

SENATE POLICY 23-02

Motion: to approve the Masters in Public Administration

Passed at the August 28, 2023, meeting of the University Academic Senate

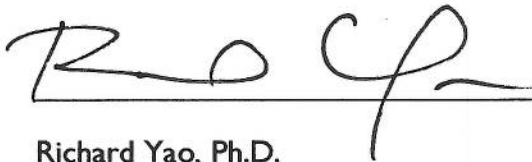
Approvals:



Jason E. Miller, Ph.D
Chair, Academic Senate

11/30/23

Date



Richard Yao, Ph.D.
President

1/26/24

Date

Master of Public Administration - 36 units


A. 2017-2018 New Program Proposal Long Form

General Catalog Information

Select *Program* below. Do not check Shared Core.

Type of Program * Program
 Shared Core

**** Read before you begin ****

1. Please turn on the help text before starting this proposal by clicking on the  icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

Long Form

Complete the documents found through the "Proposal Template", "Assessment Plan Template", "Curriculum Map Samples Template" and "Revenue and Enrollment Projections spreadsheet" links below. **Submit the documents as an attachment in the Proposal Toolbox (top right area of the form) providing all information required by the Chancellor's Office. Your completed submission MUST include all of the documents below.**

[Program Proposal Template](#)

[Assessment Plan Template](#)

[Curriculum Map Samples Template](#)

[Revenue and Enrollment Projections spreadsheet](#)

The instructions below are needed to complete the Proposal Template:

Instructions for Completing a Successful Program Proposal

Department:*

Indicate level:* Undergraduate Graduate

Title* Master of Public Administration - 36 units

Program Description* The Master of Public Administration (M.P.A.) at CSUCI prepares students for thriving careers in public service. Coursework focuses on knowledge, skills, and expertise key to lifelong professional development in local, county, state, and federal agencies, as well as nonprofit organizations and the public sector components of for-profit entities. The M.P.A. program emphasizes high quality, professional approaches to addressing real world problems using multiple and diverse perspectives. Graduates of the program understand how to tackle public challenges in the 21st Century and beyond through committed and professional public service.

Students who meet the university's general graduate admissions requirements and who have demonstrated interest in public sector work will be accepted into the program. Interest may be demonstrated through a variety of ways such as a personal statement, a work sample portfolio, an interview with the program admissions committee, letters of recommendation, or some combination of these and other artifacts. This approach to admissions was strongly recommended in sessions focused on augmenting student diversity at recent Network of Schools of Public Policy, Affairs, and Administration (NASPAA) conferences and seminars. Students must complete a bachelor's degree prior to starting the program.

The Graduate Record Examination (GRE) will not be required for admission. There is no prerequisite coursework, however, students who have yet to take courses in basic statistics or American Government will be strongly encouraged to complete these prior to starting the program. Students without significant professional experience in a public or nonprofit agency will be required to enroll in the MPA 692 - Public Internship course. If students do not complete an internship due to in-service status, then they will complete an additional elective course with program director approval.

Desired Term and Year of Implementation:

Term:*

Fall


Year*

2020


Follow these steps to create the New Program Curriculum Schema under Prospective Curriculum:

First, ALL needed courses must be added (new courses) and/or imported (existing courses) = **Step 1.** below. Second, the New Program Curriculum schema will be created by adding cores (e.g.: Requirements, Required Core, Electives, Pre-requisites, etc.) and populating with added or imported courses = **Step 2.** below.

Step 1. Adding and /or Importing Courses

Click on . There are two options to add courses to the New Program: "Add Course" and "Import Course." For courses that already are in the catalog, click on "Import Course" and find the courses needed. For new courses that are in the Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title. All new courses must have a New Course Proposal Form submitted in addition to this form.

Step 2. Creating Curriculum Schema

To create the New Program Curriculum Schema, Cores will need to be created and the courses above will need to be added. Click on  "View Curriculum Schema." Click on "Add Core" or "Import Core". Click on "New Core", complete the "Title" field for your core (e.g.: Electives), and the "Description" field if applicable. Click on "Add Courses". When you click on "Add Courses" it will bring up the list of courses available from **Step 1.** Select the

courses you wish to add and click "Add Course". For removing courses click on the ✕ and proceed.

Prospective Curriculum*

Core Courses - 30 units

Complete the following common set of core courses focused on theory, analysis, and management and leadership skills:

MPA 500 Mission Based Organizations in the Public Sector

MPA 501 Public Management and Organizational Behavior

MPA 502 Public Policy Making Process

MPA 503 Policy Analysis and Program Evaluation

MPA 504 Analytical Methods in the Public Sector

MPA 505 Administrative Law and Ethics

MPA 506 Public Budgeting

MPA 507 Public Human Resource Administration

MPA 692 Public Internship

MPA 699 MPA Professional Paper

Elective Courses - 6 units

Note: Select elective courses based on policy/administrative area interests. Courses may be drawn from any relevant coursework with permission from the program director and offering department. Up to two elective courses may be taken at the 400-level. Permission to enroll students has been secured from multiple departments at CI.

Specify the total number of prerequisite units required for the major. All prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:*

Completion of a Bachelor's degree.

Notes (not required):

Students are required to complete 36 units to graduate. If they have no prior public sector or not for profit experience, they will be required to complete a three unit internship as part of their coursework.

Students will complete six units of electives in addition to the core coursework. If not completing an internship due to in-service status, then students will complete an additional elective to complete the 36 units required for graduation. Electives selection reflects student area interests. For example, a student interested in immigration policy or program administration might enroll in *CHS 425: Contemporary Immigration Issues* as one of their elective courses. Such enrollments would, of course, happen only with permission of the program chairs and the MPA program director or advisor. Advance permission for student enrollment is being secured from chairs of departments anticipated to experience higher levels of such enrollments given likely student interests.

As program FTE grows, judicious addition of prefix electives will be added. The first such anticipated course is entitled "Faces of Public Policy" and focuses on street-level bureaucratic culture and policy framing. Dr. Tiina Itkonen will be submitting the proposal for this course.

DO NOT USE No DO NOT USE

Steps for Master of Public Administration - 36 units



Participants


Vandana Kohli

 **Andrea Skinner (System Administrator)**
11/2/2020 9:00 AM

AVP for Academic Planning and Undergraduate Initiative

Status: *Approved*


Participants

 **Jennifer Perry** 11/3/2020 9:12 AM

Curriculum Coordinator

Status: *Approved*






Participants

 **Andrea Skinner** 1/26/2023 10:21 AM

Articulation Officers

Status: *Routed*

Participants

  **Blake Buller** 4/10/2023 5:19 PM
  **Kristen Dobson** 3/7/2023 1:43 PM
 **Andrea Skinner (System Administrator)**
4/10/2023 6:47 PM

Custom Route

Status: *Approved*

Participants




 **Behavioral & Social Sciences Local Curriculum Committee**

 **Monica Pereira *** 4/26/2023 12:27 PM
 **Beatrice de Oca *** 4/26/2023 12:20 PM

Articulation Officers

Status: *Approved*

Participants

  **Blake Buller** 5/10/2023 11:37 AM
 **Kristen Dobson** 5/10/2023 12:09 PM

▼

Curriculum Committee	<i>Status: Approved</i>
Participants	
▲ Curriculum Committee	
✔ Andrea Skinner * 8/21/2023 10:32 AM	
▲ Additional Participants	

▼

Custom Route	<i>Status: Force Approved</i>
Participants	
Mary Adler	
✔ Andrea Skinner (System Administrator) 8/21/2023 10:33 AM	

▼

Senate	<i>Status: Working</i>
Participants	
○ Jason Miller	

▼

Provost	<i>Status: Incomplete</i>
Participants	
Mitch Avila	

▼

President	<i>Status: Incomplete</i>
Participants	
Richard Yao	

Decision Summary for Master of Public Administration - 36 units

Senate	<i>Status: Working</i>
Step Summary This step requires 100% approval from all participants to move forward.	
Participants	Totals
<input type="radio"/> Jason Miller	Users Approved: 0 Users Rejected: 0

Form for Chancellor's Office Approval of Program
(updates for legacy forms)

Masters of Public Administration

Follow these links to sections.

