ACAP
3-22-12
Agenda Item 4a

COLLEGE of CHARLESTON
FOUNDED 1770

P. George Benson, President

January 30, 2012

Dr. T. Michael Raley, Director
Academic Affairs and Licensing
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Dear Dr. Raley,

Enclosed you will find a full program proposal modification of the Joint Master of Public Administration Program delivered by the University of South Carolina and the College of Charleston. The modification is to designate the MPA Program at the College of Charleston as a stand-alone program. This action is supported by both institutions and will allow the MPA program at the College of Charleston to better focus its efforts on our unique mission and the needs of the students and communities we serve.

There are no curriculum changes associates with this modification. Students in the program would continue to be required to complete a total of 39 hours of graduate credit and no program requirements are impacted by this proposal.

Please don't hesitate to contact me if there are any questions.

Sincerely,

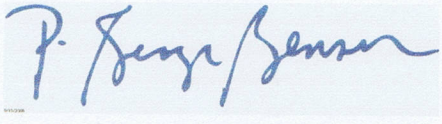
P. George Benson

PGB/ch

REQUEST TO MODIFY AN EXISTING DEGREE PROGRAM

MASTER OF PUBLIC ADMINISTRATION

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES



P. George Benson, President

January 30, 2012

MPA Program Contact:
Jo Ann G. Ewalt, Director
College of Charleston
66 George Street
Charleston, SC 29424

Master of Public Administration
Full Proposal Modification

Classification: Master of Public Administration (MPA)

Program Title: Master of Public Administration

Academic Unit: College of Charleston, School of Humanities and Social Sciences

Designation, type, and level of degree: Masters degree

Proposed date of implementation: May 2012

CIP code from the current USDOE's Classification of Instructional Programs: 44.0401

Identification of Program as New or Modification: Modification

Site: Main campus, College of Charleston

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: Yes _____ No __x___

Delivery mode: Traditional Instruction

Request for Modification

This proposal advances a request for a program modification of the Joint Master of Public Administration Program delivered by the University of South Carolina and the College of Charleston.

The modification is to designate the MPA Program at the College of Charleston as a stand-alone program. This action is supported by both institutions and will allow the MPA program at the College of Charleston to better focus its efforts on our unique mission and the needs of the students and communities we serve.

No curriculum changes are associated with this modification proposal. Students in the program would continue to be required to complete a total of 39 hours of graduate credit and no program requirements are impacted by this proposal.

Purpose and Objective of the Program Modification

This action, supported by both institutions, will be mutually beneficial because it will allow each MPA program to pursue its unique mission. While both programs strive to

prepare public service leaders, the MPA program at the College of Charleston is committed to the following specific foci:

- a rigorous core curriculum that examines the theoretical underpinnings of public service and provides concentrated areas of study in arts management, environmental policy, nonprofit management, and urban and regional planning;
- an environment that nurtures a commitment to service, including a significant commitment to the public and nonprofit needs of the Lowcountry; and
- opportunities to support collaboration and the creation of partnerships among communities and public service organizations.

The demand for an autonomous MPA program at the College of Charleston is demonstrated by significant strength in student enrollments and student interest in our concentrations and dual MES-MPA Program option. This action is also supported by the College's approval of one new and two reallocated faculty lines, the occupants of which will devote significant time to program teaching and governance and will support both the core management and administrative courses and courses that support our concentrated areas of study.

It is important to note that the College of Charleston and USC MPA Programs will continue to collaborate in numerous areas, including offering joint professional development opportunities for students and faculty, serving each other's students whose educational needs are best met through course offerings at a particular institution, and the consideration of joint study abroad options. Appendix A contains a letter of support for this proposal from the University of South Carolina.

Need for the Proposed Modification and Alignment with Institutional Mission

The proposed modification is necessary for two distinct but related reasons. First, this action will support the Program's ability to maintain accreditation through the National Association of Schools of Public Affairs and Administration (NASPAA). Second, a fully autonomous MPA Program at the College of Charleston is necessary to support the College's mission and in so doing, enhance the Program's ability to meet the needs of its students.

