout Executive Summary to class. Also develop a measure of affordable housing different from the textbooks. Give a rationale for the measure. Hand out.

Read: Part II in Gomez reader.

July 5  
*Economics of Transportation*  
Transportation Analysis  
Congestion Pricing

Assignment: Bring to class an index of ten indicators which measure the quality of the transportation in ten urban areas. Prepare a table for distribution in class. Include rationale for index.

Read: Gomez, part I.

July 12  
*Transportation issues in cities*  
Spatial Mismatch  
Land use  
Access and economic opportunity  
Urban Theory and Transportation  
Negative consequences of highway policy, displacement

Assignment: Identify in two pages, three critical transportation issues in the four county Cape Fear Region. Explain the issue and explore the major causes. Finally speculate on at least one recommendation for solving each issue.

Read: Altshuler, 1-4. Gomez, part III.
July 19  

*Transportation issues in cities*

Mass Transit  
Light Rail  
Airports  
Car pooling  
Charity cars

Assignment: Assume the Wilmington Metropolitan Area has $20 million dollars in one time only discretionary funds to improve transportation in the area. Assume the three choices for spending the money are: decreasing the work commute time by 10 minutes; Substantially increase the ridership on public transit; make both College Road and Market street limited access highways. In no more than 3 pages, analyze the options and make your recommendation. Give rationale.

Read: Altshuler, 5-9.

July 26  

*Regulatory Issues in Transportation*

*Future Transportation Policy*

Assignment: Second project paper due. Make copy of Executive Summary for class.
PLS 592: Special Topics in Leadership Course: “What Would General Lee Have Done?”

We will look at individuals and examine how they exhibited leadership traits. You will be provided with two lists:

1) A list of biographical traits that have been found in a number of leaders.

2) A List of qualities exhibited by or considered desirable in leaders.

As the class goes on we can add or delete items listed in either list, but initially we will use those items noted in 1 and 2 to measure or rate our subjects.

Class will be broken into two person teams, each of which will select an individual to report on. Not surprisingly, you will be expected to report on your individual in terms of #1 and #2 as well as other factors you consider notable. Each class member will, in addition, be asked to select another person to use as the subject of a ten-page paper.

What follows is an outline of the calendar we will follow. **There may be adjustments in this calendar as the semester progresses.**

January

5 Class introduction
12 Kerry/Bush
19 “The Caine Mutiny”

Class presentations for the rest of the semester.

26 Lee at Chancellorsville

February

2 Grant at Vicksburg
9 David Dixon Port or Teddy Roosevelt – Mississippi River and Ft. Fisher
16 Ernest Shackleton and the Endurance
23 Margaret Sanger and birth control

March

9 Mid term
16 Douglas MacArthur – The Philippines and Korea
23 Dwight Eisenhower – SCAFE
30 FDR

April

6 Churchill
13 Patton
20 Wrap

Course Books: The Endurance – Shackleton’s Antarctic Expedition

Reference: The Harper Encyclopedia of Military Biography
               Dictionary of Military Biography
               Dictionary of American Biography
PLS 592 Special Topics in Public Administration (3 credit hours)

Fall 2004

Environmental and Natural Resource Economics

(Course Website: http://www.csb.uncw.edu/people/dumasc/classes/pls592/)

Instructor: Dr. Chris Dumas
Office: Cameron Hall, Rm. 220-H
Office Phone: 910-962-4026
Email: dumasc@uncw.edu
Secretary: Ms. Janet McGee 910-962-3510

Office Hours: Monday-Friday, 8:30am-5:00pm, by appointment.

Course Day and Time: Tuesdays, 6:00-8:45pm
Course Location: Leutze/Lakeside Hall, Rm. 108

Course Description: Introduction to environmental and natural resource economics and policy. Emphasizes applied methods and results of use to practicing coastal managers. Topics include pollution regulation and pollution damage assessment, recreation and tourism impact analysis, public good valuation methods, the economics of land development and urban sprawl, and economic issues in forestry, wetlands and fisheries management.

Homework: Homework assignments will be distributed periodically in class and are due at the beginning of class on the due date.

Mid-Term Take Home Exam: October 12 - October 19.

Final Exam: December 8th at 7:00 p.m.

Grading Policy:

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<tr>
<th>Course Average</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>93%+</td>
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<td>90%-92%</td>
<td>A-</td>
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<td>87%-89%</td>
<td>B+</td>
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<td>83%-86%</td>
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<tr>
<td>8-24</td>
<td>Syllabus, Intro to Econ, Intro to Model Building</td>
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<tr>
<td>8-31</td>
<td>Econ Review: Consumers, Producers, Markets, Market Failure</td>
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<td>9-7</td>
<td>Economics of Pollution Control Policies</td>
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<td>9-14</td>
<td>Economics of Water Pollution Control</td>
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<td>Don Freeman--Executive Director, Cape Fear River Assembly</td>
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<td>&quot;TMDL's and the Jordan Lake Tradable Pollution Permit Program&quot;</td>
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<td>9-21</td>
<td>Economics of Solid Waste, Incineration and Recycling</td>
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<td></td>
<td>Jason Hale, New Hanover County</td>
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<td></td>
<td>&quot;Municipal Recycling Programs&quot;</td>
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<td>9-28</td>
<td>Economics of Mobile Source Air Pollution &amp; Traffic Congestion</td>
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<td>Glenn Sappie--NC Div. Air Quality, Economist &quot;Economics of NC Air Pollution Control&quot;</td>
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<td>Brad Newland--NC Div. Air Quality, Regional Compliance Officer &quot;Air Pollution Control Compliance&quot;</td>
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<td>Mark Tinkler--City of Wilmington Planning Division &quot;Traffic Congestion&quot;</td>
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<td>10-5</td>
<td>Economics of Pollution Control Under Uncertainty</td>
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<td>10-12</td>
<td>Economics of Industrial Water Pollution Control &amp; Urban Storm Water Mgmt</td>
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<td>Dave Mayes--City of Wilmington</td>
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<td>&quot;Storm Water Management&quot;</td>
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<td>Ed Kreul--International Paper</td>
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<td>&quot;The Economics of Industrial Water Pollution Control&quot;</td>
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<td><strong>TAKE HOME MID-TERM EXAM DISTRIBUTED</strong></td>
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<tr>
<td>10-19</td>
<td>Economics of Beach Recreation</td>
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<td>Dr. Jim Herstine, UNC-Wilmington</td>
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<td></td>
<td>&quot;Beach Recreation Economics&quot;</td>
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<td><strong>TAKE HOME MID-TERM EXAM DUE</strong></td>
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<td>Dr. Dumas on the Economics of Beach Erosion</td>
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<td>10-26</td>
<td>The Economics of Urban Parks</td>
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<td>Gary Shell--City of Wilmington</td>
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<td>&quot;The Economics of City Parks&quot;</td>
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<td>11-2</td>
<td>Economics of Commercial Fishing</td>
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<td></td>
<td>Alan Bianchi--NC Division of Marine Fisheries &quot;The Economics of Commercial Fishing in NC&quot;</td>
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<td>11-9</td>
<td>Economics of Recreational Fishing</td>
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<td></td>
<td>Dr. Pete Schuhmann, UNC-Wilmington &quot;Recreational Fishing Economics&quot;</td>
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<td>Time</td>
<td>Panel</td>
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