- 1 – Proposal Proposal
- 2 – Assessment Plan
- 3 – Curriculum Map Matrix

Academic Programs, Innovations and Faculty Development
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Long Beach, CA 90802-4210

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Phone 562-951-4677
Fax 562-951-4982
Email degrees@calstate.edu

California State University
Degree Program Proposal Template
Revised April 2022

Please note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- *Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.*

1. Program Type (Select all that apply)

- a. New Program (previously authorized as a projection by the BOT)
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan)
- c. State-Support
- d. [Self-Support](#)
- e. Delivery Format:
 - Fully face to face
 - Hybrid Some courses will be offered in blended format
 - Fully online

Note: For new Pilots and Pilot Conversions use: N/A

[Pilot Proposal template](#)

[Pilot Conversion template](#)

2. Program Identification

- a. Campus:
California State University Channel Islands

- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).
Master of Public Administration
- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.
Re-approved March 2023
- d. Term and academic year of intended implementation (e.g., fall 2024).
Fall 2024
- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.
36 units
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.
Programs of Political Science and Global Studies
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.
Dr. Dana Lee Baker, Professor and Chair, Political Science and Global Studies
- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Request for letter of support submitted to Provost Mitch Avila on 15 February 2023.

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Materials were submitted to curriculum committee to commence approval process on 9 October 2018. The courses included in the program have already been approved for inclusion in the campus course catalog. Per Associate Vice President for Academic Programs & Continuous Improvement, Dr. Francelina Neto, the MPA curriculum form will be able to proceed through the approval process initiated in the Fall 2018. As of March 2023, the remaining approval steps include: Articulation Officers, Curriculum Committee, Senate, Provost, and President.

- j. Substantive Change Screening Form:
- i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.
 - ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

CSUCI Accreditation Liaison Officer and Vice Provost, Dr. Jessica Lavariega-Monforti, will submit WSCUC Substantive Change Screening Form on behalf of this proposed program

- k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

CIP code: 44.0401

CSU Degree Program Code: 21021

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor's Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ([CIP](#)) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official "generic" CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

1. Purpose and Strengths

The mission of the Master of Public Administration (MPA) at CI states:

The MPA Program at CSUCI provides a diverse body of students from Ventura County, California, the nation, and the world with unparalleled student-centered graduate education. Faculty instill leadership, management, and innovative problem-solving skills in public administration and policy analysis grounded in the values of quality, ethical behavior, teamwork, inclusion, diversity, and belonging. The MPA program uses integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. Course work focuses on mission-based organizations, outcomes assessment, and continual improvement. Graduates demonstrate responsibility to society and commitment to service, education, and of life-long learning.

This mission was revised and updated through an iterative process involving program faculty, a student research team, students interested in applying to MPA programs, and the program community advisory board. The mission speaks to the programs cornerstone strengths of fostering a public service ethos, professional skill development, and a commitment to enhancing public good.

MPA programs serve students either already engaged in public service or actively interested in public service. Careers in public service exist in all levels of governments, in not-for-profit organizations, in private businesses conducting contract-based public works and in some cases, in the regulatory affairs or community outreach arms of larger, for-profit organizations. Three common themes of these careers in the 21st century include that the organizations tend to be increasingly mission driven, that the challenges addressed tend to involve wicked problems, and that employees working in the public sector are less likely to spend their entire careers at a single public agency than in the past. Given these themes, a demanding, skilled generalist program focused on leadership, public service ethics, and administrative skills such as budgeting and analysis serves students and the community best.

Finally, the national accreditation standards and practices are being woven into the MPA at CSUCI program from the get-go. Program management practices key to successful accreditation have been initiated and are being documented with an eye toward completing the process once the required period of operation has been completed. A successful application for affiliate program membership in the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) was completed in the fall of 2017. Program faculty (including but not limited to the future director) have attended professional meetings, focusing in particular on those oriented toward diversity in public service. While the hope and expectation of CSUCI's program is that a fair number of students will serve in Ventura and neighboring counties, the program will prepare students for service in local, state, federal, and international careers. Given this, we have adopted NASPAA's Universal Competencies as our Program Learning Outcomes (please see section 4 of this application for more information).

2. Fit with Institutional Mission or Institutional Learning Outcomes

CSUCI's mission is:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

A Master of Public Administration program fits perfectly in this mission, as it teaches students the practice of public service with an inherently multidisciplinary lens and must include both multicultural and international perspectives.

The education provided by the program encompasses all of CSUCI's Four Pillars (Integrative, Multicultural, International, and Community Engagement). Public administration is inherently interdisciplinary. While naturally including core disciplinary theories, skills, professional ethics, and abilities, the discipline of public administration recognizes the value of thinking across paradigms and the ability to work with others representing a variety of fields. Furthermore, contemporary training in public administration includes a strong focus on wicked problems. These kinds of public challenges involve contested problem definitions, unclear or incomplete options for solutions, and high probability of unanticipated consequences of public efforts. Public service should always be oriented toward integrative interdisciplinary work.

Interactions between various governments, sectors, community stakeholders, and individuals rest at the center of public administration as the discipline depends on expertise in diversity and inclusion. As such the program serves the pillar of multiculturalism by deliberately attending to cultural dexterity and the effective practice of diversity foundational to success in the 21st century public sector. For example, documented student development in the ability to "communicate and interact productively with a diverse and changing workforce and citizenry" is one of the universally required competencies for programs accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

While many of the students will pursue more local careers, at a minimum all students will be exposed to international concerns, practices, and governmental relations. It is, after all, impossible to consider any aspect of contemporary public administration independent of some potential for an international aspect of the work.

Finally, community engagement rests at the core of the Master of Public Administration. Most obviously, public administration exists to make the world better. Public administration theory is infused with thinking about how to effectively engage community in all forms. Students enrolled in the program will not only be directly engaged in meaningful public work, but will learn about enhancement of community engagement throughout their coursework.

3. Compelling Reasons for Offering the Program at this Time

Good governance exists in broad diversity of participants and the commitment of a broad spectrum of professionals to public service. The MPA at CSUCI exists to enhance the diversity and increase the number of individuals with graduate level preparation to participate in public sector work. Challenges in effective public discourse, the ongoing retirement of the Baby Boom Generation, and the dynamic conditions in Ventura County and beyond combine to make the presence of an MPA program at CSUCI an especially urgent need.

Given the diverse nature of public sector employment and the fact that public sector work includes employment in governments, not for profit entities, and the public sector, measures of the proportion of the workforce engaged in public sector work vary. Regardless of the measurement, however, the proportion remains substantial. For example, according to *Governing*, approximately 23 out of every 1,000 people in California [worked for the state or local governments in 2014](#). This was equivalent to the median rate of sub-national government employment nationwide, with these employment rates ranging from approximately 18 to 45 per thousand people. Furthermore, an examination of 2017 employment figures from the [Bureau of Labor Statistics found that in California government employees account for 15.2% of the workforce](#). This figure was even higher when federal, contract, not-for-profit, and government relations employees are counted among those in public service in our state. Although public sector employment was affected by the Covid-19 global pandemic, as reported in February 2023, [California employed more people in public sector than any other state](#).

While many jobs in governance do not require graduate level training, positions beyond entry level ones tend to. Governments have long made efforts to be model employers in diversity and inclusion. Even so, this work is far, far from over. In particular, both representation and inclusion decrease as positions and ranks require (or prefer) graduate level training. In contemporary governments, homogeneity increases alongside rank, position, and authority in far too many organizations to this day. Former CSUCI President Erika Beck forcefully articulated the goal of changing the trajectory of family trees. Graduate training works against formation or maintenance of glass ceilings in organizations. The MPA at CSUCI will exist to enhance opportunities for students from all backgrounds to thrive in public service through enhanced preparation for, and access to, leadership positions.

