Resolution #18 1975-1976

TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the fitness of)
    III. Other (Notice, Request, Report, etc.)
SUBJECT: Master of Public Administration

(Date)

Signed ______________________ Date Sent 5/12/76
(For the Senate)
William C. Book...

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   (a) Accepted. Effective Date: June 30, 1976
   (b) Deferred for discussion with the Faculty Senate on
   (c) Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged upon acceptance of
       b. Comment: 

DISTRIBUTION: Vice-Presidents: A

Others as identified:

Distribution Date: ____________________________

Signed ______________________
(President of the College)

Date Received by the Senate: 6/31/76
Proposal for

MASTER OF PUBLIC ADMINISTRATION
Department of Political Science
SUNY College at Brockport

November 1975

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The table above represents the structure of the document, where each page is listed with its corresponding section and total page number. This format helps in understanding the layout and organization of the text within the document.
Although current economic conditions will likely temporarily slow the growth of the public sector, the overall state and local employment trends indicate a favorable labor market for our full-time students who graduate with an MPA.

Further, as illustrated by the current success of the Urban Administration track, the great majority of alumni who graduate from this program are professionally trained and are active in the field of public administration. Therefore, when graduates do enter the urban public service, they are able to apply the knowledge and skills they have acquired in their studies.

B. Structure of the Program

1. Admission Requirements

In order to be accepted into the program a candidate must:

a. possess a B or B+ from an accredited institution
b. demonstrate a record of professional achievement in previous undergraduate work
c. present three letters of recommendation from individuals who can evaluate the candidate's ability and potential
d. complete the Graduate Record Examination (GRE) or the Advanced Placement Examination (AP).

2. General Requirements for the Degree

The proposed MPA requires the following academic credits of course work:

- 24 academic credits of required core course work
- 6 academic credits of elective course work
- 6 internship or thesis credits

3. Specific Requirements for the Degree

Significant core courses are identified and are described in the following list.

- PCB 680 Urban Policy

   This course examines the micro and macro factors that influence the development of urban and regional public policy, and the impact of such policies on the social, economic, and physical conditions of local communities. Specific attention is given to such policy issues as housing, health, education, crime, environment, transportation, and social services. A special feature of this course is the analysis of the divergent value perspectives from which policy can be formulated (conservative, liberal, and radical), and the impact of such policies on various interest groups. Students are involved as advocates and defenders of selected positions and interest groups. Refer to Appendix VII for a course syllabus.

- PLS 681 Urban Management

   An analysis of management processes, organizational structure, and the administrator's role in influencing and implementing public policy. Governmental and non-governmental organizations in various policy areas concerned with urban and regional problems are examined. The administrator's role in formulating and implementing policy is discussed. See Appendix VIII for a course syllabus.

- PLS 682 Organizational Behavior and Development

   Develops an understanding of the behavioral characteristics of organizations and the skills required to manage them. The behavioral perspective is analyzed and experienced in the following organizational areas: motivation, decision making, communication, leadership, group behavior, organizational climate, planned change, organizational design, and conflict management. Through role plays, field interviews, that is, the application of measurement instruments, and workshops, the student is assisted in improving his or her ability to understand the behavior of self and others, and in influencing such toward organizational goal achievement. Examples are drawn from a range of governmental and non-profit organizations. See Appendix IX for a course syllabus.

- PLS 683 Intergovernmental Relations

   The "metropolitan area" provides the context for this course. The structure and function of government units within metropolitan areas and the theory which contributes to governmental organization in the American federal system are examined. Special attention is directed to intergovernmental fiscal relations, program coordination, planning, and the future of intergovernmental relations. See Appendix X for a course syllabus.

- PLS 684 Budgeting and Finance

   Examines the theory and practice of public budgeting and public finance in local units of government. Consideration is given to general theories of public expenditure and taxation, of management control through budgeting and accounting, and the behavioral and political factors that influence the public resource decision-making process. Special topics such as techniques of program analysis, debt management, and governmental administration are included. See Appendix XI for a course syllabus.
PLS 685 PUBLIC PERSONNEL ADMINISTRATION

Attention is focused on the basic personnel activities of recruitment, testing and selection, classification and compensation, motivating, training and personal development. Also examined are the special issues of unemployment and strikes, sex and race requirements (affirmative action) and the civil service system. See Appendix XI for a course syllabus.

