East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, creed, sexual orientation, or disability. East Carolina University is an equal opportunity/affirmative action employer that accommodates the needs of individuals with disabilities.

The ECU MPA program is committed to cultivating a diverse and inclusive culture across the full spectrum of our activities, including: recruiting, retaining, training, and graduating students; attracting faculty; assembling our Advisory Board; conducting research; serving the profession, community, university, and department; and engaging community partners.
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Introduction

This handbook describes our program’s mission and values as well as the requirements and various procedures established for candidates for the MPA degree. It is supplemental to policies, procedures and requirements found in the ECU Graduate Catalog and other official university policy statements.

The Master of Public Administration (MPA) program is housed in the Department of Political Science. It is designed to teach you with concepts and skills that can be utilized in a variety of administrative careers in public (including legislative, executive, and judicial agencies) and nonprofit agencies. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and has been nationally ranked in US News and World Report.

Upon admission to the program, you assume primary responsibility for monitoring your progress toward the degree. You are encouraged to learn how to use DegreeWorks and log into it when making your course schedule each semester. While every effort is made to inform you of modifications in the provisions listed here (including but not exclusively limited to changes in graduation requirements) the MPA core faculty reserves the right to add to, delete or otherwise modify any provision in this handbook. Information regarding changes will be available from the MPA program website. If any program requirement imposes an unusual hardship, you may petition the MPA Committee for exemptions, substitutions, and/or modifications.

The program of study leading to the Master of Public Administration will engage you in academic work which differs from undergraduate work in both quantity and sophistication. The faculty will challenge you to build and improve your research, writing and analytical skills through a variety of assignments. The goal of these activities is to help you evolve and advance as a public administration professional.
Program Description

Mission Statement

ECU’s MPA Program educates, trains and supports public administration professionals in Eastern North Carolina and surrounding communities to be competent and effective public administrators and leaders for a diverse and changing workforce and citizenry.

Our mission statement is a dynamic guide to our actions in terms of our region, University, and the students we serve. It was adopted in 2020 by the MPA Committee and endorsed by the MPA Advisory Board (April 12, 2021). The Master of Public Administration Program pursues its mission by:

- preparing professionals from a variety of backgrounds to meet the needs and challenges of public service;
- conducting relevant scholarly and applied research in public administration and policy;
- engaging students and faculty in partnerships with governmental, non-profit, professional, and educational organizations; and
- providing opportunities for civic engagement and civil discourse about issues vital to the public interest.

Our Service Area and Students

Our primary service area is eastern North Carolina, particularly the northern and central counties of the state. Nonetheless, our aim is to provide educational opportunities that will enable our graduates to be competitive beyond this geographic area. We seek to enable them to be successful in local, state, and federal government positions as well as in the nonprofit sector regardless of our regional geographic boundaries.

Our student body is comprised of both in-service students and pre-service students. As with most regional programs in-service students, these individuals work primarily in eastern North Carolina. Our pre-service students, on the other hand, tend to come from all across the state, with some coming from other states and countries. Thus, as one should expect, our graduates are employed extensively in eastern North Carolina, but many are also employed well outside this region at all levels of government.

We strive to have a demographically diverse student population which is reasonably reflective of our region of the state which is approximately 64 percent Caucasian, 29 percent African American, and 6 percent Hispanic Ethnicity. Our overall enrollment since 2013 has been between 28 to 47 students, with incoming fall term classes averaging 15 students. Approximately 56% of our students are women. In any single term, approximately 10 percent of our students are of African American descent. Each year we also have one or two international students enrolled.
Our Public Service Values
As a program and as professionals, these are the values we espouse and seek to instill in our students through our instruction, research and example. These are also the values we expect our students to reflect by their behavior during their time in our program and later as graduates. These mission based values and their related competencies required to act upon them effectively form the foundation of our interpretation of what we seek to instill in our students. The MPA faculty and MPA Advisory Board also accept these values and expectations as governing their own actions with one another, our students, our graduates, and the public.

Personal and professional integrity:
Personal and professional integrity refers to one’s degree of honesty, credibility, and trustworthiness. These two dimensions of integrity are interrelated as individuals bring their personal experiences, beliefs, practices, and values into professional environments. As such, consistency between statements, actions and practice for both individual and organizational activities is an important component of the integrity expected from our MPA students. Moreover, we expect all MPA students to behave with integrity during their time in the program and on the job. This means such things as keeping one’s word, maintaining appropriate standards in crediting the work of others, maintaining confidentiality of the records entrusted to one, and performing at as high a level as possible.

Respect for democratic processes, law, and values:
MPA graduates will become trusted public servants who uphold the democratic principles inherent in our civil society. Students associated with our program should demonstrate deference to the rules, laws, and regulations associated with government as well as respect for the institutions, procedures, and individuals charged with making and enforcing them. At the same time, they should recognize that no person or organization is above the law and focus on the ideas of fairness, justice, and morality that transcend human legal systems. Any interpretation or creation of policy should be guided by legal requirements and mindful of consequences which might arise. Our students should also hold in high esteem other people and organizations as a way of ensuring equality of access and participation for all public programs, services, and goods.

Accountability:
A major component of public service is acknowledgement and assumption of responsibility for actions. Having the ability to answer to public officials, citizens, and other parties is a critical skill that our MPA students should carry into their professional activities. Students should understand the importance of accountability, recognizing that ethical public service includes providing feedback to interested stakeholders.

Openness and accessibility:
In line with previous values, an open government is transparent and accessible by people of diverse experiences and perspectives. It is also committed to a culture of respect for diversity and seeks to be inclusive of the community’s diverse people and needs. Decision-making should reflect communal characteristics in such a way that all persons or groups can be assured of their ability to have a voice in managing public goods.
Diversity, equity and inclusion:
The ECU MPA program is committed to cultivating a diverse and inclusive culture across the full spectrum of our activities, including: recruiting, retaining, training, and graduating students; attracting faculty; assembling our Advisory Board; conducting research; serving the profession, community, university, and department; and engaging community partners.

We define these important concepts consistent with our accrediting body, NASPAA:

- Diversity is “the representation of differences relating to social identity categories including, but not limited to, race, ethnicity, gender, gender identity, class, nationality, religion, sexual orientation, disability, age, socioeconomic background, and veteran status” (NASPAA, 36). We also consider diversity to include rural and urban communities, political orientation, and pre-service and in-service students.
- Equity is “the recognition that all people do not have access to the same resources to achieve equality and the implementation of fair and just practices that give people what they need in order to reduce or eliminate disparity. Equitable practices identify and eliminate the biases and barriers which may prevent the full participation of some individuals” (NASPAA, 37).
- A climate of inclusiveness is “actively ensuring a culture of belonging by valuing the full participation and engagement of all people, especially marginalized individuals and social groups” (NASPAA, 35).

The program strives for continuous improvement in diversity, equity, and inclusion, with the goal of being as or more diverse than comparable programs, the communities we serve, and the communities where our graduates will work. We maintain a culture that values diversity, equity, and inclusion and strive to socialize those associated with the program to do the same.

Reviewed and endorsed by the MPA Advisory Board (April 12, 2021).
Adopted by the MPA Faculty (April 12, 2021).
NASPAA, Self-Study Instructions, November 12, 2019, pages 35-36.

Collaboration and engagement:
Increasingly effective governance requires the development and implementation of collaborative relationships between government and non-governmental entities to carry out public policy through relationships that are more complex than traditional hierarchical designs. To be effective, they need individuals and organizations which appreciate the value of collaboration and the time required to forge solid persisting working collaborative efforts. They also require leadership skills to build the trust of the collaborating partners so together they can address the complex issues facing society today in a sustainable, effective manner.

Civic discourse:
We believe civic discourse is critically important for overcoming political divisiveness and formulating policy solutions to issues of public concerns. The goal of civic discourse is to enhance understanding and advance public interests in diverse communities. We strive, through our example and instruction, to graduate students who can debate issues of public importance civilly and constructively. Polarization and discord in the general population present
significant challenges for the public sector. The ability of our democratic government to address public problems and implement policies centers on civil discourse and the seeking of common ground rather than more adversarial and destructive forms of interaction. Graduates of our program should be capable of constructively engaging in discussions on public issues without extreme bias, dismissiveness of others’ perspectives or attempts to obfuscate factual information.