- b. Provide the proposed catalog description. The description should include:
- i. a narrative description of the program
 - ii. admission requirements
 - iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.
 - iv. total units required to complete the degree
 - v. if a master’s degree, catalog copy describing the culminating experience requirement(s)

The Master of Public Administration (M.P.A.) at CSUCI prepares students for thriving careers in public service. Coursework focuses on knowledge, skills, and expertise key to lifelong professional development in local, county, state, and federal agencies, as well as nonprofit organizations and the public sector components of for-profit entities. The M.P.A. program emphasizes high quality, professional approaches to addressing real world problems using multiple and diverse perspectives. Graduates of the program understand how to tackle public challenges in the 21st Century and beyond through committed and professional public service.

Students who meet the university's general graduate admissions requirements and who have demonstrated interest in public sector work will be accepted into the program. Interest may be demonstrated through a variety of ways such as a personal statement, a work sample portfolio, an interview with the program admissions committee, letters of recommendation, or some combination of these and other artifacts. This approach to admissions was strongly recommended in sessions focused on augmenting student diversity at recent Network of Schools of Public Policy, Affairs, and Administration (NASPAA) conferences and seminars. Students must complete a bachelor's degree prior to starting the program.

The Graduate Record Examination (GRE) will not be required for admission. There is no prerequisite coursework, however, students who have yet to take courses in basic statistics or American Government will be strongly encouraged to complete these prior to starting the program. Students without significant professional experience in a public or nonprofit agency will be required to enroll in the MPA 692 - Public Internship course. If students do not complete an internship due to in-service status, then they will complete an additional elective course with program director approval.

Students are required to complete 36 units to graduate with a Master of Public Administration. The list of required courses includes:

MPA 500 Mission Based Organizations in the Public Sector (3 units)

MPA 501 Public Management and Organizational Behavior (3 units)

MPA 502 Public Policymaking Process (3 units)

MPA 503 Policy Analysis and Program Evaluation (3 units)

MPA 504 Analytical Methods in the Public Sector (3 units)

MPA 505 Administrative Law and Ethics (3 units)

MPA 506 Public Budgeting (3 units)

MPA 507 Public Human Resource Administration (3 units)

MPA 692 Internship (3 units, required for in-service students may waive in favor of an additional elective course with program director approval)

MPA 699 MPA Professional Paper (3 units)

Two elective courses (6 units total)

Please note: Students select courses based on policy/administrative area interests. Courses may be drawn from any relevant coursework with permission from the program director and offering department. Up to two elective courses may be taken at the 400-level. Permission to enroll students has been secured from multiple departments at CI.

The catalog copy for the culminating experience requirement is:

MPA 699 - MPA Professional Paper (3 units) Independent applied research project on a public sector topic. Fulfills the Title V requirement as the culminating activity for all MPA students.

4. Curriculum – (These requirements conform to the WSCUC 2013 Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

Institutional Mission-Based Learning Outcomes

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

The Master of Public Administration Program (MPA) is located on the Channel Islands campus and contributes to the manifestation of these learning outcomes in students and graduates by being focused on public service, committed to diversity and inclusion, global in focus, and interdisciplinary at its core. The MPA Program Learning Outcomes are the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Universal

Competencies. These competencies serve as guideposts for all member programs and are key to program accreditation. These Program Learning outcomes are:

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

Completion of each of the program courses brings students closer to mastery of these Program Learning Outcomes. The degree to which each course addresses each learning outcome is outlined on the MPA Assessment Plan matrix submitted with this program package in a separate document.

Core MPA courses include a total of 51 student learning outcomes specified in approved course proposals. These SLOs are as follows:

MPA 500 Mission Based Organizations in the Public Sector

1. Develop performance indicators for public programs based on best practices
2. Design and execute a strategic planning process of a mission-based organization
3. Develop rubrics for evaluating performance of public programs
4. Assess the performance of government programs and agencies
5. Identify areas for improvement and make concrete recommendations for correcting deficiencies in public programs

MPA 501 Public Management and Organizational Behavior

6. Describe motivational process in public organizations and apply motivational theories to organizational scenarios
7. Explain group types, group development, group norms, and group decision making techniques
8. Discuss the major theories of organizational behavior from the various social and behavioral science disciplines
9. Analyze a local public organization based on a framework discussed in the course
10. Present findings of the analysis clearly in writing and through a professional presentation

MPA 502 Public Policy Making Process

11. Evaluate the successes and failures of government policy at all levels of government
12. Describe and critique the American policy making process and identify barriers to policy change
13. Discuss the theoretical models of policy making in the U.S. and critique the various theories
14. Prepare a policy memo analyzing the costs and benefits of a proposed policy
15. Formulate cogent policy recommendations
16. Compare and contrast policy making in the United States with the policy process used in other countries

MPA 503 Policy Analysis and Program Evaluation

17. Design a research strategy for evaluating a public program

18. Conduct a cost benefit analysis of a public decision
19. Evaluate the performance of a public program
20. Present research findings to a diverse audience both orally and in writing
21. Use qualitative techniques to evaluate public agency performance

MPA 504 Analytical Methods in the Public Sector

22. Read and critique current public administration research
23. Design a research project for a public administration topic
24. Identify and collect data appropriate to a research question
25. Formulate testable hypotheses
26. Describe the ethical and legal responsibilities of the research process
27. Apply proper statistical techniques to address research problems in public administration
28. Use statistical software to analyze quantitative data

MPA 505 Administrative Law and Ethics

29. Explore and evaluate alternative solutions to ethical problems
30. Discuss the principles of administrative law and their practical application in a modern public sector context
31. Describe the administrative process including the constitutional and statutory requirements for agency rule making and adjudication
32. Engage in group discussion and case analysis of important legal and constitutional issues concerning the public sector
33. Communicate an understanding of fundamental ethical theories and principles

MPA 506 Public Budgeting

34. Use spreadsheet software to forecast anticipated revenue based on revenue history
35. Create a capital budget for a hypothetical governmental jurisdiction
36. Describe and critique the budget cycles at the federal and state levels
37. Create a balanced budget through negotiations
38. Describe budgetary reforms that have been attempted, as well as those that are actively being considered, by policy makers

MPA 507 Public Human Resource Administration

39. Analyze the strengths and weaknesses of an organization or jurisdictions' human resource management policies and practices
40. Develop specific recommendations for moving an organization toward more strategic human resource management (SHRM)
41. Create a valid performance criteria as part of a comprehensive performance evaluation system
42. Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations
43. Apply course content to real world cases to make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation, and termination in the context of legal, political, and value considerations.

MPA 692 Public Internship

44. Perform satisfactory work in a public or nonprofit organization at a position of responsibility
45. Reflect upon professional experience in the context of classroom learning
46. Compare professional experience with public administration theory

MPA 699 MPA Professional Paper

47. Formulate a research question and hypothesis
48. Identify and collect data relevant to addressing the individual question
49. Write a literature review on a topic of importance to the public sector
50. Use qualitative and/or quantitative research methods to analyze a research question
51. Produce a thorough and well written professional paper demonstrating mastery of key MPA learning outcomes

Please see attached assessment plan documents for additional assessment details including where learning outcomes are introduced, developed, and mastered.

b. These program proposal elements are required:

- [Comprehensive Assessment Plan](#) addressing all assessment elements
- [Matrix](#) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Please see Master of Public Administration assessment documents submitted as separate attachments to the program application in Curriculog.

c. Indicate total number of units required for graduation.

36

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

N/A

e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

N/A

- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

The Master of Public Administration program could be run for the first two years with no additional courses other than delivery of courses already in the university's catalog system, Acalog, (MPA 500, MPA 501, MPA 502, MPA 503, MPA 504, MPA 505, MPA 506, MPA 507, MPA 692 and MPA 699). Please see pages 9 to 11 of this document for the names and student learning outcomes of each of these courses.

Judicious addition of a sustainable number of graduate-level program electives will enrich the program over time. Two such electives already in the university course catalog are POLS 432 - Faces of Policy: Civil Servants in Public Organizations and POLS 332 - Politics of Neurodiversity.

MPA students also take graduate and 400-level courses in disciplines with expertise in their substantive area of interest. Taking such courses is common practice in MPA programs and also serves students well in their efforts to deepen their understanding of the areas of public service in which they are interested. Selection of these electives requires director approval, permission from the relevant program chair(s), and, in some cases, permission from the instructor of the specific course.