PLS 695 RESEARCH AND EVALUATION

Focus is on the methods of measuring the effectiveness, efficiency, and appropriateness of urban programs and services. Program evaluation involves a retrospective analysis of such questions as objective achievements, the inputs and processes which affect various levels of objective achievements and secondary program impacts. Issues such as governmental accountability through the program evaluation process are also included.

Prerequisites: Satisfactory completion of the statistics requirement or consent of the instructor.

See Appendix XII for a course syllabus.

URBAN ADMINISTRATION APPLIED MODULES ($2 credits)

In addition to the required core courses mentioned above, each 395 candidate must complete three credits of modular courses. Students may choose two among a limited number of modules offered or approved by the Urban Administration faculty. These might include modules in regulatory administration, the legal environment of public administration, ethics, the functions of legislative staff, the politics of public administration, communication skills, and other policies that the faculty and students may deem appropriate. The purpose of the modular course requirement is to facilitate students with areas of public administration not otherwise emphasized in the other course offerings.

b. Elective Courses

The six elective credits allow students to acquire skills in particular areas of public administration or to broaden their knowledge base in related areas of concern. If specialization is desired, a student may emphasize one or a specific institutional area such as housing or water resources administration, or a management function such as budgeting or personnel. Electives are offered by the Urban Administration faculty, other departments at Brockport and other Rochester area institutions. For a list of potential candidates objectives, and the syllabus for PLS 695 Planning Community Change (an elective offered by the UAP Faculty), see Appendix XIV.

c. The Internship

The internship provides the student with direct exposure to administrative and/or policy analysis in a public or private agency. The purposes are to: a) provide an additional substantive learning opportunity in the student's area of emphasis; b) provide an experiential context in which existing knowledge can be applied and tested; and c) help the student in further clarifying career objectives and in developing professional contacts for the purpose of full-time employment.

Both an internship experience and a major project paper are required of students with limited practical experience. Refer to Appendix XV for a detailed policy statement regarding the project paper. For those with significant administrative and/or policy analysis background, only the major project paper is required (or a traditional thesis).

Each student requires an internship is placed in a professional administrative or policy analysis position for a minimum period of two months of full-time or four months of part-time work. Internship placements are continually monitored by Urban Administration faculty to ensure that the experience is consistent with the professional objectives of the program. The placements are in a variety of governmental and non-governmental agencies at the local, state, and federal levels. More placements have been within the Rochester metropolitan area among such diversified agencies as the Monroe County Department of Social Services, Rochester Public Housing Authority, Town of Greece, Genesee Valley Lakes Regional Planning Commission, and the Center for Community Issues Research.

Special arrangements also possible through the SUNY Brockport Washington Semester Program to support students interested in an internship in Washington, D.C.

d. The Thesis Option

Students may, with their advisor's approval, choose a traditional master's thesis instead of or in addition to an internship. Students who express the desire to pursue a doctoral degree after completing the MPA may be encouraged to choose this option. The thesis option is fully explained in Appendix XV.

C. Quality of Students

1. Sources of Previous Graduate and Undergraduate Degrees

a. Students in the Urban Administration Program have received degrees from the following institutions prior to admission: Brandeis University, Brown University, Converse College, Florida Atlantic University, Harvard University, New York University, Niagara University, Notre Dame University, Rochester Institute of Technology, St. John's College, State University of New York at Oswego, State University of New York at Buffalo, Syracuse University.

b. Students graduating from the Urban Administration Program have continued their educations at the following institutions: Albany Law School, Brandeis University, John Hopkins University, Harvard University, Maxwell School, Notre Dame, SUNY at Buffalo.

2. Performance on Standardized Tests

The majority of the Urban Administration majors are full-time public

*See Appendix XVI for a more complete list of internship placements.
employees enrolled part-time, and these students are not required under existing Departmental policy to submit GMAT scores. All students are required to satisfy the statistic competency prerequisite, either through coursework or a competency exam.

3. Professional and Scientific Contributions

Very few students simultaneously hold responsible positions in public and nonprofit organizations. For a listing of the types of positions held refer to Appendix XVII.

4. Placement of Students

As already indicated, the Urban Administration Program has awarded eighty MPA degrees. All of those individuals not choosing to continue for an additional degree are employed in professional positions on a full-time basis.