NASPAA accreditation standards have changed significantly since the Program's last successful accreditation in 2008. The primary revisions have moved accreditation of MPA programs from an input-based model to a focus on the comprehensive assessment of program outcomes. Programs are now required to demonstrate that students are competent in five specific learning outcome domains and to link student achievements to program mission. These competency domains are:

- Leading and managing in public governance
- Participating in and contributing to the policy process

- Analyzing, synthesizing, thinking critically, solving problems, and making decisions
- Articulating and applying a public service perspective
- Communicating and interacting productively with a diverse and changing workforce and citizenry

In practice, this means that all core courses and all concentration areas must identify and encompass specific learning outcomes which, in aggregate, address these five core competencies and are aligned with the Program's mission and goals. This work requires significant faculty involvement in identifying and approving the learning outcomes, systematically assessing outcomes, and determining appropriate changes based on ongoing analysis of the outcomes.

The new focus of accreditation also requires the Program to provide enhanced opportunities for students to engage in experiential learning through hands-on, applied exercises in which students practice and demonstrate the knowledge and skills gained through lectures and more traditional class assignments. For example, under the direction of two College of Charleston faculty, students in two MPA classes are working with Charleston County staff during the Spring 2012 semester to identify and analyze the scope of public services provided by all public governments, districts, and other public entities in the County's jurisdiction. This work requires a significant time commitment by the faculty, who must be able to coordinate the needs of the County and the contributions of the students. Under the current joint program arrangement, the College of Charleston has benefitted greatly from the expertise of USC faculty teaching in the MPA Program. However, it is unrealistic to expect that faculty who must simultaneously engage in the activities described above for their own MPA program at USC would be able to contribute at the levels necessary to maintain accreditation for the College's MPA Program. Faculty in our MPA Program must be committed to significant and sustained program- and course-level assessment, and to the applied emphasis designed to assure students leave the program with the knowledge, skills, and abilities we have identified as essential.

The College of Charleston's current Strategic Plan and the MPA Program's Mission and Goals clearly specify the importance of community outreach and service to important constituencies in the Lowcountry. The core purpose of the College of Charleston is "to pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society". One of the core values of the College is "the history, traditions, culture and environment of Charleston and the Lowcountry that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world". The second goal of the current Strategic Plan advocates the following: "Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region".

The College's MPA Program aligns with this focus in several ways: through its Community Assistance Program (CAP)[1]; student Internships; faculty applied research and service; and through courses that provide opportunities for applied assignments which serve community needs in the areas of municipal governance and planning, nonprofit organizations, the arts, and environmental organizations and policy in the region. All of these activities require Program faculty to establish ongoing relations with and service to community stakeholders.

Our students are drawn to the College's MPA Program in part because of our areas of concentration and our ability to provide students with appropriate community-based learning and service opportunities that build on and enhance traditional modes of learning. Thus, the focus of the program is designed to align with the mission of the College of Charleston, address accreditation requirements, and meet student needs and expectations. Program autonomy is critical to achieving these goals.

Enrollment Information

There will be no direct impact on enrollments under the proposed modification. Requirements for admission to the MPA Program will not change. Students must possess an undergraduate degree from an accredited college or university and are expected to have a minimum of a 3.0 GPA and combined Verbal and Quantitative GRE scores of around 300. Also required are three letters of recommendation, academic transcripts and a statement of interest in the degree. There are no formal prerequisite courses required for admission. However, students are expected to have at least one political science or American government class in their undergraduate preparation as a basis for understanding the role of political institutions in American government as well as an undergraduate course in statistics.

