

GENERAL INSTRUCTIONS FOR THE SELF-STUDY REPORT: 2006 Edition

1. **THE REVIEW AND ACCREDITATION PROCESS:** Reference should be made to other NASPAA documents on the self-study and accreditation. *General Instructions* covers the what and why of peer review and accreditation, provides an overview of the process, discusses the standards and the self-study report, and describes the role of the site visit team. *Policies and Procedures for Peer Review and Accreditation* and *Standards for Professional Master's Degree Programs in Public Affairs/Policy/Administration* are the key documents governing the process. The *Site Visit Manual* provides details on the site visit team. In addition, various guidelines are available on diversity, public service internships, local government management education and public works administration.
2. **THE SELF-STUDY REPORT:** A carefully prepared Self-Study Report is a key element of the peer review and accreditation process. Preparing the report can be beneficial to the applicant program in reviewing itself. It is essential to the evaluation of the Commission and the site visit team. To encourage comparability of information across schools and to help provide consistency in the peer review and accreditation process, the Self-Study Report should be prepared according to the format specified in these instructions.
3. **ORGANIZING FOR SELF-STUDY:** The faculty of the program is encouraged to utilize the Self-Study Report process as an evaluative tool for analyzing program objectives and performance. Although a variety of organizational approaches are appropriate for the self-study, all faculty assigned to the degree program unit (as well as related faculty who teach courses for the unit) should be involved. In addition, input should be obtained from students, alumni, other relevant academic departments and employers of program graduates.
4. **PREPARATION TIME:** The preparation of the Self-Study Report typically takes six months or more. The mission focus requires the passage of time to assess performance and accomplishment of objectives and to show how information about its performance has been used in directing and revising program objectives, strategies and operations. Collecting data, involving faculty, interacting with students and alumni and preparing the report make it difficult to prepare an effective report solely in the summer before it is due.
5. **OFF-CAMPUS AND DISTANCE EDUCATION:** When off-campus and distance education versions of the program serve different missions, student populations, or utilize educational technology or learning methods that differ from the parent program, these differences should be described and explained fully in order to demonstrate (see the instructions for Standard 9):
 - the extent to which educational offerings are consistent with and contribute to the mission;
 - the extent to which assessment and guidance processes ensure the comparability of the education offered;
 - the effects of these differences on students, faculty, administrators, systems, processes, and the allocation of program resources and, therefore; and
 - the effects of these differences on the education received by all students in the program seeking accreditation regardless of where they are located.
6. **DUE DATE:** The Self-Study Report is due at the national office no later than **August 15**. Due to the extra processing and mailing costs associated with a late self study report, there will be a late charge of \$300 for reports submitted between August 15 and September 1. Reports received after September 1 will not be accepted.

7. **SELF-STUDY YEAR:** The self-study year for this report is the academic year immediately proceeding the year this report is submitted. (This does not include the summer term that immediately precedes the August 15 submission date. Schools with summer terms should use the previous summer in formulating their report.)

8. **COPIES AND RELATED MATERIAL:** Eight hard copies of **Volume I** of the Self-Study Report are required, and each copy should be securely bound. **Also, a copy of Volume I and Volume II** (which includes the syllabi and faculty c.v.s) **must be submitted electronically, in .PDF (Adobe Acrobat) format, to copra@naspaa.org**. A hard copy of Volume II is not required. The report must be accompanied by five copies of the latest relevant college or university catalogs, or by an emailed PDF version of the catalog. (COPRA will compare the Self-Study Report and mission statement with the statement of purpose and program presentation in the official catalog.) Brochures, bulletins and posters used in recruiting students must also be included, either in electronic PDF format or in hard copy.

9. **AVAILABILITY OF RECORDS:** Although they need not be submitted with the Self-Study Report, other information should be available on-campus for review by the Site Visit Team. These would include mission process, assessment process results, thesis or masters papers, comprehensive examinations, student records, affirmative action records and guidelines, and promotion and tenure standards.

10. **CONFIDENTIALITY OF RECORDS:** In cases where states have promulgated complex disclosure regulations, the Self-Study Report should explain these regulations and report how the program has complied.

11. **DEGREE VERSIONS:** All versions of the degree program seeking accreditation must be covered in the Self-Study Report. If closely related programs are offered by the same faculty unit, using essentially the same course offerings, facilities and resources, then one integrated report may be used. If there are substantial differences, it will normally be best to submit a separate Self-Study Report for each program. Different degree programs must be submitted as separate self studies. There may be an additional fee for multiple degree submissions. Please contact the Managing Director of the Commission for further details. (copra@naspaa.org).

12. **PAGINATION AND FORMAT:** The Self-Study Report should use the identical numbering and format of the instructions (which is the same as the Standards). For effective reference, each page of the report should be numbered sequentially. The pages in Volume I and II may be numbered separately. (Because the sections are often prepared and duplicated separately, programs may use the standard number and number within each standard: 1-1, 1-2, 4-6, etc.)