**Professionalism:**
Among the distinguishing features of a profession as opposed to an occupation or job are that the members of the profession undergo specific educational experiences to prepare them for their future responsibilities, they dedicate themselves to the performance of high quality work, and a common set of values governing their personal behavior on and off the job. Our graduates will be entering the public service professions that have established codes of conduct, ethical standards, conflict of interest policies, and other definitions of the professional norms and behaviors expected of them. Therefore, our students are expected to learn about these norms, understand their purposes and accept them as the bases for their personal and professional conduct.

For excellent examples of these ethical statements related to the field of public administration see the [American Society of Public Administration’s Code of Ethics](#) and the [International City Managers Association’s Code of Ethics](#).
Competencies

ECU MPA Competencies, Grouped by NASPAA Competency Domains

Endorsed by MPA Advisory Board (April 12, 2021)

Under the NASPAA accreditation standards adopted in October 2009, students from all accredited MPA programs are expected to possess five universal competencies upon their graduation as well as any specific competencies which the program chooses to adopt. These competencies reflect the behavioral and skill expectations we believe the faculty and students should possess and seek to develop throughout their careers. They are the means by which the values described above are realized.

These universal competencies are to:
- lead and manage in public governance
- participate in, and contribute to, the public policy process;
- analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment;
- articulate, apply, and advance a public service perspective;
- communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

Each program is expected to define or interpret what these competencies mean in terms of its mission, values, and service area. It is also expected to detail how the program seeks to instill these competencies in its students through its various instructional and extra-curricular activities. Moreover, each program must document these efforts and assess effectiveness in accomplishing this task.

Lead and manage in public governance
- Understand the difference between management and leadership
- Develop and execute basic human resource functions
- Identify and describe basic budgeting concepts
- Work effectively as a member of a team
- Apply public management organization theories

Participate in, and contribute to, the public policy process
- Demonstrate understanding of budget processes
- Demonstrate understanding of the policy process
- Identify the relevant stakeholders and their relationships to the issues at hand
- Demonstrate understanding of various dimensions of public policy problems

Analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment
- Perform financial condition analysis
- Present the results of statistical analyses
• Identify and use quality data sources
• Articulate and apply appropriate methods for analyzing a public policy or management problem

**Articulate and apply a public service perspective**
• Behave ethically and with integrity
• Distinguish public from non-public issues
• Identify and analyze ethical dilemmas relevant to serving the public
• Articulate and apply methods for measuring and managing performance

**Communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large**
• Communicate effectively in writing
• Communicate effectively in speech
• Apply concepts of social equity to public service within both organizations and communities
## Master of Public Administration Courses Mapped to Competencies

<table>
<thead>
<tr>
<th>Course</th>
<th>Lead and Manage in the Public Interest</th>
<th>Participate in, and Contribute to, the Policy Process</th>
<th>Analyze, Synthesize, Think Critically, Solve Problems, and Make Evidence-Informed Decisions in a Complex and Dynamic Articulate, Apply, and Advance a Public Service Perspective</th>
<th>Communicate and Interact Productively in a Culturally Responsive Way with a Diverse and Changing Workforce and Society at Large</th>
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<tbody>
<tr>
<td>PADM 6100 Politics and Management in Public Agencies</td>
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<td>PADM 6101 Analysis for the Public Sector</td>
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<td>I</td>
<td>R, M</td>
<td>I, R</td>
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<tr>
<td>PADM 6102 Quantitative Methods for Public Administration</td>
<td></td>
<td>R</td>
<td>R, M</td>
<td>R</td>
</tr>
<tr>
<td>PADM 6110 Human Resource Management in Public Agencies</td>
<td>I, R</td>
<td>R</td>
<td></td>
<td>R, M</td>
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<tr>
<td>PADM 6120 Public Budgeting and Finance</td>
<td></td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>PADM 6160 Public Policy Formulation and Implementation</td>
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<td>I, R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>PADM 6220 Leadership and Ethics in the Public Sector</td>
<td>R, M</td>
<td></td>
<td>M</td>
<td>R, M</td>
</tr>
<tr>
<td>PADM 6260 Management of Public Information Technology</td>
<td>R</td>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>PADM 6900 MPA Professional Paper</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>PADM Internship</td>
<td>M</td>
<td>M</td>
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</tr>
</tbody>
</table>

Notes: I – content knowledge is introduced; R – content knowledge is reinforced; M – senior/capstone level competency of knowledge; A – Student work was collected and evaluated by faculty for program level assessment.
**MPA Faculty and Administrative Staff**

The following faculty members have primary responsibility for the instruction and administration of the MPA Program.

**Dr. Alethia H. Cook**  
Associate Professor, Chair of Political Science and MPA Program Director  
PhD, Kent State University  
Brewster A-125  
252.328.5869  
cooka@ecu.edu  
Courses: SECS 6000  
Current research interests: intractable security challenges and governments’ actions to try and resolve them.

**Dr. Casey Fleming**  
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Courses: PADM 6100, 6110, 6112, 6170, 6210, 6240  
Current research interests: effective bureaucracy, organization behavior, inter-organizational relationships

**Dr. Samantha Mosier**  
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252.  
pudloj22@ecu.edu  
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smirnovao@ecu.edu
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development, transportation policy, institutional stability, social networks, and performance
measurement

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Our Administrative Assistants are:

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252.328.6030
Batemanh18@ecu.edu

Mrs. Dri-Zonda Brown-Smith
Brewster A-129
252.328.1055
brownsmithd17@ecu.edu
Admission to the MPA Program

All admissions processes are handled through ECU’s Graduate School, Office of Admissions. The requirements applicants must meet to be admitted to a graduate program are established by both the Graduate School and the program to which the student is applying. The MPA Committee makes admissions recommendations to the Graduate School, which makes the final decision.

The links below lead to those policies and other useful resources from the Graduate School.

- Graduate School Office of Admissions
- Graduate Catalog Admissions Policies
- Start an Application
- Find Your Program: Master of Public Administration

Concentrations:
The MPA program has two concentrations, traditional and executive. If you have little or no public administration-related work experience (referred to by NASPAA as pre-service), you will enroll in the traditional concentration (TMPA). If you have 5 or more years of relevant work experience (referred to as in-service) and at least 3 years of work in middle- or upper-level management, you may qualify for admission into the executive concentration (EMPA).

Executive and Traditional Concentration Admissions Requirements:
- A minimum 2.7 undergraduate GPA;
- Strong letters of reference that indicate you have the capacity to succeed in a rigorous graduate program. These letters should ideally be from instructors or employers who are well-positioned to assess your preparation level;
- A well-written statement of purpose that demonstrates your command of proper grammar and mechanics, which are necessary for success in the program. The statement should address your academic interests and career goals, as well as how you believe the MPA program at ECU will help you achieve them; and
- A resume that includes your academic and relevant work background.

Additional Executive Concentration Requirement:
- If you feel you meet the requirement for the EMPA concentration, you are encouraged to submit your resume and cover letter to the MPA Program Director (cooka@ecu.edu) IN ADDITION TO uploading it through the graduate school’s Apply Online interface.

MPA Prerequisites
A working understanding of American political institutions and policy processes is important. An understanding of statistics is also strongly recommended.
Residency and Transfer Credit

Residency and transfer credit policies are provided in ECU’s Graduate Catalog and can be accessed through the links below. The MPA program follows the policy the Graduate School has set, which is that students can transfer in up to 1/3 of their graduate program from regionally-accredited academic institutions, with the approval of the program.

- Residency Policies
- Transfer Credits
Advising and Course Registration

- Students admitted to the MPA program are required to have a conference with the MPA Director to discuss their overall study plans prior to their first registration. Please call or email the MPA Director to set up an appointment. The MPA Director is available for conferences throughout the year.

- Orientation Sessions: The Graduate School provides an orientation session through Canvas, which provides a great deal of helpful information. This information will continue to be accessible during your academic career. In addition to information, this site also contains links to important policy statements and forms. The Graduate School’s Orientation information can be found by clicking here.

- The MPA Program also conducts brief orientation sessions to the program each term.

- The format of your classes may be online or face-to-face, depending on which concentration you are in and the course itself.
  - EMPA students take all their classes online. Some may be synchronous online (i.e. you meet with the class online, 1 night a week from 6:30-9:00), while others will be asynchronous (i.e. you log in at any time to complete the work. There will generally be expectations for at least weekly engagement).
  - TMPA students will take most of their core classes face-to-face, 1 night a week from 6:30-9:00. Their electives and maybe a core class or two will be online, and they may be synchronous or asynchronous.