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Below is a schedule of initially planned course offering with available faculty qualified to teach the courses. Per the advice of CSUCI's Associate Vice President for Academic Programs and Continuous Improvement, multiple qualified faculty are listed for each course. This is not intended to communicate either multiple sections or team teaching.

Fall 2024

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 501: Allison; Baker; Harris; Itkonen

MPA 692: All program faculty

Spring 2025

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 502: Baker; Frisch; Kelly; Soule; Wagner

MPA 503: Baker; Clarke

MPA 692: All program faculty

Fall 2025

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 501: Allison; Baker; Harris; Itkonen

MPA 504: Acuña; Baker; Clarke; Kelly; Sanchez; Soule; Wagner

MPA 505: Acuña; Allison

MPA 692: All program faculty

Spring 2026

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 502: Baker; Frisch; Kelly; Soule; Wagner

MPA 503: Baker; Clarke

MPA 506: Baker; Frisch; Harris

MPA 507: Baker; Pément

MPA 692: All program faculty

MPA 699: All program faculty

Fall 2026

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 501: Allison; Baker; Harris; Itkonen

MPA 504: Acuña; Baker; Clarke; Kelly; Sanchez; Soule; Wagner

MPA 505: Acuña; Allison

MPA 5XX: All program faculty

MPA 692: (internship with faculty advisor; not a lecture course)

MPA 699: All program faculty

Spring 2027

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 502: Baker; Frisch; Kelly; Soule; Wagner

MPA 503: Baker; Clarke

MPA 506: Baker; Frisch; Harris

MPA 507: Baker; Pément

MPA 5XX: All program faculty

MPA 692: All program faculty

MPA 699: All program faculty

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

The culminating experience for the Master of Public Administration is the MPA 699 MPA Professional Paper (3 units). The catalog course description for this course is: Independent applied research project on a public sector topic. Fulfills the Title V requirement as the culminating activity for all MPA students.

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

(WASC 2013 CFR: 2.2b)

Students enter Master of Public Administration programs having completed a broad spectrum of undergraduate degrees. This is highly desirable given the scope of professions and substantive foci in public service. The percentage of students entering MPA programs with bachelor's degrees in public administration represent a small percentage of students entering such programs.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA, located online at: www.naspaa.org) is the globally-recognized accreditation body for programs in

Public Administration. As NASPAA explains, “NASPAA accreditation is awarded at the master’s degree program level only, not at the school or institutional level” (<https://accreditation.naspaa.org/considering-accreditation/>).

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

(WASC 2013 CFR: 2.2b)

Students who meet the university’s general graduate admissions requirements and who have demonstrated interest in public sector work will be accepted into the program. Interest may be demonstrated through a variety of ways such as a personal statement, a work sample portfolio, an interview with the program admissions committee, letters of recommendation, or some combination of these and other artifacts. Students must complete a bachelor’s degree prior to starting the program.

The Graduate Record Examination (GRE) will not be required for admission. There is no prerequisite coursework, however, students who have yet to take courses in basic statistics or American Government will be strongly encouraged to complete these prior to starting the program. Students without significant professional experience in a public or nonprofit agency will be required to enroll in the MPA 692 - Public Internship course. If students do not complete an internship due to in-service status, then they will complete an additional elective course with program director approval.

- k. For graduate degree programs, specify criteria for student continuation in the program.

Continuous enrollment (barring approved leave of absence)
Overall GPA of 2.6 or above

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

N/A

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor’s degree programs or an appropriate year major roadmap for master’s degree programs that outlines the suggested coursework students should complete each semester.

<i>Master of Public Administration - Advising Roadmap Recommended Course Sequence (full time students starting fall semesters)</i>					
<i>First Year (18 units)</i>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
MPA 500	3			MPA 502	3
MPA 501	3			MPA 503	3
MPA 692 or Elective	3			MPA 692 or Elective	3

	<i>Total: 9</i>		<i>Total: 0</i>		<i>Total: 9</i>	
Second Year (18 units)						
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>	
MPA 504	3			MPA 506	3	
MPA 505	3			MPA 507	3	
Elective	3			MPA 699	3	
	<i>Total:9</i>		<i>Total: 0</i>		<i>Total:9</i>	
					<i>Total Units:</i>	36
Master of Public Administration - Advising Roadmap Recommended Course Sequence (full time students starting spring semesters)						
First Year (18 units)						
<i>Spring</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Fall</i>	<i>Units</i>	
MPA 500	3			MPA 501	3	
MPA 502	3			MPA 504	3	
MPA 692 or Elective	3			MPA 692 or Elective	3	
	<i>Total:9</i>		<i>Total:0</i>		<i>Total:9</i>	
Second Year (18 units)						
<i>Spring</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Fall</i>	<i>Units</i>	
MPA 503	3			MPA 505	3	
MPA 506	3			MPA 699	3	
MPA 507	3			MPA 692 or Elective	3	
	<i>Total:9</i>		<i>Total:0</i>		<i>Total:9</i>	
					<i>Total Units:</i>	36

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(WASC 2013 CFR: 1.8)

The globally recognized accrediting body for Master of Public Administration (MPA) programs is the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Accreditation protocols are managed by NASPAA's Commission on Peer Review and Accreditation (COPRA). In order to initiate the process of applying for accreditation, programs must be a member of NASPAA, be part of a university in good standing with its own accrediting body, and have been in operation for at least four years during which accreditation data has been systematically collected. Assuming the MPA program starts at CSUCI in the fall of 2024, the anticipated date of the accreditation initial request will be in 2029.

During her service at Washington State University, Dr. Dana Lee Baker was responsible for initiating and bringing to first time approval the accreditation of WSU's Master of Public Affairs program. Dr. Baker is leveraging this previous experience to serve the Master of Public Administration program at CI by already maintaining relevant records and building the

program around NASPAA accreditation requirements. Once the program is underway, records requirements will increase, and day-to-day collection and maintenance of records will be completed by the staff member described below.

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree program.

National professional accreditation through NASPAA exists only at the graduate level in public administration.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

5. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

As of 2018, a total of 32 universities in California offer graduate programs in Public Administration, Public Policy, or Public Affairs.

California State University:

Bakersfield (Campus)
Chico (Campus)
Dominguez Hills (Campus and Extension)
East Bay (Campus)
Fresno (Campus and Extension)
Fullerton (Campus)
Long Beach (Campus and Extension)
Los Angeles (Campus)
Northridge (Extension)
Pomona (Campus)
Sacramento (Campus)
San Bernardino (Campus)
San Diego (Campus and Extension)
San Francisco (Campus)
San Jose (Campus)
San Luis Obispo (Master of Public Policy, Campus)
Sonoma (Campus)
Stanislaus (Campus)

Other Neighboring Institutions:

California Lutheran University (Master of Public Policy and Administration)
Pepperdine University (Master of Public Policy)

- b. Describe differences between the proposed program and programs listed in Section 5a above.

Most MPA programs are similar in curriculum due to requirements imposed by NASPAA accreditation. The CSUCI program will be unique in its emphasis on mission-based organizations and its dedication to high impact teaching practices at a Hispanic Serving Institution focused on diversity, equity, inclusion, and belonging.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

No similar programs are currently offered at CSUCI. Elective courses will be drawn from programs delivered by specialists in the substantive (topical) areas of interest to MPA students.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Numerous public sector stakeholders were consulted during the planning process since at least 2011. An inaugural MPA advisory board was formed during the 2017-2018 academic year. These board members were invited to participate in components of the planning process and will be involved in program planning process in perpetuity. While the group's efforts are currently suspended, they will resume upon approval of this proposal.

- e. Provide applicable workforce demand projections and other relevant data.

Note: Data Sources for Demonstrating Evidence of Need

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

As a new university, the need for a Master of Public Administration was determined early on in the history of CI. In fact, the program was scheduled for implementation in 2005 in early versions of our academic master plan which were approved by the Board of Trustees. Although implementation of the degree has been delayed due to the slower than anticipated funding for growth of the campus and its academic offerings, the need for an MPA program continues to grow.