13. **PROGRAM MISSION AND CHANGE:** The mission approach requires a mission statement and an orderly process for developing strategies and objectives, assessment with an on-going process for determining how well the mission is carried out, and guiding performance in using this information in directing and revising program objectives, strategies and operations (Standard 2.0). On-going assessment and program improvements are expected. Development and improvement are a normal and positive aspect of the mission approach. In the Self-Study Report, the program should present current developments and planned changes as they relate to the mission process. For purposes of determining conformity to the Standards, the Commission will consider only those matters officially approved and implemented, but the plans and developments will give additional insight to the assessment. The Commission will determine conformity in assessing the developmental process at the point the report is submitted.

14. **REPORT COMPLETENESS:** Programs seeking initial accreditation or reaccreditation must provide

complete and detailed information in the Self-Study Report in order for the Commission on Peer Review and Accreditation to determine conformity with the standards. The burden of proving that the standards are met rests with the program.

15. **CONCISE PRESENTATION:** In the interest of saving paper and postage costs, the Self-Study Report should be submitted in a concise format. Single-spacing within the items may be used. Printing may utilize both sides of the page. While providing the necessary information, the presentation should be succinct and to the point.

16. **STANDARDS FOCUS:** Since the review and accreditation decision will be based on the standards (including the mission standard), it is important for the Self-Study Report to respond directly to the standards themselves. The questions and points in the Self-Study Report instructions elicit major elements, but the writing of the report should be guided by the detail and philosophy in the standards themselves. For ease of reference, the standards are included in these instructions. They are identified by italic lettering.

TITLE PAGE

Prepare a title page with the following information and certifying signatures. There is also a separate application page that should be submitted with the self study. (See www.naspa.org/accreditation/seeking/process/app.asp)

NASPAA SELF-STUDY REPORT
 Date
 Full Title of Masters Degree Program
 Title of Program Unit (college, school, department, center, institute, etc.)
 Name of Institution
 Complete Program Mailing Address

Certified By: _____
 Signature, NASPAA Principal Representative Title Date

Certified By: _____
 Signature, Chief Academic Officer Printed name Title Date

TABLE OF CONTENTS

Provide a table of contents with page numbers for the major sections and sub-sections of the report. Please use the identical numbering format of the standards and these instructions. Number each page sequentially.

PROGRAM SUMMARY

Provide summary information on the program to set the context for responses to the individual standards. The data should be the normal degree program; exceptions will be handled in the discussion of each standard.

PROGRAM SUMMARY

ITEM	DATA
1. Title of degree (1.3)	
2. Off-Campus locations (9.1)	
3. Number of credits normally required for degree (4.3-A)	
4. Total credits in required courses (4.21-B)	
5. Total credits in elective courses (4.22-A)	
6. Specializations advertised as available(4.22-C)	
7. Number of credits which can be reduced for prior undergraduate education (4.3-B)	
8. Number of credits which can be reduced for significant professional experience (4.3-B)	
9. Number in faculty nucleus (5.1-B)	
10. Number of students in degree program (6.3-D)	Full-time, Part-time, Total
11. Is a thesis or major professional report required? (4.3-C)	
12. Is a comprehensive examination required? (4.3-C)	
13. Is an internship available? Is it required? (4.4-B)	

STANDARDS: INTRODUCTION

[Standards appear in italics for reference in preparing the Self-Study Report; they do not need to be repeated in the Self-Study Report.]

Purpose. The purpose of these standards for professional masters degree programs in public affairs/policy/administration is to promote and maintain educational quality. These standards are used in NASPAA's peer review and accreditation process conducted by the Commission on Peer Review and Accreditation. NASPAA is recognized by the Commission on Recognition of Postsecondary Accreditation (formerly known as the Council on Postsecondary Accreditation) as a specialized accrediting agency to accredit masters degree programs in public affairs/policy/administration.

Applicability. These standards apply to individual masters degree programs whose purpose is to provide professional education for leadership in public affairs/policy/administration. All versions of the degree program seeking accreditation or re-accreditation are covered by these standards.

Flexibility and Innovation. The primary concern of these standards is to achieve high quality professional education for persons entering public service. Flexibility and innovation in curriculum design and means of delivery are necessary in order to meet the diverse educational needs of full-time and part-time students, pre-entry and in-career students, students who are changing careers and students with interests in different career specialties in public affairs/policy/administration.

Overall Evaluation of Program. NASPAA recognizes that programs will have differing missions and approaches to achieving excellence in public affairs education. Variations from the standards must be justified in light of a program's mission and success in fulfilling its mission. In arriving at an overall judgment on accreditation, COPRA shall balance consideration of substantial conformance with the standards and its assessment of overall program quality and the unique mission of that program.

STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

These standards assume a commitment to the use of peer review procedures to assess educational quality. Formal peer review and accreditation processes of NASPAA are open to programs which meet the following criteria;

Application for Accreditation: Simply state that the program is eligible for peer review and accreditation (if it meets the criteria in Standard 1.0) and that it is applying for peer review and accreditation. (The specific criteria will be addressed individually in 1.2, 1.3 and 1.4.)

1.2 Institutional Accreditation

The parent institution is accredited by its regional association;

Institutional Accreditation: List the name of the regional accrediting association, state the date of the most recent accreditation, and note accreditation arrangements and dates for off-campus locations (as applicable).