Enrollment numbers presented below were extrapolated using historical trends in enrollments, knowledge of the MPA marketplace, and the analysis of enrollment trends and distributions between part time and full time students in any given semester for the past three year period. It should be noted that the first cohort of students admitted to the dual Master of Environmental Studies-Master of Public Administration (MES-MPA) Program at the College of Charleston entered in the Fall 2011 semester. Thus, there is limited experience with the expected demand for this Program. Projections incorporating MES-MPA students are based on current inquiries and enrollments. Given that there are only a few comparable dual programs in the nation, we expect demand to grow as recruitment efforts are implemented and as awareness of the Program grows. MPA and MES program directors are collaborating to ensure that this growth is strategic and that it maximizes available resources but does not over-burden faculty and other

[1] CAP is run by the MPA Program staff and MPA graduate assistants. It provided low- and no-cost administrative assistance and research to local governments and nonprofits in the Lowcountry.

resources. In addition, the MPA Program is currently engaged in writing a Diversity Plan, and it is anticipated that enhanced student recruitment in support of diversity goals will begin in Spring 2012. The projected growth in enrollments includes estimated growth based on this initiative. However, the growth scenarios do not anticipate increased faculty resources; should additional lines be allocated the Program will revisit recruitment and enrollment goals. Thus, the Program's task at this point will be to manage growth in order to strengthen the program and maintain rigorous standards in terms of class sizes, advising, and other student interactions and relations.

Consistent with the joint and complementary interests of the Masters' Programs in Public Administration and Environmental Studies, students from one program often take courses offered by the other. The historical enrollment data provided below includes (a) a headcount of only students enrolled in the MPA program, (b) credit hours taken in all courses offered in the MPA program by students enrolled in any graduate program, and (c) the number of courses offered by the MPA program over the last three years. It does not include credit hours taken by MPA students in courses offered and paid for by a program such as the Master's in Environmental Studies program. [2]

Historical Enrollment Data*

Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2009-2010	66	495	60	399
2010-2011	73	531	70	489
2011-2012	89	627	88	573

*Note: summer headcount and credit hours are included in the fall semester data.

Based on the historical enrollment data, credit hours taken in courses supporting the MPA graduate students range from 6.6 to 7.5 per MPA student. Hours taken generally are higher in fall than spring, reflecting in part the incorporation of summer hours into fall credit hour counts. For ease of calculation of costs and revenues, we assume that credit hours taken average 7 per MPA student per semester. We expect that with the projected increase in enrollment, additional sections of two core courses will be required but that other courses will be able to absorb the increase in enrollments for the near future. Thus we estimate 17 course sections per semester, or 34 course sections per year, for the next two years, and 18 sections per semester, or 36 per year, in Years 3-5. Should enrollments continue to grow beyond those projected in the following table, the number of course sections will need to increase. Based on historical practice, we expect that approximately 18 course sections will be taught by tenure-track

[2] This follows our internal approach to calculating the costs of curricular programs and is important for the appropriate calculation of revenue.

or tenured faculty and 16 by adjunct faculty in Years 1 and 2, moving to 20 and 16 by tenure-line and adjunct faculty, respectively, in later years.

Projected Total Enrollment

Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2012-2013	94	658	94	658
2013-2014	100	700	100	700
2014-2015	107	749	107	749
2015-2016	114	798	112	784
2016-2017	121	847	121	847

*Note: summer headcount and credit hours are included in the fall semester data.

Estimated New Enrollment

Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2012-2013	5	35	5	35
2013-2014	6	42	6	42
2014-2015	7	49	7	49
2015-2016	7	49	7	49
2016-2017	7	49	7	49

*Note: summer headcount and credit hours are included in the fall semester data.

Curriculum

There is no change in the number of hours or in the curriculum content of the degree based on the modification proposal. The Master of Public Administration curriculum consists of 39 hours of graduate credit, including 24 hours of core required classes and 15 hours of elective course work. Students enrolled in the dual MES-MPA program complete 56 graduate credit hours, consisting of 41 hours of core requirements and 15 hours of elective credit hours. Of the 41 core requirement credit hours, a minimum of 18 hours are completed in Public Administration courses.

Currently students in the MPA Program are required to take eight core courses, with the balance of their courses as elective graduate courses taken from available courses in the program or from other graduate programs at the College. Upon consultation with their advisor, students may also take appropriate elective graduate courses at the Citadel, the Medical University of South Carolina, the University of South Carolina, or other accredited institutions.