In April 2007, the Dean of Extended Education at CI (Dr. Gary Berg) commissioned a report on regional trends and program opportunities which was conducted by the firm Eduventures. The report found that there are currently 89,300 people employed in the government sector in Ventura County with approximately 1,230 job openings created each year. In addition, the report indicated that the government sector is experiencing considerable growth at the management level, and that "many current employees are reaching retirement age."

Eduventures identified "Master of Public Administration with specializations related to fastest growing industry occupations" as a program opportunity for CI. There is also strong anecdotal evidence of demand for this program from members of the surrounding community, including public sector employers such as the County of Ventura and its ten incorporated areas.

Little has changed in the intervening fifteen years. Public service remains a thriving concern in Ventura County, California, the nation, and globally. According to the Bureau of Labor Statistics, in California the percentage of the workforce that are government employees increased 2.4 percent between 2007 and 2017 (<https://www.usatoday.com/story/money/economy/2018/06/01/states-where-the-most-people-work-for-government/35302753/>). The U.S. Census Bureau Census of Governments Report issued on March 4, 2014 showed that even during a period of contraction following the economic crisis at the end of the first decade of the 21st century, the majority of government jobs were at the state (22.8%) or local (77.2%) levels in California (https://www2.census.gov/govs/apes/2012_summary_report.pdf). According to the County of Ventura Human Resources, 956 positions were filled in 2017 for County governance alone (<https://hr.ventura.org/>). Of course, this number does not include other government entities, not for profit organizations, and positions in the private sector focused on public work.

Perhaps more importantly, declining faith in all levels of government lessens overall confidence in our ability to self-govern and reduces diversity in governance. Now more than ever, there is a need for highly qualified professional public servants who are educated in ways to improve the quality and effectiveness of public services and to demonstrate improvement to the public. With the large turnover that is anticipated in the middle and upper ranks of many organizations, we as a society need to educate a generation of ethical and competent administrators who understand how to demonstrate that programs are working and fix those that are not. A high quality MPA program at CSUCI focused on high impact teaching practices will be one step in this direction.

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Master of Public Administration (MPA) degrees are among the most popular master's degrees offered by the California State University system. According to data provided on the California State University "Choosing a Graduate Program" website, 7% of all master's and doctoral degrees awarded by CSU are in Public Affairs & Service. There are currently many more students enrolled in MPA programs throughout the system than any other master's degree currently being considered by CI. Many of the smaller CSU Campuses are able to maintain viable MPA Programs. For example, CSU Stanislaus reports approximately 60 MPA students each year.

The MPA degree is commonly offered at comprehensive universities throughout the country. The Network of Schools of Public Policy, Affairs, and Administration reports that there were more than 23,000 students enrolled in the 221 member programs as of the fall of 2017. More

than 30 percent of the students enrolled in these programs identified as persons of diversity. The size of the programs ranged from 17 to 1,070 students, with a mean of 116 and median of 85. Graduation rates for programs were healthy, with a mean number of graduates of 48 students in the 2015-2016 academic year, totaling more than 10,000 degrees awarded.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

The MPA at CSUCI exists to enhance diversity in public service. NASPAA accreditation requires active attention to diversity. Without proper attention to the Universal Learning Outcome #5, “to communicate and interact productively with a diverse and changing workforce and citizenry” the MPA at CSUCI will simply never become accredited as a program in public administration. Without diversity, democracy in public administration withers and dies. The MPA at CSUCI contributes to the flourishing of public administration through equity, diversity, inclusion, and social justice.

MPA faculty have been selected in consideration of their commitment to diversity, equity, inclusion, and belonging. Five of the core and affiliated faculty members have received professional awards for their diversity-oriented work in recent years. Numerous faculty publications focus on diversity and equitable access, including publications focused specifically on enhancing diversity in higher education. This shared and deep commitment to professional commitment includes a focus on ongoing professional development in equity, access, diversity, and inclusion. This professional practice includes participation in programs specific to public administration programs. For example, during the 2017-2018 academic year, Dr. Dana Lee Baker attended the diversity focused sessions of the 2017 NASPAA Annual Conference in Washington, D.C. and Dr. Matthew Mendez attended Conference of Minority Public Administrators hosted by the American Society for Public Administration in Los Angeles.

The MPA advisory board is similarly committed to equitable access to the program, in both professional orientation and in the service asked of the board. Topics focused on diversity, access, and inclusion will consistently appear on advisory board meeting agendas.

In summary, steps the program will take to ensure ALL prospective candidates have equitable access to the program include (,but are by no means limited to):

1. Unwavering focus on NASPAA accrediting standards, which emphasize diversity and inclusion.
2. Use of a student-curated approach to admission portfolios (as recommended at the 2017 NASPAA Conference diversity sessions).
3. Ongoing faculty professional development in access, diversity, inclusion, and belonging.
4. All faculty position applicants will be required to articulate how their service at CI will contribute to diversity and inclusion. For example, in the current request for a position focused on sub-national governance, the draft position request includes as a required position

qualification, “demonstrated record of academic (teaching, research, or service) or professional work focused on enhancing diversity and inclusion in the public sector.”

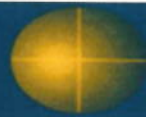
5. Broad based, diversity-oriented student recruitment efforts led in partnership with the MPA recruitment committee and the advisory board.
 6. Program faculty will actively attend to representation and diversity in authorship of texts and other materials assigned in coursework.
 7. Program faculty will continue to work closely with diversity and inclusion-oriented campus entities.
 8. Initiation of an alumni-student peer mentor program starting in year 3 of the program with CI alumni and begun immediately with other local alumni such as those of programs for which Dr. Baker previously worked.
 9. Starting in the second semester of operation, assessment and accreditation data will be collected from students. This data will include questions focused on diversity (including both successful efforts and areas of improvement). Primary data collection strategies will include (short) surveys, exit interviews, and annual student focus groups.
- c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

There is not a Bachelor’s in Public Administration at CSUCI. This is true for the majority of universities offering Master of Public Administration Programs and a feature, rather than a bug, of Public Administration programs. Students enter Master of Public Administration programs having completed a broad spectrum of undergraduate degrees. This is highly desirable given the scope of professions and substantive foci in public service. The percentage of students entering MPA programs with bachelor’s degrees in Public Administration represent a small percentage of students entering such programs.

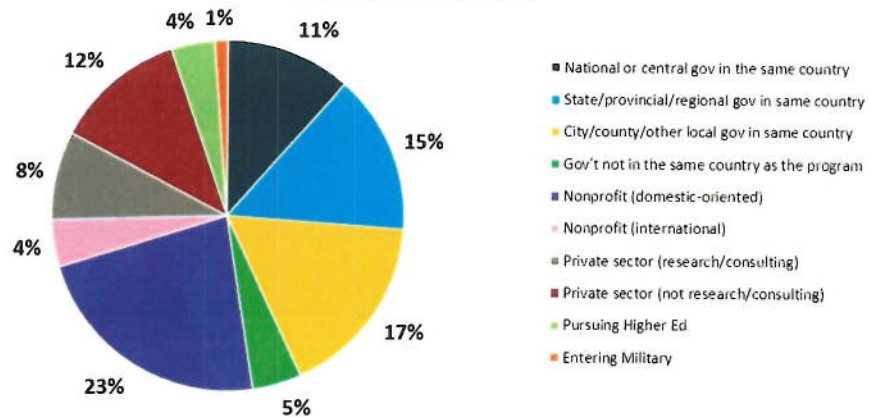
The Network of Schools of Public Policy, Affairs, and Administration (NASPAA, located online at: www.naspaa.org) is the globally-recognized accreditation body for programs in Public Administration. As NASPAA explains, “NASPAA accreditation is awarded at the master’s degree program level only, not at the school or institutional level” (<https://accreditation.naspaa.org/considering-accreditation/>).

- d. Describe professional uses of the proposed degree program.