- The appendices to this manual provide additional information on the courses offered in the program, the areas in which they count, their descriptions, and an example of a typical student schedule.

- Information about MPA Program activities is distributed in several ways.
  - All MPA students are added to the Master of Public Administration Canvas “class.” This is an excellent source of information for students.
  - The MPA Director also regularly emails program information via a distribution list.
  - Additional information, especially related to employers seeking to fill vacancies, may be posted on the program’s website, Facebook or LinkedIn pages.

- The preference of the Graduate School is for students to take responsibility for their own scheduling and academic progress. This assures that students are in command of their path toward graduation and that they are fully aware of classes they are registered to take. Click here for instructions on how to register for classes.
In addition, students are responsible for keeping track of their progress toward degree completion. You have access to DegreeWorks for this purpose. Information about how to log into and use DegreeWorks is found here: https://registrar.ecu.edu/degree-works/.

That said, if you have problems with your schedules, are restricted from classes or otherwise need assistance, you can contact your faculty advisor and/or the MPA Program Director.

Nine credit hours are considered to be full-time enrollment during a regular semester and three hours during a summer session. However, students qualify for financial aid in the regular semester if they are enrolled in at least 6 hours.

Graduate assistants may take a maximum of 12 hours per semester during the academic year, but a minimum of 9 hours is required for classification as a fulltime student.
Academic and Professional Progress

To remain in good standing throughout the MPA curriculum you must be making adequate academic and professional progress. You must also demonstrate professional conduct, performance, and progress as specified in this handbook and in East Carolina University’s Student Code of Conduct.

**Academic Progress**
The standards for academic progress established by the Graduate School and MPA Program include:

- Meet the Graduate School’s standards for Academic Eligibility as published in the Graduate Catalog. This includes maintaining an overall grade point average (GPA) of 3.0 or higher in courses counting toward their MPA degree;
- Be making appropriate progress toward completing degree requirements; and
- Earn no more than 2 Cs in courses counting toward their MPA degree.

Additional factors that may impact the assessment of a student’s academic progress and result in academic consequences including probation and/or dismissal from the program:

- Earning an F as a final course grade in any graduate-level class.
- Failure to demonstrate the ability to complete their program within the time limits for completing graduate programs. The time limit for non-doctoral programs is 6 calendar years, including any transfer credit. Students may request an extension of up to one year. If the request is supported by the program, the program will request the extension from the Graduate School. If it becomes clear a student cannot complete their degree within this timeframe, such a request will not be made.

**Professional Progress**
Professionalism holds equal importance to academic progress. Students are expected to demonstrate the legal, moral, and ethical standards required of a public administration professional. Professionalism and professional ethics are expectations including the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by students to faculty, staff, peers, colleagues in other settings, and the public. The program expects students to be respectful and professional at all times. In establishing its expectations for professionalism in its students, the MPA program and its students strive to uphold the standards established by the field’s most prominent professional organization, the American Society for Public Administration.

“The American Society for Public Administration (ASPA) advances the science, art, and practice of public administration. The Society affirms its responsibility to develop the spirit of responsible professionalism within its membership and to increase awareness and commitment to ethical principles and standards among all those who work in public service in all sectors. To this end, we, the members of the Society, [strive to] commit ourselves to uphold the following principles:

1. **Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.
2. **Uphold the Constitution and the Law.** Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.
3. Promote democratic participation. Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.

4. Strengthen social equity. Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society.

5. Fully Inform and Advise. Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to staff members in your organization.

6. Demonstrate personal integrity. Adhere to the highest standards of conduct to inspire public confidence and trust in public service.

7. Promote Ethical Organizations: Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.

8. Advance Professional Excellence: Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

Success in public administration professions requires certain behavioral attributes, including sympathy/empathy, respect, discipline, honesty, and integrity. It also requires the ability to work effectively with others in a team environment and accept constructive feedback.” (ASPA Code of Ethics, https://www.aspanet.org/ASPA/Code-of-Ethics/Code-of-Ethics.aspx).

In addition, students are expected to abide by all policies for student conduct established by ECU and the Graduate School. These include policies on course attendance and participation, disruptive academic behavior, and academic integrity.

**Academic and Professional Progress Review Process**

Students who fail to meet the Graduate School’s standards for adequate progress are subject to its policies on Probation and Termination. In addition, violations of the student code of conduct may result in action from ECU’s Office of Student Rights and Responsibilities. Processes for addressing these types of issues are included in the Graduate Catalog, the Faculty Manual, and on the Dean of Students website.

The MPA Committee will consider cases specific to its programmatic standards, including when a student:

- Earns grades of C in two courses in the MPA program;
- Earns an F in an MPA course;
- Fails to demonstrate adequate progress toward completion of degree requirements, including excessive withdrawals from classes, grades of incomplete that have not been resolved, or indications they will not complete degree requirements within the 6-year limit established by the Graduate School; and
- Engages in conduct that is inconsistent with the standards laid out by the ASPA and upheld by the MPA Committee, subject to the processes laid out in the Student Code of Conduct.

After grades have been submitted each term, the MPA Committee will meet and discuss each student’s academic and professional progress. The bulk of the meeting will be devoted to
consideration of those students who appear to be struggling academically or whose actions have brought their integrity or professionalism into question. The MPA Committee may review student records and discuss them with appropriate faculty members in determining an appropriate course of action for those experiencing academic and/or professional conduct difficulties. The MPA Committee may choose to request the appearance of the student during a meeting. Ad hoc meetings of the committee may be held if a situation involving a significant violation of professional standards occurs mid-semester. In all cases, the MPA Committee will investigate situations thoroughly and consider all sides impartially before deciding on a course of action.

Depending on the situation and severity of the problem or violation, the committee can recommend remedial or corrective actions, counseling, probation, or dismissal. The committee’s recommendation will be submitted to the Program Director who reviews the recommendation and the student file, then issues a letter of the final decision to the student regarding their status in the program. If action is to be taken, the Program Director will meet with the student to convey the committee’s decision. The decision will also be sent to the Graduate School.

Students may appeal dismissal decisions by following the process outlined in the Graduate Student Appeals procedure.
# MPA Degree Requirements

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<thead>
<tr>
<th>Core Public Administration Courses</th>
<th>TMPA</th>
<th>EMPA</th>
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<tbody>
<tr>
<td>PADM 6100 Politics and Management in Public Agencies</td>
<td>21</td>
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<td>PADM 6101 Analysis for the Public Sector</td>
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<td>PADM 6102 Quantitative Methods for Public Administration</td>
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<tr>
<td>PADM 6110 Human Resource Management in Public Agencies</td>
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<tr>
<td>PADM 6120 Public Budgeting and Finance</td>
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<tr>
<td>PADM 6161 Applied Policy Analysis (P: 6101 &amp; 6102)</td>
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<tr>
<td>PADM 6220 Leadership and Ethics in the Public Sector</td>
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</tbody>
</table>

| Elective Courses (look for graduate certificates you can earn with these credits) | 15   | 12   |
| Internship (for pre-professional students—can be waived if you are employed in a relevant career field, with relevance being determined by the MPA faculty) | 3    | NA   |
| MPA Professional Paper (in your last spring semester) | 3    | 3    |

**Total semester hours**

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<tr>
<th></th>
<th>TMPA</th>
<th>EMPA</th>
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</table>

*Frequently (every 1-3 years) Offered PADM Electives*

- PADM 6112 Productivity in the Public Sector
- PADM 6123 Economic Development
- PADM 6124 State and Local Government Finance
- PADM 6160 Public Policy Formulation and Implementation
- PADM 6165 Program Evaluation
- PADM 6170 Intergovernmental/Interagency Relations
- PADM 6210 Organization Theory in the Public Context
- PADM 6240 Management of Non-Profit Organizations
- PADM 6260 Management of Public Information Technology

*Less Frequently Offered PADM Electives*

- PADM 6111 Contemporary Problems in Public Personnel Administration
- PADM 6116 Women, Public Policy and Administration
- PADM 6121 Local Government Budgeting and Financing
- PADM 6130 Urban Policy and Administration
- PADM 6140 Administrative Law and Ethics
- PADM 6150 Seminar in Public Administration
PADM 6162 Environmental Administration
PADM 6163 Environmental Policy Analysis
PADM 6164 State and Local Environmental Policy
PADM 6325 Transportation Policy
PADM 6400 Health Policy
PADM 6410 Health Policy Analysis
PADM 7004 Marine Policy, Governance, and Law
PADM 7009 Coastal, Maritime, and Environmental Law

With permission, students can complete PADM 6898 or 6899 for a maximum of 6 s.h. of credit for independent study. These courses must be completed under the direction of a public administration professor in the Department of Political Science and are open only to students who have completed a minimum of 12 s.h. of coursework. Both the faculty adviser and the MPA director's written approval are required prior to registration.