1.3 Professional Education

The primary objective is professional education preparing persons for leadership and management roles in public affairs/policy/administration;

- A. Leadership and Management Objective: Briefly explain how the overall design of the program provides professional education for leadership and management roles in public service.
- B. Degree Specification: Identify the masters degree program(s) related to public affairs, policy and administration applying for review and accreditation. All versions of the degree seeking accreditation are covered by the standards including off-campus and distance educations versions (*Policy and Procedures 1.2*).

Specify the other related master's degree programs offered by the degree granting unit which are not included in the accreditation review. As stated in *Policy and Procedures 1.2*, specific public service programs offered by the degree granting unit, but bearing a distinct and different degree name may be exempt from review, for example, if the particular program is targeted to a special audience or has a special mission which is fundamentally different from that of the primary professional public service degree program. The burden of justifying the exemption shall be on the program seeking accreditation or reaccreditation.

1.4 Program Length

The program must have been in operation at least four years to provide adequate data for evaluating program policies, procedures, and placement of graduates.

Initiation Date: Provide dates of first admission and first graduation of students for the degree program being reviewed.

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

The program shall state clearly its educational philosophy and mission and have an orderly process for developing appropriate strategies and objectives consistent with its mission, resources, and constituencies.

- A. Background: Briefly describe the institutional setting, the historical development of the program, the growth in enrollment and faculty size and other significant developments in the program since its origination.
- B. Mission Statement: State clearly the "educational philosophy and mission" of the program and how the philosophy and mission may vary for any versions of the degree. Please include the formal mission statement. Present and discuss the "strategies and objectives" and their consistency with "mission, resources and constituencies." [This section should focus on the mission itself. The assessment process and use in guiding performance will be covered in 2.2 and 2.3. The mission results and findings will be discussed as relevant in each standard.]

If not already covered explicitly in the discussion of the mission statement, describe the program's environment and the elements that are important and relevant. Describe the population from which students are drawn and differentiate the types of students (full-time, part-time, evening, daytime, weekend, executive, off-campus). Note other public service programs competing in the same environment. Identify opportunities and threats relevant to the mission.

If not already covered explicitly in the discussion of the mission statement, describe the internal concerns. Identify strengths, weaknesses, distinctive competencies, innovations, problems and constraints in the program.

- C. **Mission Process:** As required in Standard 2.1, describe the "orderly process for developing appropriate strategies and objectives." Please discuss the processes used to develop the program's mission statement and the types of involvement that different people and groups had in its development.
- D. **Variation from Standards:** To provide a foundation for later sections of the Self-Study Report, please identify and discuss any Variations from standards which are justified based on mission.

[Under "Overall Evaluation of the Program," the introduction to the standards states the following:

NASPAA recognizes that programs will have differing missions and approaches to achieving excellence in public affairs education. Variations from the standards must be justified in light of a program's mission and success in fulfilling its mission. In arriving at an overall judgment on accreditation, COPRA shall balance consideration of substantial conformance with the standards and its assessment of overall program quality and the unique mission of that program.]

2.2 Assessment

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

Assessment Procedures: In responding to the requirement that "each program shall develop and use procedures for determining how well it carries out its mission," please describe the assessment procedures, information collected, processes or systems in use. Identify and describe the instruments and questionnaires used in assessment (such as alumni surveys, teaching evaluations, employer questionnaires, and internship evaluations). [These should be available for review by the Site Visit Team; if desired, they can be included in Volume II.] Briefly report on the experience of the program in assessment. [This should be a general report; it should not get into the detailed findings or results. Substantive assessment findings should be discussed under each relevant standard below.]

2.3 Guiding Performance

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

- A. **Guiding Performance:** Report the use of information to guide the program. Briefly report on the experience of the program in directing and revising program objectives, strategies and operations based on information about program performance. [This should be a general report; and should not discuss findings or results in detail. The substance of the information will be discussed under each relevant standard below.]
- B. **Program Changes:** Please describe changes in the institutional environment and program changes, both short-term and long-term. Please tie these into the program mission, assessment processes and guiding performance.

STANDARD 3.0--PROGRAM JURISDICTION

Governance and Mission: Relate Standard 3.0 on program jurisdiction to mission as an overview for this section. Discuss how administrative organization, primary responsibility, program administration and scope of influence correlate with program mission. Report any elements relevant to program jurisdiction in the mission statement, matters evaluated in the assessment process, and the use of such information in guiding program operation. Please list and justify any Variations from Standard 3.0 based on mission.

3.1 Administrative Organization

Effective public policy and public administration programs may exist in several forms - sometimes as an autonomous department or school, sometimes as an accountable portion of some larger unit such as a school of administration or a department of political science. Within the framework of university organization, responsibility for the professional masters degree program in public affairs and administration should rest with an identifiable component of faculty and an administrative organization capable of conducting the program effectively. Recognizing wide variations in university structures, the intent is to achieve an appropriate focus of attention, direction, and accountability for the program without prescribing any particular form of organization.