Graduates of Master of Public Administration (MPA) programs work in public service, both in the public sector and beyond. These positions are located in all levels of government (local, state, and national), in not-for-profit organizations (in particular those funded substantially or exclusively by public funds), and in private sector entities (commonly in consulting or in the regulatory or public affairs units). Employment of recent graduates of MPA students six months after graduation is shown in the image below:



Employment by Sector of Alumni 6 Months After Graduation
(4 Year Total: AY 11-12 thru AY 14-15)



NASPAA 2011-2012 thru 2014-2015 Annual Data Reports

14235 programs, 30,996 Known Graduates

Located online at: <http://www.naspaa.org/DataCenter/NASPAA5.jpg>.

Students of MPA programs, often, but not always, aspire to supervisory, lead, or analyst positions, as opposed to front-line service providers. In some cases, students enter MPA programs because the positions to which they hope to be, or recently have been, promoted to require graduate training. Other students complete MPA programs prior to employment in the public sector for reasons including transition out of other careers, a desire to work at programming, leadership, or policy issues in public service, or with the goal of building a career in upwardly mobile public service. Finally, a small proportion of students (4% in AY 11-12 through AY 14-15) complete MPA programs prior to completing a PhD or law degree. PhD programs in Public Policy and Public Administration tend to include an expectation of completion of a professional master's degree prior to enrollment.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

The Master of Public Administration Program will be open to both full-time and part-time enrollment. Expected full time equivalent (FTE) student enrollment is provided in the chart below. Numbers also take into account the 10% student attrition rate described in the Revenue and Enrollments Projections spreadsheet attached to this proposal. Student headcounts are anticipated to be higher than the more conservative FTE numbers. Furthermore, the MPA program will aim for higher student retention rates than assumed in the budget document, in part by allowing students to move between part- and full-time status in accordance with their individual academic, professional, and life needs. The program student body will stabilize at approximately 50-60 FTE to support offering six program graduate courses a semester.

Year	Number of Students (AY FTE)	Number of Graduates (AY)	Number of Alumni (Running Total)
Initial Year	12	0	0
Three Years After	35	11	23
Five Years After	51	20	63

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. *Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)*

Program Director and Faculty Member

Dana Lee Baker, Professor and Chair of Political Science and Global Studies, Ph.D. in Public Policy, University of Texas at Austin 2001 (previous director of a Master of Public Affairs; previous faculty member on an MPA; lead of a NASPAA accreditation team; Public Administration theory; Program Evaluation; Policy Analysis; Methods in Public Administration; Public Budgeting; Public Human Resources; Intergovernmental Relations)

Program Faculty

Samantha Acuña, Assistant Professor of Political Science, Ph.D., University of California Los Angeles, 2022 (Analytical Methods; Constitutional Law; Gender and Political Science; Human and Civil Rights; Anti-discrimination in Public Administration and Public Policy)

Tim Allison, Lecturer, J.D. University of Minnesota Law School, 1995. (Law, Public Management, Administrative Ethics)

Tracylee Clarke, Professor of Communication, Ph.D. University of Utah 2006. (Collaborative Policy Development, Environmental Conflict Resolution, Policy Analysis, and Cultural Communication)

Scott Frisch, Professor of Political Science, Ph.D. Claremont Graduate University 1997 (Previous director of a Master of Public Administration; Public Policy, Public Budgeting and Finance).

Andrea Grove, Professor of Political Science, Ph.D. The Ohio State University 1999 (Leadership, Foreign Policy and International Relations).

Colleen Harris, Librarian, Ph.D. Education Learning and Leadership 2015, MPA expected Spring 2024, M.S. Library and Information Sciences (Mission Centered Organizations, nonprofit leadership and management, public financial management).

Tiina Itkonen, Professor of Education and Political Science, Ph.D. University of California Santa Barbara, 2004 (Education Policy, Organizational Behavior, Leadership and Public Policy).

Sean Q Kelly, Professor of Political Science, Ph.D. University of Colorado, 1992 (Research Methods, Health Policy, Public Administration).

Nancy-Jean Pément, Lecturer in Higher Education Leadership, School of Education, Ed.D., California Lutheran University 2013 (Public Administration, Public Leadership, Mission Centered Organizations, Criminology and Criminal Justice)

Luis Sanchez, Assistant Professor of Sociology, Ph.D. Pennsylvania State University (Demography, Immigration, Sociology, Assimilation, and Quantitative Research Methods).

Suzanne Soule, Lecturer, Ph.D. in Political Science, University of California Santa Barbara 2013 (Public Policy, Program Evaluation, and Research Methods)

William E. Wagner III, Professor of Sociology, Ph.D. University of Illinois-Chicago (Research Methods, Social Policy)

Faculty in other programs with disciplinary expertise relevant to individual MPA students' substantive area interests will teach courses taken as electives. Such faculty are chosen by the programs offering the degrees/prefixes housing these courses for their preparative and expertise in the topics.

In addition, MPA degrees typically employ practitioners in the public sector who have advanced degrees and expertise in a given subfield (e.g., budgeting, human resources) of public administration. There are numerous qualified instructors in the Ventura County service region.

- b. Describe facilities that would be used in support of the proposed program.

Four to seven classrooms per semester, scheduled during an on-template class period. Most semesters a computer lab would be required for one of the courses.

The program will be implemented to allow students to start in either the fall or spring semester. This means that the gateway course (MPA 500) and the culminating course (MPA 699) should be offered each semester (assuming sufficient students matriculate or are expected to graduate in that semester).

- c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

Please see attached memo from Monica Pereira, who serves as an associate librarian at CI. Adequate access to electronic learning resources exists for successful completion of an MPA at CI. For example, the library has 110 lab computers available which provide free access to computers equipped with software typically necessary for completion of MPA requirements

such as Microsoft Office, Adobe Creative Suite, and SPSS (located online at: <https://www.csuci.edu/its/labs/>). Printing and software installation services are also available at free or low cost to students.

- d. Describe available academic technology, equipment, and other specialized materials.

No such specialized materials are required.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

The program requires a 0.5 FTE staff support position to operate efficiently and effectively. NASPAA monitors staff support in accreditation records and processes in recognition of the central role appropriate staffing plays in student success, program operations, and alumni communications. The staff support position would be best constituted as a full-time position shared with another graduate program given the unique needs and processes surrounding graduate students.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

N/A

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Please see attached report prepared by campus associate librarian, Monica Pereira.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

N/A

9. Self-Support Programs **N/A**

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
 - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to:

degrees@calstate.edu

Academic Programs, Innovation and Faculty Development
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Long Beach, CA 90802-4210

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Master of Public Administration at CSUCI: Comprehensive Assessment Plan

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs (please see descriptions following table)</i>	<i>Course where each SLO is assessed</i>	<i>Assessment activity/ assignment used to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).	To lead and manage in public governance	4	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	Collect: course professor and focus group leader. Analyze: administrative assistant and program director Interpret: program faculty and advisory board	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		6, 7, 8	MPA 501	Class Presentations	Rubric	Every semester	Quantitative	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	
		29	MPA 505	Case analysis	Rubric	Every semester	Quantitative	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	35	MPA 506	Pre-/mid-/post- knowledge Inventory	Self- assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<p>Collect: course professor</p> <p>Analyze: administrative assistant and program director</p> <p>Interpret: course professor and program director</p>	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
	39, 40, 43	MPA 507	Case analysis	Rubric	Every semester	Quantitative	<p>Collect: course professor</p> <p>Analyze: administrative assistant and program director</p> <p>Interpret: course professor and program director</p>	Annually	
	44	MPA 692	On-site supervisor Evaluation	Survey	Completion of internship	Aggregated quantitative results and coded qualitative analysis	<p>Collect: administrative assistant</p> <p>Analyze: administrative assistant and program director</p> <p>Interpret: program faculty and advisory board</p>	Annually	
	47	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and coded qualitative analysis; compared to data collected in MPA 500.	<p>Collect: course professor</p> <p>Analyze: administrative assistant and program director</p> <p>Interpret: program faculty and advisory board</p>	Annually	