Graduate Certificate Programs
As noted above, students have the opportunity to complete a graduate certificate program with their MPA electives. Students may have to take an additional course or two, beyond the 12-15 required elective hours, to complete a certificate. They should also review the requirements for the certificate to see if any of the courses have prerequisites, which could lengthen the duration of the program. The requirements for certificate programs MPA students have found of interest in the past are detailed in the Graduate Catalog, which is linked below.

- Criminal Justice Education (18 s.h.)
- Development and Environmental Planning (12 s.h.)
- Economic Development (15 s.h.)
- Geographic Information Science and Technology (12 s.h.)
- Health Care Administration (15 s.h.)
- Security Studies (15 s.h.)

Other electives
With approval, courses from other departments may be substituted or counted as elective hours. Please note that some courses may have pre-requisites that will not count toward the degree and may require permission from the offering program prior to registration.

Internship: 3 s.h.
Pre-service students seeking the MPA are required to complete a 3 s.h. internship in a local, state, federal, or approved not-for-profit agency (approximately 300 hours of work). Students with relevant work experience in excess of one year may apply to the director of the MPA program for exemption from this requirement. Students with existing relevant professional service will be asked to document those experiences prior to a final waiver being approved. Those students who are exempted from this requirement will complete 39 s.h. instead of 42 s.h. However, no academic credit will be awarded for work experience. For Guidelines for the Internship Program, See Appendix D.
MPA Professional Paper - 3 s.h.
All students must enroll in PADM 6900 (P: 6101, 6102, & 6161) and complete an MPA professional paper in which they identify a public management problem or policy issue and develop a problem-resolution strategy. The completed paper must be presented to the MPA faculty.
MPA Professional Paper

• An MPA Professional Paper is required for the successful completion of the MPA degree program. During the last semester of your degree program, you must enroll in PADM 6900 Professional Paper Seminar, successfully complete the paper, and defend it before the MPA Nucleus Faculty.

• The MPA Professional Paper provides an opportunity for you to integrate the coursework for the MPA degree into a practical application of your problem-solving skills. This research requirement is designed to encourage you to incorporate broader theoretical propositions and defend practical implications in your work efforts. Therefore, in the oral presentation of the paper you may be asked to demonstrate how public administration principles were applied in the paper.

• For this requirement, you will analyze a real management problem or policy issue that concerns some level of government or quasi-government agency and develop strategies to resolve the problem or substantially ameliorate the situation. In this sense, you will be expected to develop a set of alternative solutions and evaluation criteria and analyze them in order to determine a preferred alternative based on selected criteria. In the MPA Professional Paper experience, you will be expected to demonstrate that you have acquired the skills necessary to solve problems in a practical sense and are ready to begin work in the public sector or improve work conducted by those already in the public work force.

• MPA Professional Papers will be presented to the MPA core faculty, student colleagues, and (potentially) relevant stakeholders. Presentations will be announced publicly so that other students, faculty, and individuals who might find the topic interesting and valuable can attend the paper defense.

• If you intend to conduct a survey for their project, they must obtain the University and Medical Center Institutional Review Board (UMCIRB) approval. The course instructor will assist this IRB approval process. Further details on UMCIRB policies and procedures are stated in the UMCIRB website.

• The style guideline for the Professional Paper is the American Psychological Association (APA) style manual, which has been adopted as the standard format for all MPA papers.

• You are also expected to assess any ethical issues associated with the proposed recommendations and implementation strategy.
Important University Academic Regulations

Students are required to be familiar with ECU’s regulations. Links to the Graduate Catalog for some key of these policies are provided below. This is not anywhere near a complete list of important policies. Students are encouraged to review the Graduate Catalog and visit the Graduate School’s website often to review policies and learn about updates.

Academic Integrity
Disruptive Academic Behavior
Academic Probation
Appeals Processes
Removal of Incomplete
Last Day to Withdraw from Class
Time for Degree Completion
Affiliated Organizations and Programs

**American Society for Public Administration (ASPA)**
The American Society for Public Administration (ASPA) is the professional association for public administration practitioners and professors. Full-time students are eligible for student membership at a substantially reduced fee and encouraged to join ASPA. Members receive the *Public Administration Review* and *PA Times*. These meetings represent an outstanding opportunity for students to meet local officials and become familiar with local management issues.

**ICMA and local ICMA Chapter**
According to their website, the International City Management Association (ICMA) “is the world’s leading association for professional city and county managers and other employees who serve local governments.” ECU also hosts a chapter of the ICMA. More information about this organization can be obtained from the group’s faculty advisor, Casey Fleming (flemingca17@ecu.edu).

**MPA Advisory Council**
The MPA Program Advisory Council is a committee composed of practicing public administrators and non-profit leaders who advise the MPA faculty on the program’s structure and curriculum as well as provide support to the students through their activities. Its mission of the East Carolina MPA Program Advisory Committee is to provide community among students, faculty, alumni, and friends in order to promote and extend the core values and goals of the MPA Program by:

- Providing leadership in an advisory role to faculty and staff members of the MPA Program;
- Identifying, promoting and securing scholarship opportunities for the MPA Program; and,
- Hosting and supporting network and professional development opportunities for MPA students and alumni.

**MPA Committee**
The MPA Committee is the sub-committee of the Department of Political Science with responsibility for overseeing the MPA degree. Its members are the core faculty members of program.

**National Association of Schools of Public Affairs and Administration (NASPAA)**
Our program is fully accredited by the National Association of Schools of Public Affairs and Administration. We received confirmation of our last re-accreditation in August 2015. We endeavor to ensure that our program meets all of NASPAA’s academic standards. Please visit their website at www.naspaa.org for information on this organization.

**Pi Alpha Alpha**
Pi Alpha Alpha is the national honor society for the field of public affairs and public administration. The purpose of this society is to encourage and recognize outstanding scholarship and accomplishment in public affairs and administration. As a member of the National Association of Schools of Public Affairs and Administration (NASPAA), East Carolina University Department of Political Science has a Pi Alpha Alpha Chapter.
Membership is open to undergraduate and graduate students in schools of public affairs and administration, faculty members, alumni and public officials and scholars who have made significant contributions to the field. Individuals interested in joining should contact the MPA Director who will also nominate students for membership during the fall and spring semesters.
**Financial Assistance**

*Graduate Assistantships*
Graduate assistantships are awarded to students whose undergraduate records are outstanding or to those who prove themselves outstanding students after they enter the graduate program. Graduate assistants support members of the Department faculty in fulfilling their research and teaching responsibilities. Normally, a student will be awarded an assistantship for a maximum of two academic years.

[General information about graduate assistantships can be found on the Graduate School’s website.]

Students who wish to apply for an assistantship should indicate that on their application to the MPA program. They can also write the MPA Director, who will make GA decisions in consultation with the MPA core faculty.

Graduate assistants are expected to be positive examples for other graduate students and undergraduate students in scholarship, diligence, and behavior. A graduate student may be relieved of an assistantship by the MPA Director if the student fails to maintain a “B” average with at least a nine-hour load, if the student accumulates an excessive number of Incomplete grades in courses, or if, in the view of the MPA Committee, the student’s behavior reflects adversely upon the Program, Department and University.

The Political Science Graduate Program Director exercises general supervision over graduate assistants. They will assign assistants, equalize workloads, and so forth. Specific supervision of the GA’s work is provided by the faculty members to whom they are assigned. This extends to such things as specific assignments, weekly schedules, etc. Each professor to whom a graduate assistant is assigned will make an evaluation of the assistant's effectiveness at the end of each term and submit his or her evaluation to the MPA Director.

The University pays graduate assistants at regular intervals during the year. The payment schedule is announced by the Business Office at the beginning of the fall semester.