Administrative Arrangement: Diagram and describe the organization of the unit being reviewed within the administrative structure of the institution or campus. Please note any formal or informal agreements or arrangements which are relevant to this standard. Describe any relationships and joint agreements between the program and other academic units at the parent or other institutions.

3.2 Recognized Program

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

Program Structure: Diagram and describe the internal organization of the master's degree program, including the title of the head and the number of full-time faculty administratively assigned to or rostered in it. Report how the program is recognized or administratively understood at the next levels of university organization.

3.3 Program Administration

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

Program Management: Indicate who is responsible for direct administration of the program. Identify the “single administrator.” Describe organizational arrangements within the unit and its constituent elements (department, MPA committee, etc.) and positions (unit or department chair, MPA director, etc.). Describe the nature and degree of faculty consultation in appointment of the administrator.

3.4 Scope of Influence

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

Determining Influence: Explain the authority, participation, “initiative” and “substantial determining influence” that the degree program unit head and faculty nucleus (as listed in Standard 5.1) have in decisions involving the following are as:

- A. General program policy and planning.
- B. Degree requirements.
- C. New courses and curriculum changes.
- D. Admissions.
- E. Certification of degree candidates.
- F. Course scheduling and teaching assignment.
- G. Use of financial and other resources.
- H. Appointment, promotion and tenuring of program faculty.

STANDARD 4.0--CURRICULUM

4.1 Purpose of Curriculum

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

Curriculum and Mission: Relate Standard 4.0 on curriculum to mission as an overview for this section. In particular, explain how “the purpose of the curriculum” is to “prepare students for professional leadership in the public service.” How do curriculum components, required courses (common curriculum components), elective courses (additional curriculum components), general competencies, minimum degree requirements and internships correlate with the program’s mission? Please list and justify any Variations from Standard 4.0 based on the program’s mission. (The assessment measures and findings and their use in guiding program operation are covered in 4.2-D.)

4.2 Curriculum Components

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

- A. Background Information: So that COPRA can understand the information provided in the following sections, please provide background information:
1. Credit System: Identify whether the institution uses the semester, quarter or other system.
 2. Length of Term: Report the length of term (semester, etc.) from first class meeting to final examination
 3. Number of Terms: Report the number of terms (semester, etc.) per academic year and per calendar year.
 4. Full-Time Status: Report the institutional definition of full-time graduate student in credits per term. What is the minimum number of credits which can be taken as a full-time graduate student and what is the normal maximum number of credits which can be taken?
 5. Time Limitation: Report the time limitation in years within which the degree must be completed.
 6. Class Contact Hours: Report the typical class contact hours per term (semester, etc.) for 1, 2, 3, 4, 5, and 6 credit graduate courses.
 7. Numbering System: Describe the course number system used. List the course numbers for lower division, upper division, upper division and graduate, and exclusively graduate courses.
- B. Course Distribution: To provide an overview, complete the following chart showing the distribution of course credits among the various categories. Report the number of course credit hours typically taken by graduates of the degree program.

Course Level	Common Curriculum Components		Additional Curriculum Components	Total
	Required Prerequisites	Required Graduate		
Lower Division				
Upper Division				
Upper Div. & Graduate				
Exclusively Graduate				
Total				

- C. Capable Professionals: Describe how “the curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service.”
- D. Assessment and Guiding Performance: Explain how both the common and additional curriculum components “are assessed as to their quality and consistency with the stated mission of the program.” Report the elements relevant to curriculum measured in the assessment process and report the use of such information in guiding program operation. Report and discuss the substantive findings or outcomes related to program curriculum-- that is, provide the results used by the program and that will be useful to COPRA in evaluating the curriculum.
- E. Graduate Classes: Report if the courses taken to fulfill the common curriculum components are “primarily for graduate students.” Note any exceptions. State the minimum number of credits which must be earned in courses reserved exclusively for graduate students.
- F. Required Prerequisites: List all prerequisite subjects (and undergraduate credits for each) which are required of each student, but for which no graduate credit is given. Explain how each prerequisite contributes to student achievement of educational objectives. If there are none, state “no required prerequisites.” State conditions under which waivers are granted for prerequisites.

4.21 Common Curriculum Components

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

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

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

- A. Required Graduate Courses. List the graduate level courses (course number, title, credits) which are required for all students. State the total credit hours of required courses. State the conditions under which any of these courses may be waived or other courses substituted for them. If there are options among the required courses, explain those options clearly and describe the criteria by which students follow each option. Discuss any variances with the common core curriculum components which support the unique mission of the program.

- B. Ethical Action: Describe how the curriculum enhances "students' values, knowledge, and skills to act ethically and effectively."
- C. Curriculum Coverage: Please relate the curriculum to the areas listed in Standard 4.21. Note the coverage of these areas in the curriculum, particularly as they relate to the program mission. Since the areas do not prescribe specific courses or equal time and since not all courses must be offered and other special strengths can be added, it is important in the presentation to show what is and is not covered and to provide the supporting rationale. Relate the required curriculum components to the following areas listed in Standard 4.21 (a matrix table may be used to summarize which courses contribute to each area).