Required Core Curriculum for MPA Students:

PUBA 600 Public Service Roles and Responsibilities
PUBA 601 Research and Quantitative Methods for Public Administration
PUBA 602 Public Policy
PUBA 603 Managing Public Organizations
PUBA 604 Managing Human Resources
PUBA 605 Managing Financial Resources
PUBA 701 Capstone Seminar
PUBA 777 Internship[3]

Students may take elective courses in areas appropriate for their career goals, upon approval of their academic advisors, or may take elective courses in one of four concentrated areas of specialization. These are: nonprofit management; arts management; municipal government and urban planning; and environmental policy and administration.

Required Core Curriculum for dual MES-MPA Students

The core requirements for students enrolled in the dual MES-MPA Program are identical to those listed above, with the exception that students must complete six hours of thesis in either program (PUBA 710 or EVSS 691), or six hours of Internship in either program (PUBA 777 or EVSS 690).

Faculty

Faculty from the University of South Carolina generally have been teaching two core courses in the fall semester and one core course in the spring semester, as shown below.

University of South Carolina Faculty teaching in the MPA Program

Academic Year	Fall	Spring	Summer
2011-2012	0	0	0
2010-2011	2	1	0
2009-2010	2	0	0
2008-2009	2	1	0

The proposed modification does not require additional faculty beyond those currently teaching in the program and lines that already have been approved. In anticipation of a

[3] The Internship may be waived if a student has at least two years of appropriate public sector work experience. If PUBA 777 is waived, students take an additional elective course.

move to program autonomy, the College of Charleston approved one new faculty line, and two reallocated faculty lines. This was implemented in fall 2011. First, the former MPA Director is now directing the Riley Center for Livable Communities but she contributes two courses a year to the MPA Program (her contractual teaching load). A new tenure track line was extended to the MPA Program to hire the current director; she was hired in summer 2011 and began teaching in fall 2011. In addition, the Department of Political Science (the home department for faculty teaching in the MPA program) conducted a search for a new Department Chair in fall 2011. The search specified that the successful candidate must make substantial contributions to core public management courses in the Public Administration Program. The new Chair, who will begin teaching in fall 2012, will contribute one course a year to the MPA Program. The table below specifies the faculty support for the MPA program. Although it is expected that most faculty teaching in the MPA program will hold Ph.D.'s, where appropriate instructors with qualifying Master's credentials and substantive experience in the field may offer primary instruction in selected MPA courses.

Faculty	Highest Degree Earned	Field of Study	Teaching in field (yes/no)
Professor 1	Ph.D.	Public Administration	Yes
Professor 2	Ph.D.	Public Administration; Public Policy; Research Methods	Yes
Professor 3	Ph.D.	Political Science; Public Budgeting	Yes
Professor 4	Ph.D.	Arts Management	Yes
Associate Professor 1	Ph.D.	Public Administration; Public Personnel Management; Public Organizational Management	Yes
Associate Professor 2	Ph.D.	Arts Management	Yes
Assistant Professor 1	Ph.D.	Urban Planning	Yes
Assistant Professor 2	Ph.D.	Public Administration	Yes
Adjunct Professor 1	MA, ABD	Public Administration, Political Science	Yes
Adjunct Professor 2	MPA	Public Administration	Yes
Adjunct Professor 3	Ph.D.	Environmental Policy	Yes
Adjunct Professor 4	MA	Nonprofit Administration	Yes
Adjunct Professor 5	MA	Arts Administration	Yes
CAP Director and Instructor	MPA	Nonprofit Administration	Yes

Unit Administrative/Faculty/Staff Support

There are no plans to add new staff because of this program modification. The MPA Program employs a tenured faculty member as director; a full time staff member who directs the Community Assistance Program, facilitates Internships, and teaches two nonprofit management courses a year; and a part-time program coordinator.

Physical Plant

The proposed program modification does not result in any additional demands on the current physical plant.

Equipment

All equipment required for this program is currently in place and operational within the College of Charleston and at instructional facilities in the Lowcountry Graduate Center.

Library Resources

This program has the availability of the full permanent collections of the College of Charleston Library including an impressive array of books, journals, and scholarly literature in addition to government documents and publications available as a federal depository library. The library has a comprehensive collection of public administration materials and a dedicated librarian responsible for Political Science and Public Administration. The searchable archival materials and journals that College of Charleston faculty and students can now access electronically through various library subscriptions via the Library Home Page bring the learning resources of the Library directly to students in the Program and are more than sufficient for this program.