Graduate Assistants must agree not to accept any other employment without the approval of the MPA Director and the Graduate School. **Assistants are required to enroll in three graduate courses (9 s.h.), at least 6 of which must be taught face-to-face (with possible exceptions made in times of crisis such as COVID-19), during a regular academic semester.**

Graduate Assistants employed during summer sessions must have been enrolled as regular graduate students in either the semester preceding or following the summer in which they are awarded an assistantship. Summer graduate assistants need not be enrolled in summer session classes unless the student is an incoming graduate student.
Scholarships
The North Carolina City County Managers Association (NCCCMA) provides one scholarship per year of about $2,000 to each accredited MPA program in the state. The scholarship is intended for a student interested in working at the local government level within North Carolina. Once the MPA director has been notified of this scholarship opportunity, he or she notifies the faculty and the program students soliciting applications.

Students are encouraged to enter their information into ECUAward, which will match students with scholarship opportunities, as appropriate.

Financial Aid
All students seeking financial aid should complete the federal aid application available via the Office of Financial Aid website. The MPA Program is not informed of students’ financial aid status unless the student conveys such information to us.

Work Study
Graduate students are eligible for Federal Work Study funds. Should you receive such funding, please consult with the MPA Director. The Program can hire you to perform graduate assistant tasks using these funds. This work may be able to be done in conjunction with a graduate assistantship.
Assessment

All NASPAA accredited programs and all ECU programs are expected to engage in an active continuous assessment program to measure how well they are meeting their stated mission and student learning objectives. This is the equivalent of program evaluation for the MPA Program. We believe each student and faculty member has a responsibility to participate in this process and to give feedback that will be used to evaluate our progress and to improve the MPA Program. All student participation in these assessment processes is confidential, voluntary, and independent of grades.

We do ask your assistance, though, in completing the student opinion of instruction surveys that are available at the end of each course. The feedback you give faculty via these surveys is quite useful in revising courses and in faculty evaluations. The university will also send you links to surveys on various university services. This information helps us know what services are useful to our students.

In addition, you will be asked to take a knowledge test and survey about your experiences in the program during the semester in which you will graduate. This information will be used to help us evaluate how we are contributing to the development of students’ knowledge and skills and maintain our accreditation. You may also be asked to participate in other kinds of surveys and evaluation exercises during your time with us.

We hope you will be an active participant in these various assessment activities. Our goal is to engage in processes that facilitate continuous improvement in the program and students’ experiences with it.
Appendix A: PADM Course Descriptions

Critical Scheduling Information:

- PADM 6101, 6102, 6161, and 6900 are the methods sequence. Each class has the preceding course as a prerequisite.
- PADM 6101 is taught only in the fall. It is a prerequisite for 6102.
- PADM 6102 is taught only in the spring. It is a prerequisite for 6161.
- PADM 6161 is taught only in the fall. It is a prerequisite for 6900.
- PADM 6900 is ONLY taught in the spring.
- PADM 6900 is the capstone class. It should therefore be taken in a student’s last semester. However, if need be, the student can take their internship or an elective after 6900. All of the core classes should be completed BEFORE the student enrolls in 6900.

6100 Politics and Management in Public Agencies (3)
**Taught every fall**
P: Consent of instructor. Study, functions, structures, and processes of public administration at all levels of government. General management issues in public agencies. Emphasis on political institutions and their impact on policy process.

6101 Analysis for the Public Sector (3)
**Taught every fall**
P: Consent of instructor. Introduction to communication and analytical skills used in the public sector.

6102 Quantitative Methods for Public Administration (3) Formerly PADM 6230
**Taught every spring**
P: PADM 6101 or consent of instructor. Case-based approach to methods of data collection, statistical modeling, and empirical analysis applied to problems in public management and administration.

6110 Human Resource Management in Public Agencies (3)
P: Consent of instructor. Assessment skills for recruitment and maintenance of personnel in public sector. Comparative study of all phases of human resource management in federal, state, and local governments.

6111 Contemporary Problems in Public Personnel Administration (3)
Problems faced by public personnel administrators stemming from changes in social, political, and technological environment. Focus on merit system.

6112 Productivity in the Public Sector (3)
P: PADM 6110. Various approaches that increase efficiency with which resources (especially human resources) may be converted into products or services. Barriers to productivity. Emphasis on motivation of public employees.
6116 Women, Public Policy, and Administration (3)
Significant works, discussion of timely problems, and guided individual research on women, public policy, and administration.

6120 Public Budgeting and Finance (3)
P: Consent of instructor. Comparative study of US budgetary and revenue systems.

6121 Financial Management in State and Local Governments (3)
P: Consent of instructor. Introduction to financial and managerial accounting and reporting, the use of accounting and financial information in managing state and local governments, capital budgeting and the market for tax-exempt debt.

6123 Economic Development (3)
Theory, practice, and history of local government economic development policies in US.

6124 State and Local Government Finance (3)
P: Consent of instructor. Expenditures and revenues of state and local governments plus fiscal aspects of intergovernmental relations. Determinants of state and urban economic development and local government fiscal behavior.

6130 Urban Policy and Administration (3)
Policy-oriented study of urban government, leadership styles, and problems.

6140 Administrative Law and Ethics (3)
P: Consent of instructor. Structure and processes of administrative agency rule making and adjudication in US. Emphasis on administrative ethics and role of values in practice of public administration.

6150 Seminar in Public Administration (3)
May be repeated. May count maximum of 6 s.h. toward MPA degree with change of topic. Intensive study of various topics.

6160 Public Policy Formulation and Implementation (3)
P: Consent of instructor. Formulation and implementation of public policy at federal, state, and local levels of government. Application of various models and theories of policy formation and implementation to substantive policy areas.

6161 Applied Policy Analysis (3)
**Taught every fall**
P: PADM 6101, 6102 or consent of instructor. Public policy at all levels of government. Program charting, budget examination, management analysis, systems analysis, implementation analysis, and cost-benefit analysis.
6162 Environmental Administration (3)
P: Course or other background in public policy. Political and bureaucratic constraints reflecting conflicting objectives of energy independence and pollution-free environment.

6163 Environmental Policy Analysis (3)
P: Consent of instructor. Political, economic, and regulatory issues associated with protection and enhancement of quality of physical environment. Formation, implementation, and evaluation of environmental and natural resource policies. Emphasis on development of research skills to facilitate reasonable knowledgeable about formulation and termination of environmental policies.

6164 State and Local Environmental Policy (3)
P: PADM 6162 or consent of instructor. Comparative study of state and local government structures and processes related to environmental laws, regulations, organizational structures, and implementation results.

6165 Program Evaluation (3)
P: PADM 6101 or consent of instructor. Theory and practice of program evaluation with attention to the conceptualization and design of an evaluation, as well as the methods of measurement.

6170 Intergovernmental/Interagency Relations (3)
Patterns of relations between officials of various US governmental units and agencies.

6210 Organization Theory in the Public Context (3)
Behavior and interaction of individuals and groups in complex organizations in public context. Analysis of processes, conditions, and constraints in formulation and implementation of public policy.

6220 Leadership and Ethics in the Public Sector (3)
Study of leadership and ethical issues facing policy makers and public administrators, including leadership and management skills, ethical dilemmas and challenges, conflicts of interest and values, and professionalism.

6240 Management of Non-Profit Organizations (3)
Analysis of nonprofit organizations in the US with attention to their purposes, organization, management, and roles in public policy development and implementation.

6260 Management of Public Information Technology (3)
Fundamental concepts of information management in the public sector. Examination of planning and implementation of information technology and e-government projects.
6325 Transportation Policy (3)  
Analysis of US public policy toward transportation issues at both the state and federal levels.

6400 Health Policy (3) Same as COHE 6971 and NURS 6971  
Overview of health policy, law and regulation that relate to the delivery of health care in the United States.

6400 Health Policy Analysis (3)  
Development of policy analysis and assessment skills needed in the health policy field.

6887, 6888, 6889 Internship in Public Administration (1,2,3)  
Approximately 100 hours per semester per credit hour.  
P: Consent of instructor.  
Experiential learning in public agency setting under academic supervision.

6898, 6899 Independent Research (3,3) Formerly PADM 6189, 6199  
P: Completion of 12 s.h. of degree requirements; consent of instructor. Individualized.

6900 MPA Professional Paper (3)  
**Taught every spring, and ONLY in the spring**  
P: PADM 6161 or consent of MPA program director. Identification of public management or policy issue and development of problem-resolution strategy. Completed paper defended before MPA faculty.