In the Management of Public Service Organizations, the components of which include:

- Human resources
- Budgeting and financial processes
- **Information management, technology applications, and policy** (*revised 10/02*)

Computer literacy and computer applications are essential competencies. Additionally, the new standard stresses the management of information systems and functions. Coverage of this area could include such topics as

- Ways in which policy making and analysis substantially relate to or are affected by information technology;
- strategic management of knowledge and information in organizations and associated systems; and
- oversight and supervision of information management and managers.

Fulfillment of the requirements of the new standard could be demonstrated (in self-studies, responses to COPRA interim reports, and site visits) by pointing to curricular content in various courses, particularly in the scope or coverage preamble of course syllabi and corresponding readings or assignments. It is not required that stand-alone courses in information management be created, but rather that coverage be provided in the curriculum, much as coverage requirements for public ethics can be met by incorporating ethics substantially in different courses, rather than having a free-standing ethics course. However, specialized courses could be a way to address the new standard.

In the Application of Quantitative and Qualitative Techniques of Analysis, which includes:

- Policy and program formulation, implementation and evaluation
- Decision-making and problem-solving

With an Understanding of the Public Policy and Organizational Environment, which includes:

- Political and legal institutions and processes
- Economic and social institutions and processes
- Organization and management concepts and behavior

4.22 Additional Curriculum Components

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

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

- A. Elective Design: Describe briefly the design of the curriculum with respect to additional curriculum components or elective courses. How many credits are taken? Are these for broad advanced training (4.22-B), a specialization (4.22-C) or a combination?
- B. Elective Courses for Broad Advanced Training: For advanced course work beyond the common curriculum components, define the objectives for the advanced coursework and the mission-based rationale for those objectives.
 - 1. In the advanced elective area, state how many credits a student is allowed to take in courses open to undergraduate students.
 - 2. List the elective courses which are offered primarily for students in the master's program being reviewed.
- C. Elective Courses for Specializations: List the specializations offered as part of the degree program. For each specialty that is listed in the university catalog, program brochures, or promotional material, provide the following information: (If there are no program specialties, please so state.)
 - 1. With reference to the program mission, describe the specific objectives for the specialty, the main categories of students to be served, the number of students enrolled in each specialty area, and how the curriculum provides an understanding of the specialty.
 - 2. List the specialty area courses beyond the core curriculum. Include course number, course title, credits, recent dates offered (to show availability) and faculty. Clearly identify the elective courses taught within the program being reviewed and those offered by other units.

4.23 General Competencies

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

Competencies: Summarize the preceding discussion on curriculum components to identify the "general competencies that are consistent with the program mission."

4.3 Minimum Degree Requirements

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

- A. Degree Credit Hours: State the minimum number of graduate credits (indicate semester or quarter) required for graduation, indicating any provisions for reducing the credits required based on prior undergraduate preparation or significant professional employment experience. State the minimum number of graduate credits needed to receive the degree. How many credit hours for the internship can be counted toward the minimum number of credits needed to receive the degree?
- B. Degree Length: First, state the usual or normal number of full-time equivalent months of study needed to complete the degree requirements for students with little or no educational background in and no significant professional experience. Second, state the usual or normal number of full-time equivalent months of study needed to complete the degree requirements for students who have had strong undergraduate preparation prior to entering the program, but have no significant professional experience. Third, state the minimum number of full-time equivalent months of study exclusive of internship needed to complete the degree requirements for students who have strong undergraduate preparation and have significant professional experience. Fourth, explain if an internship is required, its minimum length in months, and how credits may be earned for it toward the degree. (The more complete presentation of the internship will be reported in Section 4.4.)
- C. Concluding Requirements: Explain any requirements for a thesis, masters paper or professional report and how many credits may be earned toward graduation for the paper. Explain any requirements for a comprehensive examination, including the length and coverage of the exam. Identify other concluding requirements, such as a capstone seminar.
- D. Course Formats: Describe course formats and scheduling practices, such as number of class meetings per week, class meeting times (evening, daytime, weekends). Note any special delivery formats (such as an intensive semester plan).
- E. Student Transcript Analysis: In a table format, provide the grades received by each student in a sample for each prerequisite subject (4.2-F above), each common curriculum component graduate course (4.21 above) and each course in the additional curriculum component (4.22 above). (Undergraduate transcripts may be used to provide the data for prerequisite subjects.)

The sample should be selected in the following manner: Create an alphabetical list of

program graduates for the 12 months preceding completion of the self-study report. Select from this list a sample not smaller than 20 nor larger than 40 by selecting arbitrarily every Nth case. If fewer than 20 students graduated in the preceding 12 months, then use the preceding 24 months for the analysis. (Records should be available for inspection by the site visit team.)