Accreditation, Approval, Licensure or Certification

- This program is not subject to approval of any state agency other than the Commission on Higher Education.

- The program is currently accredited by the National Association of Schools of Public Affairs and Accreditation (NASPAA). The Program's self-study year for reaccreditation is 2012-2013, and its application for reaccreditation will be submitted in August 2013. Reaccreditation decisions for the period 2014-2020 will be made by July 2014.

- Graduates of this program are not subject to licensure or certification by any public or private agency.

- This program is not associated with teacher certification or with licensure/certification of other school personnel (e.g., principals, superintendents, counselors).

Articulation

The Master of Public Administration degree is considered as a terminal professional degree. However, students may seek to pursue a Ph.D. in Public Administration.

Estimated Costs

The tables below show estimated annual costs for the Program and specify how the costs will be covered. No "unique costs" or other special state appropriates will be required or requested. The proposed modification has no cost impact on the College of Charleston because all resources are in place and are currently being utilized by the Program.

ESTIMATED ANNUAL COSTS BY YEAR						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**TOTALS**
Program Administration*	$41,425	$41,425	$41,425	$41,425	$41,425	$207,125
Faculty Salaries**	$332,204	$332,204	$361,841	$361,841	$361,841	$1,749,931
Graduate Assistants	$60,542	$60,542	$60,542	$60,542	$60,542	$302,710
Clerical/Support Personnel	$101,600	$101,600	$101,600	$101,600	$101,600	$508,002
Supplies and Materials	$0	$0	$0	$0	$0	$0
Library Resources	$0	$0	$0	$0	$0	$0
Equipment	$0	$0	$0	$0	$0	$0
Facilities	$0	$0	$0	$0	$0	$0
Other (Operating)	$32,032	$32,032	$32,032	$32,032	$32,032	$160,160
TOTALS	$567,803	$567,803	$597,440	$597,440	$597,440	$2,927,927

*Program Administration costs include .25 FTE of the Director (including benefits) and the current Director's stipend of $11,500.

**Faculty salaries include benefits or 30% for permanent faculty and 20% for adjuncts. They are based on the costs of (a) 18 courses taught by graduate faculty (rising to 20 in Years 3-5) either currently in place (and based on actual apportioned salary information) or to be hired this coming academic year (with a projected salary of $57,000); and (b) 16 courses taught by adjuncts, with costs calculated on a full-time

adjunct rate of $3410 per 3-credit course. Actual costs may be lower, when adjuncts teach 2 or fewer courses a semester, or if younger permanent faculty teach more courses.

SOURCES OF FINANCING BY YEAR						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**TOTALS**
Estimated FTE Revenue + (Please see comment below)	$73,095	$110,139	$123,720	$154,590	$210,156	$671,699
Tuition Funding						
Other State Funding						
Reallocation of Existing Funds (Program Administration, clerical support)++	$507,261	$507,261	$536,898	$536,898	$536,898	$2,625,217
Federal Funding						
Other Funding						
TOTALS	$580,356	$617,400	$660,618	$691,488	$747,054	$3,296,916

+Calculation of Estimated FTE Revenue--$441 per credit hour for in-state students is used to calculate revenue from students taking courses in the program, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds.

++Reallocation of Existing Funds--This program is in place, and all current funding for the program will be "reallocated."

Please note that the revenue generated by an academic program not required for direct instructional costs supports the many units on campus that support the academic programs, from academic support services, admissions, and financial aid to the business and student affairs offices.

Institutional Approval

The following College of Charleston offices and individuals conducted an internal review and approval of the proposed modification proposal.

Advisory Board, Master of Public Administration Program: April 7, 2011
Graduate Council: January 25, 2012
Dean, School of Humanities and Social Sciences: January 25, 2012
Dean, Graduate School: January 25, 2007
Faculty Senate: February 7, 2012
Provost, College of Charleston: January 25, 2012
President, College of Charleston: January 24, 2012
Board of Trustees, College of Charleston: scheduled for April 20, 2012