<p>Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).</p>	<p>To participate in and contribute to the policy process.</p>	<p>3</p>	<p>MPA 500</p>	<p>Program Initiation focus group led by alum or advisory board member</p>	<p>Structured leader response sheet and participant self-assessment inventory</p>	<p>Every semester</p>	<p>Qualitative</p>	<p>Collect: course professor and focus group leader Analyze: administrative assistant and program director Interpret: program faculty and advisory board</p>	<p>Annually</p>	<p>Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.</p>
		<p>11, 12, 13</p>	<p>MPA 502</p>	<p>Policy Memo</p>	<p>Rubric</p>	<p>Every semester</p>	<p>Quantitative</p>	<p>Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director</p>	<p>Annually</p>	
		<p>36, 38</p>	<p>MPA 506</p>	<p>Pre-/mid-/post-knowledge Inventory</p>	<p>Self-assessment form</p>	<p>Class weeks: 1, 8, last</p>	<p>Quantitative (mean, standard deviations, deltas, ranges, correlations)</p>	<p>Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director</p>	<p>Annually</p>	
		<p>50</p>	<p>MPA 699</p>	<p>Title V assignment (final draft)</p>	<p>Project Evaluation Rubric</p>	<p>Every Semester</p>	<p>Aggregated quantitative results and coded qualitative analysis; compared to data collected in MPA 500.</p>	<p>Collect: course professor Analyze: administrative assistant and program director Interpret: program faculty and advisory board</p>	<p>Annually</p>	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	To analyze, synthesize, think critically, solve problems, and make decisions	1		MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	Collect: course professor and focus group leader Analyze: administrative assistant and program director Interpret: program faculty and advisory board	Annually	Orientation to teaching MPA 500 for any new faculty, coordination with lead on advisory board.
		9		MPA 501	Class Presentations	Rubric	Every semester	Quantitative	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	E-mail reminder to course instructor from administrative assistant
		15, 16		MPA 502	Policy Memo	Rubric	Every semester	Quantitative	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	E-mail reminder to course instructor from administrative assistant
		17, 18, 21		MPA 503	Final Project	Checklist	End of course offering	Quantitative (percent met)	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	E-mail reminder to course instructor from administrative assistant

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	23, 24, 25, 27, 28	MPA 504	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
	34	MPA 506	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	
	48	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and coded qualitative analysis; compared to data collected in MPA 500	Collect: course professor Analyze: administrative assistant and program director Interpret: program faculty and advisory board	Annually	
To identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).	2	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	Collect: course professor and focus group leader Analyze: administrative assistant and program director Interpret: program faculty and advisory board	Annually	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	19	MPA 503	Final Project	Checklist	End of course offering	Quantitative (percent met)	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
	22, 26	MPA 504	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	
	30, 31	MPA 505	Case analysis	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	
	41	MPA 507	Case analysis	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	

45, 46	MPA 692	On-site supervisor Evaluation	Survey	Completion of internship	Aggregated quantitative results and code qualitative analysis	<p><u>Collect:</u> administrative assistant</p> <p><u>Analyze:</u> administrative assistant and program director</p> <p><u>Interpret:</u> program faculty and advisory board</p>	Annually	<p>Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgment and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.</p>
49	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and code qualitative analysis; compared to data collected in MPA 500	<p><u>Collect:</u> course professor</p> <p><u>Analyze:</u> administrative assistant and program director</p> <p><u>Interpret:</u> program faculty and advisory board</p>	Annually	
5	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	<p><u>Collect:</u> course professor and focus group leader</p> <p><u>Analyze:</u> administrative assistant and program director</p> <p><u>Interpret:</u> program faculty and advisory board</p>	Annually	
10	MPA 501	Class Presentations	Rubric	Every semester	Quantitative	<p><u>Collect:</u> course professor</p> <p><u>Analyze:</u> administrative assistant and program director</p> <p><u>Interpret:</u> course professor and program director</p>	Annually	
								<p>Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).</p> <p>To communicate and interact productively with a diverse and changing workforce and citizenry</p>

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline	42	MPA 507	Case analysis	Rubric	Every semester	Quantitative	Collect: course professor Analyze: administrative assistant and program director Interpret: course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
	51	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and code qualitative analysis; compared to data collected in MPA 500	Collect: course professor Analyze: administrative assistant and program director Interpret: program faculty and advisory board	Annually	

Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale, on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

MPA Core Curriculum

Course Descriptions and Learning Outcomes

MPA 500 Mission Based Organizations in the Public Sector (3)

Course Description

Analysis of mission-based organizations in the public and nonprofit sector. Examination of the role of planning, performance evaluation, assessment, and continuous improvement as the hallmarks of a mission driven organization.

Course Student Learning Outcomes

1. Develop performance indicators for public programs based on best practices
2. Design and execute a strategic planning process of a mission-based organization
3. Develop rubrics for evaluating performance of public programs
4. Assess the performance of government programs and agencies
5. Identify areas for improvement and make concrete recommendations for correcting deficiencies in public programs

MPA 501 Public Management and Organizational Behavior (3)

Course Description

Theories and concepts of organizational behavior and public management from an interdisciplinary perspective (including economics, psychology, sociology, and political science). Organizational decision making, bureaucracy, organizational change and learning, public versus private organizations, leadership, and organizational culture.

Course Student Learning Outcomes

6. Describe motivational process in public organizations and apply motivational theories to organizational scenarios
7. Explain group types, group development, group norms, and group decision making techniques
8. Discuss the major theories of organizational behavior from the various social and behavioral science disciplines
9. Analyze a local public organization based on a framework discussed in the course
10. Present findings of the analysis clearly in writing and through a professional presentation

MPA 502 Public Policy Making Process (3)

Course Description

Examines the public policy making process in the United States at the national, state, and local levels.

Course Student Learning Outcomes

11. Evaluate the successes and failures of government policy at all levels of government
12. Describe and critique the American policy making process and identify barriers to policy change
13. Discuss the theoretical models of policy making in the U.S. and critique the various theories
14. Prepare a policy memo analyzing the costs and benefits of a proposed policy
15. Formulate cogent policy recommendations
16. Compare and contrast policy making in the United States with the policy process used in other countries

MPA 503 Policy Analysis and Program Evaluation (3)

Course Description

Introduces public policy analysis tools and methods. Focus is on both prescriptive analysis to help decide between policy options, and program evaluation to determine how well a program is working.

Course Student Learning Outcomes

17. Design a research strategy for evaluating a public program
18. Conduct a cost benefit analysis of a public decision
19. Evaluate the performance of a public program
20. Present research findings to a diverse audience both orally and in writing
21. Use qualitative techniques to evaluate public agency performance

MPA 504 Analytical Methods in the Public Sector (3)

Course Description

Research methods course tailored to students of public administration. Quantitative, qualitative, and mixed method approaches are presented.

Course Student Learning Outcomes

22. Read and critique current public administration research
23. Design a research project for a public administration topic
24. Identify and collect data appropriate to a research question
25. Formulate testable hypotheses
26. Describe the ethical and legal responsibilities of the research process
27. Apply proper statistical techniques to address research problems in public administration
28. Use statistical software to analyze quantitative data

MPA 505 Administrative Law and Ethics (3)

Course Description

Examines the legal foundation and environment of public administration in the United States. Also introduces key concepts of public sector ethics.

Course Student Learning Outcomes

29. Explore and evaluate alternative solutions to ethical problems
30. Discuss the principles of administrative law and their practical application in a modern public sector context
31. Describe the administrative process including the constitutional and statutory requirements for agency rule making and adjudication
32. Engage in group discussion and case analysis of important legal and constitutional issues concerning the public sector
33. Communicate an understanding of fundamental ethical theories and principles

MPA 506 Public Budgeting (3)

Course Description

Survey of current theory and practice of budgeting and financial management in the public sector. Topics include: revenue forecasting, expenditure estimation, and budget balancing.