The table should present the following data:

STUDENT TRANSCRIPT ANALYSIS

Type of Course	Course No. & Title	Credits	Course Grade
Student Number in Sample			1 2 3-----20
Required Prerequisites			A B C-----A
Required Graduate Courses			B A A-----B
Additional Curriculum Components			A B B-----A

4.4 Internships

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

- A. **Internship Design:** Explain the purpose of the internship experience in terms of the program’s mission, including how it is integrated with other parts of the curriculum and when it is done. Describe the duration of involvement and the kind of activities in which the intern engages.
- B. **Internship Status:** Explain whether the internship is voluntary or required in the program. Are there any prerequisites for participation in an internship? Describe the basis (formula) for granting academic credits for the internship. How are grades determined when internship credit is given?
- C. **Internship Supervision:** Describe the supervision provided by the program faculty and by agency personnel. Are regular site visits by program personnel required? How is the internship program coordinated? What criteria are used for matching students with available locations and who does the matching? Explain any arrangements for remuneration of interns, including who makes the payments to the students.
- D. **Internship Placement:** Describe the general placement experience in internships. Indicate the number of intern placements over the last four years. List the placements of all interns during the self-study year, indicating length of placement, hours per week, and credit earned.

STANDARD 5.0--THE FACULTY

Faculty and Mission: Relate Standard 5.0 on faculty to the program mission as an overview for this section. In particular, discuss how faculty size, qualifications, practitioner involvement, faculty quality in instruction, research and service, and faculty diversity correlate with program mission. Report elements relevant to faculty in the mission statement, matters evaluated in the assessment process, and the use of such information in guiding program operation. Describe use of the mission process and any findings or outcomes related to faculty. Please list and justify any Variations from Standard 5.0 based on mission.

5.1 Faculty Nucleus

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

- A. Critical Mass: In judging whether the program has achieved a critical mass of faculty, discuss factors such as the depth and breadth of professional interest represented by the faculty; the opportunities for professional interaction among the faculty; and the opportunities for students to be exposed to the appropriate range of faculty viewpoints and content areas within major programs of study.
- B. Faculty Nucleus: For the self-study year, provide a summary listing (according to the format below) for the faculty members employed full-time by the institution who have primary responsibility for the masters program being reviewed. This regular faculty should consist of a minimum of five (5) persons who are full time faculty members at the university and are significantly involved in the teaching and operation of the masters program being reviewed.

FACULTY NUCLEUS

Name	Rank & Title	Tenure Status	Administrative Unit	Degree & Field

- C. Teaching Assignments: For each faculty nucleus member, list the sections of required and elective courses taught for degree program students during the self-study year and the preceding year. (Use the following format.)

COURSES TAUGHT BY FACULTY NUCLEUS

Name of Faculty	Academic Year	Course #	Course Credits	Title

- D. **Course Load:** State the normal course load per academic year for full-time faculty members. For each faculty member, note any service or research assignment during the self-study year pertaining to the master's program being reviewed that counts as part of a faculty member's normal course load or substitutes in some way for a part of the normal course load. Examples here would include: director of MPA program, internship director, research institute director, research released time, sabbatical leave, etc. Give dates of each assignment, and, if it is not clear, explain how each pertains to the masters program.

- E. **Other Full-time Faculty:** Provide a summary listing (as indicated below) of all other full-time faculty at the institution who taught at least one graduate course during the self-study year and preceding year primarily for degree students in the program being reviewed. Do not include faculty nucleus, adjunct or part-time faculty.

ADDITIONAL FULL-TIME FACULTY

Faculty Name	Rank & Title	Tenure Status	Administrative Unit	Degree & Field

5.2 Professional Qualifications

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

Doctorate: List the percentage of the nucleus full-time faculty holding the earned doctorate (5.1-B), list the percentage of other full-time faculty holding the earned doctorate (5.1-G), and list the percentage of total full-time faculty holding the earned doctorate.

5.3 Practitioner Involvement

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

- A. **Instruction by Practitioners:** Provide the number and percent of required and elective courses for degree program students taught by part-time faculty during the past two years, including the self-study year. (This category includes anyone who is not a full-time academic employee of the institution.) Provide a summary listing of all practitioner and part-time faculty who taught for the program being reviewed during the self-study and preceding year. Please use the following format:

Name	Year	Job Title/Agency	Course Title	Degree & Field

- B. Practitioner Involvement: Describe the ways that practitioners are involved with the program and its students beyond serving as part-time faculty.

5.4 Faculty Quality

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

- A. Faculty Data Sheets: For all full-time faculty members (5.1-B and 5.1 G), provide a faculty data sheet following the instructions at the end of this document. These data sheets are bound in Volume II and will be used to assess faculty quality in instruction, research, experience and service in addition to the information provided in the following sections.
- B. Promotion and Tenure: Describe the institutional and program criteria for promotion and tenure of faculty. Describe the procedures for promotion and tenure and report on recent experience.

5.41 Instruction

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

- A. Quality of Instruction: Discuss the quality of instruction. As appropriate, reference should be made to measures of quality such as summaries of course evaluations, exit interviews, graduate surveys and related information. Identify efforts to improve the instructional program, including student advisement, teaching methods, course content, and innovative curricula development. Describe the procedures for promoting and maintaining quality teaching standards.
- B. Workload Policy: Describe the normal faculty teaching assignment in terms of semester (quarter or other) credit hours per academic year and number of different preparations per semester and academic year. Describe the program's policy for including dissertations, theses and master's papers as part of the teaching assignment.
- C. Class Sizes: Provide a table for class sizes (as indicated below) for the self-study year and three preceding years. Please include all required courses and elective courses in the program.