7004 Marine Policy, Governance, and Law (3) Formerly PADM 6300  
P: Consent of instructor. Processes, politics, laws, and institutions as they affect marine, coastal, and climate policy in the United States.

7009 Coastal, Maritime, and Environmental Law (3)  
P: Consent of instructor. Role of law and the judicial system as these affect coastal, marine, climate, and environmental policy.
Appendix B: Semesters for Core Class Offerings

Fall
PADM 6100 Politics and Management in Public Agencies
PADM 6101 Analysis for the Public Sector
PADM 6120 Public Budgeting and Finance
PADM 6161 Applied Policy Analysis

Spring
PADM 6102 Quantitative Methods for Public Administration
PADM 6110 Human Resource Management in Public Agencies
PADM 6220 Leadership and Ethics in the Public Sector
PADM 6900 MPA Professional Paper

Summer Courses: Specific courses offered during the summer terms will vary depending on faculty availability to teach in summer sessions. We generally offer three to four elective courses each summer during the 11-week summer session. Summer courses are offered online. PADM 6900 is not offered during the summer terms.

Critical Scheduling Information:

- PADM 6101, 6102, 6161, and 6900 are the methods sequence. Each class has the preceding course as a prerequisite.
- PADM 6101 is taught only in the fall. It is a prerequisite for 6102.
- PADM 6102 is taught only in the spring. It is a prerequisite for 6161.
- PADM 6161 is taught only in the fall. It is a prerequisite for 6900.
- PADM 6900 is ONLY taught in the spring.
- PADM 6900 is the capstone class. It should therefore be taken in a student’s last semester. However, if need be, the student can take their internship or an elective after 6900. All of the core classes should be completed BEFORE the student enrolls in 6900.
Appendix C: Typical Full-Time MPA Student Schedule

This schedule is based on a full-time schedule. Students enrolled on a part-time basis should consult the schedule for information on the projected time frame for course offerings.

<table>
<thead>
<tr>
<th>Term</th>
<th>Year One</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PADM 6100 Politics and Management in Public Agencies</td>
</tr>
<tr>
<td></td>
<td>PADM 6101 Analysis for the Public Sector</td>
</tr>
<tr>
<td></td>
<td>Elective(s) and/or Internship*</td>
</tr>
<tr>
<td>Spring</td>
<td>PADM 6102 Quantitative Methods for Public Administration</td>
</tr>
<tr>
<td></td>
<td>PADM 6110 Human Resource Management in Public Agencies</td>
</tr>
<tr>
<td></td>
<td>PADM 6220 Leadership in the Public Sector</td>
</tr>
<tr>
<td>Summer</td>
<td>Elective(s) and/or Internship*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PADM 6120 Public Budgeting and Finance</td>
</tr>
<tr>
<td></td>
<td>PADM 6161 Applied Policy Analysis</td>
</tr>
<tr>
<td></td>
<td>PADM Elective(s) or Internship*</td>
</tr>
<tr>
<td>Spring</td>
<td>PADM Elective(s) or Internship*</td>
</tr>
<tr>
<td></td>
<td>PADM 6900 MPA Professional Paper**</td>
</tr>
<tr>
<td>Summer</td>
<td>PADM Elective(s) or Internship*</td>
</tr>
</tbody>
</table>

*Electives will vary depending on available faculty and budgetary allocation. Internships required for pre-professional students. **Taken in students’ last semester.
Appendix D: MPA Internship Program

All students without significant Public Administration-related work experience are required to complete a public service internship. The MPA Committee will review each student’s work history at the time of admission to determine if an internship will be required. The requirements of the internship are: 300 hours of work (for 3 semester hours of credit) in a position approved by the Internship Coordinator, a written report and an oral presentation (described below). Students who successfully complete the requirements of the internship will be awarded three semester hours of academic credit.

Placement

Entering students who are required to complete the internship requirement should arrange to meet with the Internship Coordinator as soon as possible after entering the MPA program. While it is ultimately the student’s responsibility to secure an internship position with an acceptable employer, the Internship Coordinator will assist students whenever possible, and maintains a file on potential employers. Internships should be either with government agencies or non-profit organizations. Internships in the private sector may be granted academic credit only after prior approval by the MPA core faculty.

Below are some important web sites listing various internship opportunities.

- Our accrediting body, NASPAA (National Association of Schools of Public Affairs and Administration), [www.naspaa.org](http://www.naspaa.org), maintains a site on which various internships are posted. [http://www.publicservicecareers.org/](http://www.publicservicecareers.org/)

Confidentiality and Privacy

Some internship experiences (military, health or medical, etc.) can involve issues of access to confidential materials and clients’ rights to privacy. Students should take every precaution not to invade clients’ rights in the internship presentation, the internship report, and in their daily conversations with friends, fellow students, and professors.

Students who have access to health and medical records are covered under provisions of the Federal Health Insurance Portability and Accountability Act of 1996. This act requires those who have access to certain patient health and medical information to undergo training before they can access these records. The web site: [https://healthinformation.ecu.edu/](https://healthinformation.ecu.edu/) has further information for ECU students and staff on this requirement.
Internship Report

Each student must prepare an internship report which will describe how their internship experience has enhanced their understanding of the knowledge and skills required in public sector management. The internship report should be regarded as a major paper of an applied nature with quality and length appropriate for graduate-level academic credit.

The internship report is designed so that the student intern can synthesize their practical experience with theoretical learning. The outline of a typical report should take the following form:

Agency Setting:
• A description of the organization’s goals and objectives
• Major programs and activities of the organization
• Organizational chart of the agency showing the intern’s place in the organization
• List of names, titles, and addresses of administrative officials who are significantly related to the student intern’s work

The Internship Projects, Duties, and Responsibilities:
• List all projects assigned and completed by the student intern
• Description of duties and responsibilities
• A journal kept by the intern during the internship period
• Description of skills, knowledge and methods used in resolution of problems assigned
• Interns are encouraged to observe and assess the management behaviors (positive and negative) in summary fashion of all supervision. The actual names or precise identification of individual should not be included in the report in order to protect the privacy of all parties.

Annotated Bibliography:
List of books, government documents, articles, and other literature the student has read relating to his or her internship projects, duties, and responsibilities with a brief summary of each.

Evaluation Summary:
• Assessment of the degree of personal growth experienced by the student as well as difficulties encountered.
• Discussion of the intern’s personal views, career goals, and perceptions of the public sector management.
• Suggestions on any aspect of the internship.

Appendix:
Any additional information that will help the evaluation process such as a sample of work produced during the internship
Guidelines for Master of Public Administration Internship Paper

Purpose: The purpose of a public administration internship is to provide the student with experience in a practical setting of a public or non-profit agency. The student is to experience the real-life, day-to-day dynamics of the organization for which they are assigned.

Objectives of Internship: When you were given permission to take an internship with a specific agency, the permission form lists the projects and work assignments that the agency has agreed to provide. Your paper should reflect and emphasize these projects and assignments. Once you are actively involved in the internship, should these assignments or projects change, you should discuss this change with the Graduate Internship Coordinator promptly!

Writing the Paper: As with any professional paper presented to the faculty, the paper should be typed and bound in some manner. The initial section of the paper should describe the setting and structure of the agency of which you have been assigned. The objectives you were assigned and how you went about accomplishing them should be described. A typed version of your daily journal should be included (see above for content). Finally, the paper should include an assessment of what you learned. What management styles did you observe (positive or negative) and what did you learn from this observation? Were there political influences that you observed? Also assess from your perspective the efficiency or effectiveness of your element of the agency and what you learned. Interject your value system and what you have been taught by the faculty in this assessment. Detail how this internship experience will help you become an effective and productive public or non-profit employee and how you believe it will advance your career. Do not copy policies and procedure not developed by you for inclusion within the paper unless they have some direct relevance to a theme you are using in your paper! An additional copy of the final internship paper must be submitted to the Internship Coordinator in an electronic format that will allow long term storage.
Internship Placements, 2009-2022

Summer 2022
- City of Greenville, City Manager’s Office, Greenville, NC
- City of Rocky Mount, Rocky Mount, NC
- City of Saluda, Saluda, NC