Additional indications of placement opportunities can be gleaned from our experience with the internship program. At this present time the demand for Urban Administration interns by public and nonprofit agencies in the Rochester area exceeds our ability to supply them. Further, over half of those that have been placed have been recalled. Public and nonprofit agencies frequently utilize Urban Administration faculty when they have professional openings. This indicates that a favorable response to our program from potential employers of MPA graduates.

5. Quality of Faculty

Curriculum Vitis

The faculty of the Urban Administration Program is comprised of Dr. Richard F. Byrne (M.P.A., Ph.D.); the Urban Administration Program Director; Dr. Edward E. Dowley (M.P.A., D.P.A.); and Mr. Carl Buxton (M.P.A., Ph.D. Minor completion). Faculty vita for each of these faculty members is included in Appendix XVII. Each faculty member has a different emphasis in teaching, research, and governance activities.

Dr. Byrne is the program director and is such as responsible for the overall administration of the program. His teaching and research emphasis are in the areas of organization behavior and development, and community administration and politics. Dr. Byrne teaches the core courses in MPA 682 Organization Behavior and Development, as well as two electives: MPA 687 Political Campaigning and MPA 689 Public Management Seminar.

Dr. Dowley's teaching and research emphasis are in the areas of management systems and personnel. His core course offerings include MPA 681 Urban Management, MPA 685 Public Personnel and MPA 686 Research and Evaluation. Dr. Dowley's current research activities include membership in the Occidental Committee of the Political Science Department.

Mr. Buxton's teaching and research interests are in the areas of budgeting and finance and intergovernmental relations. His core course offerings include MPA 682 Intergovernmental Relations, MPA 684 Budgeting and Finance, and MPA 681 Urban Policy. In addition, Mr. Buxton supervises all aspects of the internship program. A summer teaching contract is provided for this purpose.

The Urban Administration Program is presently recruiting a fourth faculty member. In addition to teaching in the core area, this person will develop and teach courses in specific policy areas. This will broaden the course offerings available to Urban Administration students.

5. Participation in National and International Societies and Meetings

a. Dr. Richard F. Byrne has presented papers and chaired panels at the American Society for Public Administration and the annual New England Budget and Economic Development Conference. He has written papers for the Municipal Finance Officers Association and the Massachusetts Zoning Association, and has participated in conferences of the American Public Health Association and the Urban and Regional Information System Association.

b. Dr. Edward E. Dowley is a member of the American Society for Public Administration, the American Academy of Political and Social Science, and the National Association of State Publishers.

c. Mr. Carl Buxton is a member of the American Society for Public Administration, the National Tax Association, the International City Management Association, and The Municipal Finance Officers Association.

6. Interdisciplinary Associations (see Appendix XVII)

7. Editorial, review, and committee activity (see Appendix XVII)

8. Honors and awards (see Appendix XVII)

9. Publications (see Appendix XVII)

7. Instructional Ability as Indicated by Graduate Student Evaluations

Teacher evaluations are performed frequently by special committees of the department of Political Science. Also, a state-wide and national evaluation instrument is administered in each class each semester. In all instances students have rated the teacher's performance as above average. A more detailed discussion of teacher evaluation is provided in Appendix XVI of this proposal entitled "Graduate Student Perceptions of Quality of Program.

E. Quality of Program

1. Focus of emphasis

Implementation of the MPA proposal will assist the Urban Administration Program in pursuing its basic goals, which include: preparing graduate students for professional careers in public service by introducing them to the theories and practices of administration, social science research, and governmental policy as these relate to the effective functioning of governmental and nonprofit organizations.
Involving the faculty and students in research efforts designed to develop and improve the practices and theories of public administration.

Making faculty and student resources available for special projects that meet the specific needs of public interest organizations in the community.

Most academic programs in public administration are oriented toward either the state or federal levels of government. Yet most government services are delivered at the local level of government, which includes city, town, county, and regional jurisdictions. Consequently, the vast majority of public administrators are employed at these jurisdictions. In the past 20 years there has been a steady decline in the percentage of state or federal government employees who were employed at the local level. This figure increased from 62% in 1964 and 60% in 1974. Therefore, the major focus of the Urban Administration Program is logically directed toward preparing students for employment opportunities in these levels of government.

A necessary part of this focus includes the recognition and study of the very complex interrelationships and interdependencies among local, state, and federal levels of government. In this regard, much of the knowledge and skills that students are exposed to will also be of value for job opportunities at the federal or state levels of government.