Course Student Learning Outcomes

34. Use spreadsheet software to forecast anticipated revenue based on revenue history
35. Create a capital budget for a hypothetical governmental jurisdiction
36. Describe and critique the budget cycles at the federal and state levels
37. Create a balanced budget through negotiations
38. Describe budgetary reforms that have been attempted, as well as those that are actively being considered, by policy makers

MPA 507 Public Human Resource Administration (3)

Course Description

Examination of the fundamentals of Human Resources Administration including recruitment, selection, training, motivation, compensation, evaluation, discipline, and separation of employees.

Course Student Learning Outcomes

39. Analyze the strengths and weaknesses of an organization or jurisdictions' human resource management policies and practices
40. Develop specific recommendations for moving an organization toward more strategic human resource management (SHRM)
41. Create a valid performance criteria as part of a comprehensive performance evaluation system
42. Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations
43. Apply course content to real world cases to make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation, and termination in the context of legal, political, and value considerations.

MPA 692 Public Internship

Course Description

Internship in an approved public sector organization.

Course Student Learning Outcomes

44. Perform satisfactory work in a public or nonprofit organization at a position of responsibility
45. Reflect upon professional experience in the context of classroom learning
46. Compare professional experience with public administration theory

MPA 699 MPA Professional Paper (3)

Course Description

Independent applied research project on a public sector topic. Fulfills the Title V requirement as the culminating activity for all MPA students.

Course Student Learning Outcomes

47. Formulate a research question and hypothesis
48. Identify and collect data relevant to addressing the individual question
49. Write a literature review on a topic of importance to the public sector
50. Use qualitative and/or quantitative research methods to analyze a research question
51. Produce a thorough and well written professional paper demonstrating mastery of key MPA learning outcomes

Curriculum Map Matrix (Master of Public Affairs)

	MPA 500: Mission Based Organizations in the Public Sector	MPA 501: Public Management and Organizational Behavior	MPA 502: Public Policy Making Process	MPA 503: Policy Analysis and Program Evaluation	MPA 504: Analytic Methods in the Public Sector	MPA 505: Administrative Law and Ethics	MPA 506: Public Budgeting	MPA 507: Public Human Resource Administration	MPA 692: Public Internship	MPA 699: MPA Professional Paper
<i>SLO 1: Develop performance indicators for public programs based on best practices</i>	I, D, M									
<i>SLO 2: Design and execute a strategic planning process of a mission-based organization</i>	I, D, M									
<i>SLO 3: Develop rubrics for evaluating performance of public programs</i>	I, D, M									
<i>SLO 4: Assess the performance of government programs and agencies</i>	I, D, M									
<i>SLO 5: Identify areas for improvement and make concrete recommendations for correcting deficiencies in public programs</i>	I, D, M									

Place an I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table. Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

	MPA 500: Mission Based Organizations in the Public Sector	MPA 501: Public Management and Organizational Behavior	MPA 502: Public Policy Making Process	MPA 503: Policy Analysis and Program Evaluation	MPA 504: Analytic Methods in the Public Sector	MPA 505: Administrative Law and Ethics	MPA 506: Public Budgeting	MPA 507: Public Human Resource Administration	MPA 692: Public Internship	MPA 699: MPA Professional Paper
SLO 6: Describe motivational process in public organizations and apply motivational theories to organizational scenarios	I	D, M								
SLO 7: Explain group types, group development, group norms, and group decision making techniques		I, D, M								
SLO 8: Discuss the major theories of organizational behavior from the various social and behavioral science disciplines		I, D, M								
SLO 9: Analyze a local public organization based on a framework discussed in the course		I, D, M								
SLO 10: Present findings of the analysis clearly in writing and through a professional presentation	I	D								M

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<i>SLO 11: Evaluate the successes and failures of government policy at all levels of government</i>	I		I, D							M
<i>SLO 12: Describe and critique the American policy making process and identify barriers to policy change</i>			I, D, M							
<i>SLO 13: Discuss the theoretical models of policy making in the U.S. and critique the various theories</i>			I, D	M						
<i>SLO 14: Prepare a policy memo analyzing the costs and benefits of a proposed policy</i>			I, D, M							
<i>SLO 15: Formulate cogent policy recommendations</i>	I		I, D							M
<i>SLO 16: Compare and contrast policy making in the United States with the policy process used in other countries</i>			I, D, M							

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

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SLO 17: Design a research strategy for evaluating a public program	I			D, M						
SLO 18: Conduct a cost benefit analysis of a public decision				I, D			M			
SLO 19: Evaluate the performance of a public program	I	I		D, M						
SLO 20: Present research findings to a diverse audience both orally and in writing				I, D						M
SLO 21: Use qualitative techniques to evaluate public agency performance				I, D, M						
SLO 22: Read and critique current public administration research	I				D, M					
SLO 23: Design a research project for a public administration topic					I, D					M

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

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SLO 24: Identify and collect data appropriate to a research question					I, D					M
SLO 25: Formulate testable hypotheses					I, D, M					
SLO 26: Describe the ethical and legal responsibilities of the research process					I, D, M					
SLO 27: Apply proper statistical techniques to address research problems in public administration					I, D, M					
SLO 28: Use statistical software to analyze quantitative data					I, D, M					
SLO 29: Explore and evaluate alternative solutions to ethical problems						I, D, M				
SLO 30: Discuss the principles of administrative law and their practical application in a modern public sector context						I, D		M		

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

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SLO 31: Describe the administrative process including the constitutional and statutory requirements for agency rule making and adjudication						I, D, M				
SLO 32: Engage in group discussion and case analysis of important legal and constitutional issues concerning the public sector			I			D, M				
SLO 33: Communicate an understanding of fundamental ethical theories and principles	I	D	D	D		M				
SLO 34: Use spreadsheet software to forecast anticipated revenue based on revenue history							I, D, M			
SLO 35: Create a capital budget for a hypothetical governmental jurisdiction							I, D, M			
SLO 36: Describe and critique the budget cycles at the federal and state levels							I, D, M			

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

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SLO 37: Create a balanced budget through negotiations	I	I					D, M			
SLO 38: Describe budgetary reforms that have been attempted, as well as those that are actively being considered, by policy makers							I, D, M			
SLO 39: Analyze the strengths and weaknesses of an organization or jurisdictions' human resource management policies and practices				I				D, M		
SLO 40: Develop specific recommendations for moving an organization toward more strategic human resource management (SHRM)	I	I						D, M		
SLO 41: Create a valid performance criteria as part of a comprehensive performance evaluation system				I				D, M		

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

	MPA 500: Mission Based Organizations in the Public Sector	MPA 501: Public Management and Organizational Behavior	MPA 502: Public Policy Making Process	MPA 503: Policy Analysis and Program Evaluation	MPA 504: Analytic Methods in the Public Sector	MPA 505: Administrative Law and Ethics	MPA 506: Public Budgeting	MPA 507: Public Human Resource Administration	MPA 692: Public Internship	MPA 699: MPA Professional Paper
SLO 42: Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations	I	I	I	I	I	D	D	M		
SLO 43: Apply course content to real world cases to make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation, and termination in the context of legal, political, and value considerations.	I	I	I	I	I	D	D	M		
SLO 44: Perform satisfactory work in a public or nonprofit organization at a position of responsibility									I, D, M	
SLO 45: Reflect upon professional experience in the context of classroom learning									I, D, M	
SLO 46: Compare professional experience with public administration theory									I, D, M	

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.esuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

	MPA 500: Mission Based Organizations in the Public Sector	MPA 501: Public Management and Organizational Behavior	MPA 502: Public Policy Making Process	MPA 503: Policy Analysis and Program Evaluation	MPA 504: Analytic Methods in the Public Sector	MPA 505: Administrative Law and Ethics	MPA 506: Public Budgeting	MPA 507: Public Human Resource Administration	MPA 692: Public Internship	MPA 699: MPA Professional Paper
SLO 47: Formulate a research question and hypothesis		I	I	I	D					M
SLO 48: Identify and collect data relevant to addressing the individual question			I	I	D					M
SLO 49: Write a literature review on a topic of importance to the public sector		I				D		D		M
SLO 50: Use qualitative and/or quantitative research methods to analyze a research question			I	I	D		D			M
SLO 51: Produce a thorough and well written professional paper demonstrating mastery of key MPA learning outcomes										I, D, M

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