Spring 2022
- You Can Vote, Raleigh, NC

Summer 2021
- City of Rocky Mount, Rocky Mount, NC
- Town of Holden Beach, Holden Beach, NC
- Town of Ayden, Economic Development Department, Ayden, NC
- City of Greenville, City Manager’s Office, Greenville, NC (2 interns)
- North Carolina General Assembly, Office of Senator Bob Steinburg
- Town of Mooresville, NC
- Department of Public Safety, Governor’s Clemency Office, Raleigh, NC

Summer 2020
- City of Greenville, Greenville, NC

Spring 2020
- City of Greenville, Greenville, NC

Fall 2019
- City of Greenville, Greenville, NC
- Horton’s Kids, Washington, DC (www.hortonskids.org)

Spring 2019
- Finance Office, Alexander County, NC

Fall 2018
- City of Greenville, Greenville, NC

Spring 2018

Fall 2017
- Campus Recreation and Wellness, ECU Greenville, NC
- Johnston County Manager’s Office, Smithfield NC

Summer 2017
- NC Medical Society, Raleigh, NC

Spring 2017
- Carolina Gateways Partnership, Rocky Mount, NC

Fall 2016
- NC Coordinated Campaign, Elizabeth City, NC
- City of Greenville Department of Planning, Greenville NC
- Office of Information and Communication Technology, United Nations

Summer 2016
- Susan G. Komen Foundation, Charlotte NC
- Office of Information and Communication Technology, United Nations, NY, NY

Spring 2016
- Urban Ministries of Wake County, Raleigh NC
Summer 2015
- Hope and Glory Mission, Greenville NC

Summer 2014
- Chamber of Commerce, New Bern, NC
- City of Rocky Mount, NC, Finance Office
- City of Fuqua-Varina, NC, Manager’s Office
- Greene County, NC, County Manager’s Office
- City of Greenville, NC, Office of Community Development and Manager’s Office Spring 2014
- Village of Frankfort, IL, Village Administrator’s Office

Fall 2013
- Congressional Sportsman Foundation, Washington, DC

Summer 2013
- City of Greenville, NC, Manager’s Office

Spring 2013
- Pitt County Health Department & City of Greenville Planning & Development Department
- Pitt County Finance & Personnel

Fall 2012
- Appalachian Regional Commission
- Food Bank of Eastern North Carolina
- City of Greenville Planning & Development
- City of Washington – Manager’s Office
- STRIVE of Pitt County Spring 2012
- PORT Human Services – Finance Office
- Alamance County Sheriff’s Department

Fall 2011
- Pitt County Finance
- Center for Family Violence Prevention

Spring 2011
- Pitt County Manager’s Office
- ECU Office of Engagement, Innovation & Economic Development
- City of Washington – Manager’s Office

Fall 2010
- Town of Grifton – Manager’s Office
- Bladen County Office of Emergency Services

Spring 2010
- Town of Winterville – Human Resources
- Lawrence Academy Administration, Merry Hill, NC

Fall 2009
- Town of Farmville – Manager’s Office – Economic Development
- REAL Crisis Center
- PORT Human Services – Finance Office
- Cabarrus County Chapter of the Red Cross
• Town of Farmville – Manager’s Office – Economic Development

Spring 2009
- REAL Crisis Center
- Pitt County Manager’s Office
- Pitt County Office of Public Information

Summer 2009
- City of Greenville Planning & Development
- Nash County Planning & Finance
- Town of La Grange Manager’s Office
- City of Greenville Fire Department
Appendix E: Guidelines for Writing

East Carolina University
Master of Public Administration Program
Guidelines for Writing
November 1, 2019

These guidelines are for use while you are in the MPA Program. In January 2012, all MPA courses began using the APA writing style and formatting of papers. This document is only an abbreviated guide intended to be only a quick overview to common writing and formatting issues. More complete references are cited below. The MPA Committee has adopted this writing style to ensure consistency across our courses and to facilitate the development of clear writing and communication on the part of our students.

General Writing Tips

• The aim of your writing should be to communicate your thoughts and results clearly to your readers, so consider the following tips as you write for your courses and your professional paper.
• Be consistent in style and format.
• The specified guidelines for style create a smoother, more professional presentation.

General Formatting

• The entire document should be accurately typed and double-spaced.
• All textual pages should be numbered, beginning with the first page of the text. You may begin the actual numbering on the first page or on the second page – just be sure you use the appropriate page number.
• Textual pages do not include title pages, abstracts, executive summaries or tables of contents.
• Use only a basic, widely available font like Arial, Courier or Times New Roman, 12 point.
• Do not use extra-large spaces after paragraphs.
• Do not justify or break words at the right margin.
• Use proper, consistent format styles for section headings, citations within the text, quotations, tables and figures, endnotes and footnotes, appendixes, and references.
• Use the Spelling and Grammar check before submitting your work. The red and green lines indicate problems and you should address them. Please note that the system misses correct spelling of an inappropriate word and often offers suggestions you might not wish to take.
• Avoid placing two spaces after the periods at the end of a sentence. This spacing pattern used to be what we were taught in typing or keyboarding to enable the reader to identify clearly where one sentence ended and another began, but contemporary word processing software does this spacing automatically. If you do this out of habit, a simple way to fix it is to use the “find/replace” feature to eliminate the additional spaces when you are done.
• Reading a paper aloud often helps you find ways to improve your writing.
• Proofread and proofread again. And then, perhaps, proofread once more.

Be Specific

• Be specific about all references to time, quantity, etc.
Instead of using currently or recently, specify last spring. Often when now and currently are implied, these words can be deleted without loss of meaning. Instead of saying several units were added, give a number or a rough estimate, such as almost 100.

Use Shorter Words
- Choose short, familiar words whenever possible.
  - When more than 15 percent of your words (except verbs and proper nouns) are three or more syllables, readers work too hard to understand your message.

To reduce larger words, consider these tips:
- Use ‘about’ instead of ‘approximately’; use ‘use’ rather than ‘utilize’.
- Convert nouns ending in -ion into verbs. For example, use "We considered..." instead of "We took into consideration ....".

Delete Extra Words
- Making your point without extraneous words helps readers clearly understand your message.
  - Evaluate every "that" in your text. Often "that" can be deleted without loss of meaning.
  - Avoid starting sentences with "In order to ...." By deleting the words "in order," you lose no meaning.
  - Rarely is the word "very" needed. Consider deleting it or choosing another word. Very good can be excellent, and very important can be key.

Use Shorter Sentences
- Keep at least 75 percent of your sentences an average length of 10-20 words. If a sentence is longer than three typed lines, consider shortening it.

Use Shorter Paragraphs
- If a paragraph is more than ten typed lines, consider shortening it.
- Each paragraph should have at least three sentences.

Avoid Clichés & Jargon
- Choose original ways of writing your message, avoiding well-known phrases such as, When push comes to shove, In order to, and By the same token. These clichés well-worn phrases will bore your readers.
- Avoid the use of jargon whenever possible. This type of language or terminology will serve only to confuse readers who may be unfamiliar with your field of study. Be sure to define any such terms when used.

Watch Use of "It" and "There"
- Following the advice to use words intentionally and sparingly, avoid introductory clauses that have little value in the sentence. For example, limit use of there.
  - It can be vague.
  - Avoid starting a sentence or clause with It unless the pronoun has a clear antecedent.
  - Avoid starting sentences with “There” to prevent the use of empty introductory language.

Verb Tense
- Choose a verb tense and maintain its use throughout the document.
- Carefully consider use of the future tense, as often it is unnecessary.
- In discussions of the literature, use the past tense, as in "Valauskas (1990) remarked that ....".

Use Strong Verbs
- Use "strong" verbs whenever possible. Forms of the verb to be (e.g. am, is, are, was, were) do not maintain readers' interest.
Instead of saying, "The meeting was productive," consider, "The meeting generated ideas for ...."

**Favor the Active Voice**
- Favor the active voice over the passive voice to avoid vagueness unless the action is more important than the doer of the action. When the verb of a sentence is in the **active voice**, the subject is doing the acting.
- Use of the imperative is a good technique for attracting readers and minimizing the use of passive voice constructions. **Imperatives** are verbs used to give orders, commands and instructions.

**Avoid contractions**
- Do not use such contractions of verbs in formal writing
  - Avoid “don’t, isn’t, won’t, etc.”
- Remember “It’s” is the contraction for “it is” and, therefore, does not belong in a paper.

**Avoid beginning sentences with “However, But, or And”**.
- Each of those words implies a continuation of the previous sentence’s main thought.
- These words should only be used when one wishes to make a very strong point about something being an exception to the main point of the preceding sentence. If you use them too often they lose their power to signal the reader of the significance of your exception.