An additional programmatic concern of the Urban Administration Program is the management of nonprofit organizations, increasingly referred to as the "third sector." As stated in a recent symposium on "management in the third sector," while third sector organizations have been performing various functions for decades, in recent years the growth and activity of these sector organizations have increased dramatically. More significant than the quantitative increase in numbers and activity, however, is the creation of new organizational types and processes, and the emergence of environmental factors that not only stimulate third sector development but have implications for organizational structure and processes generally.**

2. Quality of the Academic Content of the Program

Judging the quality and appropriateness of academic programs in many disciplines is often difficult due to the lack of nationally recognized standards. Fortunately, the National Association of Schools of Public Affairs and Administration (NASPA) provides a set of well recognized guidelines and standards for academic programs that offer the MPA.***

NASPA is a professional education association dedicated to the advancement of education and training in public affairs and public administration. Composed of 150 schools and programs, NASPA serves as a national center for

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In addition to the courses outlined in Figure A, the six hours of elective time allow students the opportunity to augment their competencies in one or more of the subject matter areas. In this way, students are given more flexibility so that they may satisfy particular competency needs.

The Urban Administration faculty is dedicated to the proposition that students must develop the ability to continuously improve their competencies throughout their careers, not just during the relatively short period of academic study. Thus, at the internship or thesis stage students have an additional opportunity to develop a style that will allow them to build on their basic MA learning experience throughout their careers.

3. Differences in the Present MA and the Proposed MPA

The MPA evolves from the Master of Arts in Political Science Urban Administration which is a track presently offered by the Urban Administration faculty. Only two changes in academic requirements are made. These changes are to increase the number of academic credits from 30 for the Master of Arts to 34 for the MPA.

The first change is the additional requirement of three credits of education credits from the Urban Administration modules to the list of required courses. This allows the Urban Administration faculty the opportunity to adequately cover the subject matter areas discussed in the previous section. The second change is an increase in the number of elective credits required from three to six. The Urban Administration Program will increase its own offerings to include more electives in institutional analysis and management functions. In addition, more reliance will be placed on the offerings of other departments at Temple. Once again this allows the faculty to cover adequately the subject matter areas discussed in the previous section. But more importantly, as already mentioned, it allows students to satisfy particular competency needs by concentrating in one or more subject matter areas.

4. Relationships to Undergraduate Instructional Offerings

Both Dr. Cowan and Mr. Sherman have offered undergraduate courses. Dr. Cowan teaches PLS 312 Introduction to Public Administration which is designed for a general course. Mr. Sherman teaches PLS 314 Interdepartmental Relations which examines the unique aspects of our federal system as it relates to public administration. Each course is offered at least once per academic year, with a limit to three sections of each offered during a year. Appendix IV contains the syllabi for PLS 312 and 314. See Table A. 1 for enrollment rates for these two courses.

5. Coordination of Course Offerings

The introduction of a rigorous and consistent series of course offerings related to public administration has been a primary concern of the Urban Administration faculty. Weekly staff meetings are held to evaluate teaching activities and areas of course development. In addition, areas that may not be completely covered are discussed during these meetings. Such discussions have, for example, led to the inclusion of modules in the MPA proposal.

6. Admission Procedures and Evaluation of Student Progress

Completion of the Degree Progress Checklist, Statement of Academic Record, and Student Academic Plan forms can be found in Appendix I. These forms are part of student records and are used by the student and faculty members to attest academic progress. They also aid in planning for sufficient of student degree requirements, which tends to make the academic experience more satisfying and rewarding.

In general, the faculty finds that full-time students require career counseling while part-time, in-service students often need to be re-oriented to the academic environment. A great deal of counseling is provided to interns and those doing a project paper or thesis.

There are four categories of formal student evaluation:

a. Course grades received by the student
b. Internship performance
c. Project paper
d. Thesis paper (substituting for b, c above)
e. Performance on the comprehensive examinations

1. Innovative Elements

There are several features of the Urban Administration Program which can be considered non-traditional. The first is the internship which has been discussed in previous sections of this proposal. The internship is an extremely valuable experience for many students who have not had the opportunity to work for public agencies or nonprofit organizations.

The second feature of the Urban Administration Program are the modular courses described in I. E. 3a of this proposal. The 1 to 3 credit modules will allow students to pursue more specific interests.

Finally it should be noted that the Urban Administration Program recognizes that a large portion of its students are in-service personnel. To better serve this group a majority of the courses are offered at the Educational Opportunity Center in downtown Philadelphia during the evening hours.