CLASS SIZES

Class Size	NUMBER OF COURSE SECTIONS			
	Year	Year	Year	Year
1-9				
10-19				
20-29				
30-39				
40-49				
Over 50				

D. Actual Credit-Hours Taught: Provide a table (as indicated below) showing the total credit hours taught by each nucleus faculty member for the self-study year and preceding year.

Nucleus Faculty Member	Year				Year			
	Graduate	UnderGrad	Cont. Ed.	Total	Graduate	UnderGrad	Cont. Ed.	Total

5.42 Research

Research, writing, and publications;

Research Summary: Drawing on the research efforts and publications listed on the faculty data sheets in Volume II, discuss scholarly productivity, research, writing and publication by the program unit and faculty. Report on funded and unfunded research projects in the program unit. Summary data on articles, books, reports, funded projects and so forth for the last four years should be reported.

5.43 Experience and Service

Professional experience and public service with government, industry, non-profit agencies, or consulting assignments.

Service Summary: Drawing on the professional experience (in government, industry and non-profit agencies), service, and consulting reported on the faculty data sheets in Volume II, discuss the experience and service for nucleus faculty members in the program unit.

5.5 Faculty Diversity

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

- A. Diversity Plans: Regardless of whether they exist as a written programmatic document, provide evidence that program-based “specific plans” to assure faculty diversity with respect to the representation of minorities, women, and persons with disabilities are being implemented. Programs should also discuss their efforts to provide a positive and supportive atmosphere for women, minorities, and persons with disabilities on the faculty, to enhance their participation and to increase their retention. Describe also how the diversity of the faculty has changed in the past five years. Note that this standard does not necessarily require historically black colleges and universities to hire non-black faculty members.
- B. Diversity Data: Provide summary data on faculty (5.1-B and 5.1-G) who are minority, female or persons with disabilities using the following table. Describe supplemental diversity efforts with respect to practitioners, speakers, adjunct faculty, part-time faculty and others.

FACULTY DIVERSITY

Faculty*	AA/EEO/ADA Category**	Rank	Tenure Status
A			
B			

* List faculty by letter, not by name (A,B,C, etc.).

** List the affirmative action (AA), equal employment opportunity (EEO) or persons with disabilities category.

For example, the entries should list white male, Hispanic female, and so forth.

- C. Faculty Searches: Present data which describe the affirmative action record of all faculty searches and hires for the past four years. The data should detail the number of women, minorities and persons with disabilities recruited into the candidate pool, the fraction of these interviewed and the number to whom job offers were made.

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

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

- A. Mission, Assessment and Guiding Performance: Relate Standard 6.0 on admission of students to the program mission as an overview for this section. In particular, discuss how admission goals and standards, diversity, undergraduate preparation and admission factors are consistent with the program’s mission statement. There should also be a discussion of how the admissions process is

related to the assessment of the program and the use of the assessment in guiding performance.

- B. Admission Process: Describe the admission process for the degree program. Note any differences with respect to full-time or part-time students, pre-service or in-service. Discuss special admission practices, such as for students with non-traditional backgrounds, transfers, minorities, women and individuals with disabilities. (Factors considered in admission will be discussed in 6.3).
- C. Representation: Describe the program's diversity plan and efforts to recruit and retain minorities, women, and individuals with disabilities. Describe efforts of the program to provide a positive, supportive environment.

6.2 Baccalaureate Requirement

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

Undergraduate Degree: Explain any special condition that would permit admission to applicants other than those with a baccalaureate degree from a regionally accredited institution or those with appropriately evaluated credentials from non-US universities.

6.3 Admission Factors

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

- A. Admission Factors: List and discuss the factors used in admissions decisions. If grade-point-averages, admission tests, or other measures are used, provide summary data on students admitted for the past four years. As appropriate, separate categories should be used for pre-service, in-service, full-time, part-time students, etc.
- B. Admissions Record: Briefly discuss the admissions records of the program, particularly with respect to the different stages of admission and with respect to women, minorities, and persons with disabilities. Provide tables on admission of students for the self-study year and for each of the four preceding years. Each table should show the number of applicants in each category (gender and minority status), the number given either regular or probationary (provisional) admission ("admittees"), the number who actually registered at some point ("registrants"), the number of students who remain active, and the number of graduates. This should be done for both full-time (FT) and part-time (PT) students (as determined at the time of application). (The tables may be adapted if different categories or titles are used and if data are available in a different format as long as the tables show applicants in relevant categories moving through the admission, enrollment, and degree completion process.)

ADMISSIONS/ATTRITION RECORD

	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.
(1) Applicants															
(2a) Regular Admittees															
(2b) Probationary Admittees															
(3) Registrants															
(4) Active Students															
(5) Graduates															

- C. Probationary Student Assessments: For the self-study year and each of the last three years, explain the reasons that students are admitted on probation. Also provide information about the progress of students toward the degree. For instance, what percentage were moved to regular enrollment status and what percentage were terminated as probationary students. Also indicate the percentage of probationary students from each year who graduated.
- D. Enrollment/Size of Program: Provide the following table covering the self-study year and three preceding years.