**Using hyphens**
- If you use hyphens, like this “Alterative 1-the”, do it like this “Alternative 1 – The”.
- While this seems petty, the hyphen without spaces means that it is all part of the same word like “over-drawn.”

**People deserve proper pronouns**
- Do not refer to people by the word “that”. “That” is a reference to an inanimate object.
- Use “who” or some other appropriate pronoun when referring to people.
- Be sure to use singular pronouns to refer to singular nouns and plural pronouns for plural nouns.
- A common error involves using “they” and “their” to refer to individuals as opposed to groups of individuals.

**Ask "So what?"**
- After you've written your text, evaluate every sentence by asking yourself, _Why is this particular piece of information important to my readers?_
- If you cannot answer the question adequately about a sentence, consider deleting it.

**Acronyms**
- Acronyms and abbreviations should be spelled out the first time they are used. Any that are in languages other than English should be spelled out in the original language and in English.
  - For example, state World Intellectual Property Organization (WIPO), allowing the use of WIPO later in the manuscript.
  - After you introduce an acronym use it. Be consistent in its use. Do not introduce and acronym only to repeat the full term throughout the remainder of your document.

**Dates**
- Dates should appear in day-month-year format
  - For example, November 30, 2004 would appear as 30 November 2004.

**Electronic Mail and Internet**
- Refer to electronic mail as e-mail or E-mail, but not email or Email.
- The Internet should be called the Internet, not the internet, the net, the Net, or the Net
• Use the Web or the World Wide Web, but not the web.

Other Languages
• Correct diacritical markings are essential in all languages that have them.
• Commonly used foreign words do not require italics.

Numbers
• The numbers zero through nine should be spelled out except when referring to data or measurements, such as "The figure measures 3 pixels by 2 pixels ...." All whole numbers above nine should appear as Arabic numerals, such as 10, 11, 12
• Ordinal numbers should be spelled out, as in twentieth.
• A number at the start of a sentence should be spelled out, as in "Fourteen search engines were examined"

Percentages
• Write percent, not %.
• Do not repeat % in every cell of a table. Use it once in the title of the column. Use only numbers in the cells.

Person
• Favor the use of the second-person pronoun, you, over the indefinite third-person singular pronoun, one.
• Do not assume that the pronoun for a third-person singular noun is him or he.
• To avoid awkward constructions like he/she, revise sentences.

Tables & Figures
• Capitalize all references to your own tables and figures, such as "see Figure 1" or "see Table 2 below."
• Always spell out the words Figure or Table in reference to illustrations in the course of the paper.
• Cite the sources of the data in your tables and figures even if you are the source.
• Use lower case for references to figures or tables in cited literature, such as (Kokomo, 1999, figure 8) or (Dolton, 1968, table 5).

In-Text Quotations
• A quotation is a reproduction word for word of material directly taken from another author’s work.
• If you are basically using the same words as the original author, you need to cite this material. Changing a few words does not make the material your own. To make it your own, incorporate the ideas into your own words and organization. Even so, you should cite the original source material if you use it to frame your own thinking on a subject.
• When quoting, always provide the author, year and specific page citation or paragraph number for non-paginated material in the text.
• Include a complete reference in the reference list.
• Credit direct quotations of online material by giving the author, year and page number in parentheses.
• Many electronic sources do not provide page numbers. If paragraph numbers are visible, use them in place of page numbers and use the abbreviation para.
• If a quotation comprises fewer than 40 words, incorporate it into the text and enclose the quotation with double quotation marks.
• If the quotation comes in the middle of a sentence, end the passage with the quotation marks, cite the source in parenthesis immediately after the quotation marks and continue the sentence.

EXAMPLE:

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers? If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation. She stated, "Students often had difficulty using APA style," but she did not offer an explanation as to why (Jones, 1998, p. 199).

• If a quotation comprises 40 words or more, display it in a freestanding block of text and omit the quotation marks.
• Start the block quotation on a new line and indent the block about a half inch from the left margin in the same position as a new paragraph
• Type the entire quotation on the new margin and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double spacing throughout.

EXAMPLE:

Jones's (1998) study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

References Format

• Endnotes in the manuscript should be consecutively numbered and collected at the end of the paper after the conclusion and before the References section.
• Footnotes are placed at the bottom of each manuscript page.
• Additional APA citation resources can be found at http://owl.english.purdue.edu/owl/resource/560/01/
• Each reference cited in the text must appear in the reference list and each entry in the reference list must be cited in the text. These must also be identical in spelling of author’s names and year.
• After the first line of each entry in your reference list, all other lines should be indented one-half inch from the left margin. This is called hanging indentation.
• Reference list entries should be alphabetized by the last name of the first author of each work.

General Formatting for In-Text Citations

• The last name of the author of a cited work should appear in the paper, followed by the year of publication of the book, paper, report, or document, as in (Jones, 1990).
• If there are several references to authors with the same surname, initials should be used to differentiate between the authors, as in (C. Jones, 1990; D. Jones, 1985).

Two Authors
• For references containing two authors, list the authors in order of their appearance in the original publication, followed by date of publication,
  o Example (Smith and Jones, 1986).

Three or More Authors
• If a reference contains three or more authors, list only the lead author, the abbreviation et al., and the date.
  o Example a paper written by Gene Rodgers, Joe Smith, Dana Eisner and Sandra Jacobson in 1980 would appear as (Rodgers et al., 1980).

Unknown Author
• If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses.
• Titles of books and reports are italicized or underlined; titles of articles and chapters are in quotation marks.
  o Example: A similar study was done of students learning to format research papers ("Using APA," 2001).

Publications in Press
• Cite publications in press (i.e. those documents accepted for publication but not yet published)
  o Example: (Rivers, in press).

Direct Quotations
• Cite direct quotations and include the page number from which the quotation was derived.
  o Example: (Merrell, 1994, p. 98).

Indirect Quotations
• A citation can refer to text written by one author embedded in the text of a book or paper written by another author
  o Example: (Ransmayr in Rothenberg, 1995).

Multiple Quotations
• Multiple citations can appear in whatever order the author deems relevant, such as alphabetical, numerical, or significance.
  o Example: (Shane and Cushing, 1991; Chalmers, 1990; Kendall and Wells, 1992).

Personal Communication:
• For interviews, letters, e-mails, and other person-to-person communication, cite the communicator’s name, the fact that it was personal communication, and the date of the communication.
• Do not include personal communication in the reference list.
  o P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

The DOI System
• Developed by a group of international publishers, the DOI System provides a means of persistent identification for managing information on digital networks.
• Often times trying to get to a source using a URL doesn’t work because the “link” is no longer working.
• The DOI System is implemented through Cross Ref which provides the citation-linking service for scientific publishing.
A DOI is a unique alphanumeric string assigned by the registration agency to identify content and provide a persistent link to its content location on the Internet.

The DOI is typically found on the first page of the electronic journal article near the copyright notice in the upper right corner but can be found in various places depending on the journal.

DOIs can also be found in the data base page for an article when searching. It is midway down the page and is labeled “Digital Object Identifier.”

The DOI in your reference list functions as links to the content you are referencing.

When a DOI is used, no further retrieval information is needed to identify or locate the content!

Article From an Online Periodical with DOI Assigned.


Other Resources
To assist you in editing process your own work, please consult the following resources.

APA
- APA Formatting and Style Guide, OWL Materials from The OWL at Purdue Retrieved November 1, 2019, from http://owl.english.purdue.edu/owl/resource/560/01/. This is a magnificent resource.

APA Style Homepage

APA Style Online: Electronic Resources

Webgrammar
- http://grammar.quickanddirtytips.com/
- This site offers advice and guidance for writers at all levels of scholarship as well as a portal to other sources of help for writers.

The Blue Book of Grammar and Punctuation
- http://www.grammarbook.com
- This site is online companion to the print version of Jane Straus's The Blue Book of Grammar and Punctuation, an excellent resource for examining the rules of punctuation.

Common Errors in English
- http://www.wsu.edu/~brians/errors/errors.html Written by Paul Brians, Professor of English at Washington State University this informational page examines the most common errors in the English language. While the site focuses on the proper use of American English, it also offers valuable tips for anyone writing in English.
- Longman. This is an easy to use gold standard for clear writing.

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