2. Interdisciplinary and Multidisciplinary Aspects

A quality professional program demands a rigorous selectivity of theory and technique and the interdisciplinarity of integration of course materials. Public administration is thus a field which draws upon a range of disciplines including political science, economics, sociology, psychology, anthropology and aesthetics, and other fields such as quantitative methods, social work, industrial relations, and business administration.

3. Participation of Graduate Students in Undergraduate Instructional Activity

Graduate students do not teach undergraduate courses. Faculty members do, however, rely upon graduate assistants to help develop and prepare materials for undergraduate courses.

*Informing potential students about the Program is a form of admission. Publicity materials may be found in Appendix XIV.
10. Graduate Students' Perceptions of Quality of Program

Recent teacher evaluations were performed to gather data for Political Science Department personnel functions regarding Dr. Evans and Dr. Downey. These evaluations were conducted by a team of faculty members to determine their overall teaching performance. Methods included student questionnaires, class observations, interviews with students, and interviews with the faculty members being evaluated. A careful analysis of course materials and class assignments indicated that the courses taught by both Dr. Evans and Dr. Downey were of high quality in both content and presentation.

II. QUALITATIVE INDICES

A. Experience of the Urban Administration Program since the Fall 1974 semester.

1. Physical Facilities assigned to the Program.

Each faculty member has a private office, and classroom space is available at Union Hall on the Drakeport campus. The Educational Opportunity Center (EOC) in downtown Rochester. The Urban Administration Program has been fortunate in receiving special consideration for scheduling classes at the Educational Opportunity Center, which has experienced a heavy demand for space.

2. Support facilities available to the Program.

A state car is available for use at the Program to transport faculty and students to and from classes held at the Educational Opportunity Center. The City Educational Communications Center provides extensive audio-visual facilities and services.

Time sharing, both processing facilities and a statistics lab are available to students and faculty of Drakeport. Many Urban Administration students have used the statistics lab and computer facilities in preparation for their Master's Research and Evaluation. Time is also available at the University of Rochester computer center.

3. Library Facilities: In this field and available from nearby libraries.

The Drake Memorial Library collection consists of 20,000 books and 5,000 periodicals and serials in current subscriptions. It is growing at the rate of approximately 25,000 books per year. Students and faculty have direct access to books and bound periodicals through the library's permanent open stack policy. The reference section contains 11,000 volumes and there is a temporary file collection of up-to-date complete. The new library building has a 250,000 volume capacity and can service for 1,800 persons.

The Urban Administration Program is fortunate in having the Drake Memorial Library at its disposal. During a recent acquisition program, the Library, in cooperation with the Urban Administration Program, ordered approximately 10 books to offset additional periodicals directly or indirectly related to urban administration. These included all the requests submitted by the faculty for additions to the existing inventory.

It should also be noted that in addition to the special acquisition program just described, the library has met all reasonable requests (which have been to high as 8 to 10 per month) from urban administration faculty for the purchase of new reference materials. The Research Documents Center at Drake Memorial Library is also a valuable source for both students and faculty.

The Drake Library holdings in public administration and related materials are thus well above acceptable standards.

Students and faculty also take extensive use of the libraries at the University of Rochester and the Rochester Institute of Technology through the inter-library loan service.

4. Staff Resources.

Staff resources include one secretary part-time and two graduate assistants assigned to the Urban Administration faculty.

5. Financial Aid for Graduate Students.

a. Graduate Assistantships.

Three graduate assistantships are allocated to Urban Administration majors each year. Some of these are work-study with Urban Administration faculty, and the third works with other Department of Political Science faculty members. Assistantships provide a tuition waiver and a $300.00 stipend.

b. Tuition Assistance Program.

Below is a schedule used to estimate the T.A.P. award:

<table>
<thead>
<tr>
<th>Tuition (N.Y.S. Net Taxable Balance)</th>
<th>Maximum Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000 or less</td>
<td>1600</td>
</tr>
<tr>
<td>2001 - 4000</td>
<td>1600 - 3000</td>
</tr>
<tr>
<td>4001 - 6000</td>
<td>2000 - 3000</td>
</tr>
<tr>
<td>6001 - 8000</td>
<td>1000 - 2000</td>
</tr>
<tr>
<td>8001 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

c. Graduate Student Loans.

d. Federal programs for financial assistance.

These include National Direct Student Loans, the Work-Study Program, and the Federal Unemployment Assistance Program for students.

6. Financial Resources for the Program from the University (including Other Agencies).

The Urban Administration Program is fully funded through the Political Science Department budget.

7. Changes in Faculty.

The Political Science faculty reallocated existing Departmental lines to the Urban Administration Program. These lines were allocated in 1974 and 1975. These allocations did not represent net increases in the number of faculty lines in Political Science.
1. Trends in Student Enrollment

Student enrollment in the Urban Administration course offerings has shown an upward trend, as indicated in Table 1. The majority of the full-time students are in-service, career public administrators who work in the Rochester metropolitan area. The Program has tried to meet the special demands of in-service personnel by offering most courses in the evening and by offering two-thirds of these courses in downtown Rochester, convenient to in-service personnel.

Although the Urban Administration Program is just beginning its second year, it has already awarded eight MA degrees. This number will increase dramatically by the end of the second year.

2. Instructional Services to Other Programs

Students from other programs, such as Educational Administration and the new Urban Studies Program, have taken Urban Administration courses as electives. This has not been a significant source of enrollments, however.

3. Next Five Years

1. Projected enrollments

In preparation for the 1974-75 academic year, the Urban Administration faculty developed projections for the number of student majors as shown in Table 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>35</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>1976-77</td>
<td>45</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>1977-78</td>
<td>45</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>1978-79</td>
<td>45</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>1979-80</td>
<td>45</td>
<td>45</td>
<td>90</td>
</tr>
</tbody>
</table>

These projections were based on the current history of enrollments in the Program. A review of the data in Table 1 and Figure 16 of this proposal indicates that enrollment numbers are already above the 1970-71 projections. Despite the fact that earlier projections have been shown to be unduly optimistic, the Urban Administration faculty is continuing to be cautious in projecting enrollments. Thus, based on the assumptions of the approval of this proposal and a stable enrollment in part-time students and a minimum 5% growth in full-time students, enrollment projections are based on part-time majors and 30 full-time majors, or a total of 100 majors. Assuming the accuracy of this projection, the initial full-time Urban Administration faculty indicated as of Fall 1976 will probably be sufficient.

4. Status of Urban Administration Majors

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Fall ’74</th>
<th>Spring ’75</th>
<th>Fall ’75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>35</td>
<td>37</td>
<td>66</td>
</tr>
<tr>
<td>Full-time</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>50</td>
<td>95</td>
</tr>
</tbody>
</table>

Some students included in this figure are actively working with the faculty completing the project paper or taking the written and oral exams, but are not officially enrolled in coursework.

*See Appendix IV for a list of in-service personnel.
II. Relationship of Graduate Program to Other Programs

A. Relation to Undergraduate Programs on the Campus

An undergraduate degree in public administration is not offered, nor is it anticipated. The two undergraduate courses taught by Urban Administration faculty are service courses. The enrollments in these courses are shown in Table 1.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 1970</th>
<th>Spring 1970</th>
<th>Fall 1971</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 312</td>
<td>36</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>PLS 314</td>
<td>22</td>
<td>*</td>
<td>25</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>63</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

*Course not offered

B. Relation to Other Graduate Programs on Campus

The Program most related to the Urban Administration Program and operated for the Fall 1970 semester is the Urban Studies Program. This is an interdisciplinary liberal studies graduate program focusing on urban conditions and processes. Courses will be offered beginning Fall 1971 by existing faculty of UIC departments. Since the Urban Administration Program is a professional curriculum focusing on management, the overlap between these two programs is clearly insignificant. Rather, the Urban Studies program provides a rich source of candidates for public administration students interested in broadening their understanding of urban conditions and processes.

Another potential program, not yet operational, is Human Environments and Service Planning. This is a graduate program at the masters level focusing on the application of comprehensive planning. Although existing for this graduate program, but since new faculty will have to be hired, its status for Fall 1971 is unclear. Again, overlap between the Urban Administration Program and this program is insignificant; rather, as with the Urban Studies Program, the relationship is complementary. The MBA curriculum would also provide an important source of candidates for the Urban Administration Program.

It should be emphasized that the director of the Urban Administration Program is also chairman of the Urban Program's advisory board. This board advises the Vice President for Institutional Development regarding the coordination of non-programs, including the evaluation of assistance and the evaluation of new programs. It consists of representatives of all urban-related programs on the campus.

The Urban Administration Program is also related to the Urban Administration Program in terms of the general aspects of administrative science. Present, two undergraduate students are tomorrow through the Urban Administration Program, also in the Community Service Area (CSA) with emphasis on Public Administration. Under the CSA, the student designs a Program in one of the specific professional objectives including preparation for graduate education in public administration.

...
E. Opportunities and Plans for Developing Cooperative Relations with Other Graduate Programs, Departments, Institutions, and Agencies.

At present, the Director of the Urban Administration Program is also Chairman of the Urban Program Advisory Board. This board has the specific purpose of coordinating urban-related programs and stimulating cooperative academic and community service efforts.

Discussion is also currently underway regarding the appropriateness of creating a New Professional Studies at the College and also possibly grouping related programs such as Urban Administration, Educational Administration, and Business Administration (undergraduate) under the same administrative umbrella.

Within the Rochester area there is the professionally staffed Rochester Area Colleges, Inc. This organization is supported by all local educational institutions specifically for the purpose of coordinating the efforts of these institutions in stimulating cooperation in academic, research, and community service activities. A joint “college orientation” day for local potential students is just one of the ways that the SAC has promoted such cooperation, with Brophy’s assistance.

Relationships between the Urban Administration Program and local public interest agencies are described in the following section.

IV. COMMUNITY RESPONSIBILITIES

A. Affirmative Action

Discrimination based on race or sex has been recognized as problems which our society must understand. The public schools and public administrators particularly should take the lead in attempting to eliminate race and sex discrimination. The Urban Administration Program has and will continue to take action in this area. Of the eight MA’s that have graduated thus far, one-half are women, in the fall 1971 semester alone, 18 women and 11 blacks entered the program. The faculty fully intends to eradicate and improve this record of accomplishment.

In recruiting faculty members every effort will be made to attract candidates that are women or members of racial groups that suffer from job discrimination. In addition the program is pledged to fairly evaluate all candidates.

B. Community Service

The Urban Administration faculty have already established very positive and productive relationships with public interest organizations and individuals in the greater Rochester community. The faculty intends to continue the expansion and strengthening of such relationships.

The content as well as the format of the program of urban administration studies at S.U. is, in this respect, unique. The core of the program is designed to provide students with the knowledge and skills necessary for success in urban administration positions. The program is designed to provide students with the knowledge and skills necessary for success in urban administration positions.
The Urban Administration Program also sponsored a three-day seminar on Managing Community Organizations and Social Agencies. This was done cooperatively with RIT through the Ironmanum and UIC Continuing Education Center. Although only 20-30 participants were expected, a total of 63 attended. The seminar was judged an overwhelmingly success based on participant evaluations (collected at the end of each day), the number of participants attending, and requests for similar workshops in the immediate future. Descriptive materials promoting this seminar, including the names of participants, are provided in Appendix XIII.

An innovative contribution in this area has been to provide in-service public administrators a "package" program in a complement to the faculty's already ongoing efforts to meet the particular training needs of various clients. The Professional Development Program is a new offer effort within Urban Administration which offers public administrators an "academic package." The Professional Development Program requires public administrators to complete 15 hours of academic credit within three years. Twelve hours must be in Urban Administration core courses while the remaining 3 hours are elective. Upon completion the administrator is granted a certificate of accomplishment from the President's Office. Materials relevant to this program are provided in Appendix XIII:

A black woman professional in a local nonprofit agency has already received this certificate and has since been accepted for further graduate work in health planning at Johns Hopkins University. She currently is Director of Program Planning for the Rochester Urban League.

Another public service concept which flows logically from the above activities is scheduled for future development by the Urban Administration Program—this is an Institute for Community Services. This would be an integral part of the IAP but would depend upon external funding such as consulting contracts, foundation grants, and Federal and state and private support.

V. SUMMARY AND OVERVIEW

The MPA program is a 36 credit hour masters degree program designed for educating persons in public administration. It represents the addition of six academic credit hours to the present Urban Administration track which offers an MA degree. Thus MPA proposal meets the most rigorous requirements for academic program of its type according to the guidelines and standards of the National Association of Schools of Public Affairs and Administration.

The student demand for the MPA is more than sufficient to justify the relatively minor changes required to grant the degree. When the MPA is implemented, the Urban Administration Program will discharge its community responsibilities even more effectively than in the past, both in terms of affirmative action and community service. The MPA program described in this proposal is capable of making a unique and substantial contribution to the overall delivery of educational services at the State University of New York College at Brockport.