PROGRAM SIZE--NUMBER OF STUDENTS REGISTERED IN FALL TERM

YEAR	Full-Time	Part-Time	TOTAL	Minority	Female	Disabilities

STANDARD 7.0--STUDENT SERVICES

Student Services and Mission: Relate Standard 7.0 on student services to the program mission as an overview for this section. In particular, discuss how advising, career guidance, progress appraisal and placement assistance correlate with program mission. Report elements relevant to advising, appraisal and placement in the mission statement, matters evaluated in the assessment process, and the use of such information in guiding program operation. Describe use of the mission process and any findings or outcomes related to student services. Please list and justify any Variations from Standard 7.0 based on mission.

7.1 Advisement and Appraisal

Strong and continuous program advisement, career guidance, and progress appraisal shall be available for all students from the point of admission through graduation.

- A. Advising System: Describe the process used to advise and counsel students, particularly with respect to program advisement, course selection, and academic progress. Note any special programs for minorities, women and persons with disabilities.
- B. Financial Assistance: Provide a table showing the number of students who have received specific kinds of financial assistance (scholarships, fellowships, assistantships, internships, etc.) during each of the self-study year and the three preceding years.
- C. Student Attrition: Briefly discuss the record of student attrition based on rows 3 (“Registrants”) through 5 (“Graduates”) of the Admissions/Attrition table shown in section 6.3.B of the Self Study Instructions. Also discuss program efforts at retention. In the discussion, note attrition of students with disabilities over the same period. If the institution does not distinguish between full-time and part-time, the categories may be combined.

7.2 Placement Service

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

- A. Placement Assistance: Describe the career guidance and job placement services available through the parent institution and the degree program unit to the students in the program being reviewed.
- B. Follow-up of Graduates:
 - 1. For those who graduated in the self-study and the three preceding years, provide a list showing their current employment status, if available.
 - 2. Provide a table indicating the employment of the program's alumni. The table may be adapted to the information available, but it would be helpful to include employing organizations and affirmative action information. Employing organization categories might include: Federal Government, State Government, Local Government, College or University, Non-Profit Organization, Private Business, International Organization, Continuing their Education, Employed in Home Country, Unknown and Unemployed. Affirmative action categories might include minority, female, and persons with disabilities.

STANDARD 8.0--SUPPORT SERVICES AND FACILITIES

Support Services and Mission: Relate Standard 8.0 on support services and facilities to the program mission as an overview for this section. In particular, discuss how budget, library services, support personnel, equipment, and physical facilities correlate with program mission. Report elements relevant to support services and facilities in the mission statement, matters evaluated in the assessment process, and the use of such information in guiding program operation. Describe use of the mission process and any findings or outcomes related to support services and facilities. Please list and justify any Variations from Standard 8.0 based on mission.

8.1 Budget

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

- A. **Budget Process:** Briefly describe the budget process, including by whom and when the budget is prepared and the participation by the head of the program being reviewed.
- B. **Budget Sufficiency:** Describe the budget support that has been provided over the past four years for the program being reviewed. Please provide information noting amount of funding, source, distribution and trends (a table may be used). Respond to the concern in the standard whether the program has “financial resources sufficient to support its stated objectives.”
- C. **Salary Information:** For all nucleus faculty, present the following salary data for the self-study year. [Optional where prohibited by institutional policy.]

FACULTY SALARY DATA

RANK	NUMBER	MEAN	MEDIAN
Professor			
Associate Professor			
Assistant Professor			
Instructor			

8.2 Library Services

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

- A. **Library Support:** Describe the services provided by the library to public affairs and administration students and faculty. Provide information on the adequacy of the library collection relevant to the master’s degree program being reviewed, such as the size of collection relevant to public policy and administration, list of relevant journals, access to electronic data bases, etc. Note ways through which access is facilitated.
- B. **Library Program Role:** Describe the degree and methods of coordination between the library and program faculty in areas of acquisition, instruction and research.

8.3 Support Personnel

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

Personnel Assistance: Describe the secretarial and clerical assistance available to program faculty and administration. Describe other non-faculty support personnel such as placement director or development officer.

8.4 Instructional Equipment

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

- A. Computer Support: Describe computer facilities, services and equipment, for both students and faculty.
- B. Audio-Visual Support: Describe audio-visual support and instructional equipment, including audio and visual equipment, tapes and films, visual aid devices, and distance learning arrangements.

8.5 Faculty Offices

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

Office Arrangements: Describe office arrangements for nucleus faculty primarily responsible for the degree program. Note adequacy of office space and include the percentage with private offices. Describe the provisions made for part-time faculty office space.

8.6 Classrooms

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

Classroom Arrangements: Describe the adequacy of total overall classroom space and types of classrooms available for the program's courses. Please note the appropriateness of classroom arrangements for program and class types and needs.

8.7 Meeting Area

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

Meeting Area Arrangements: Describe meeting areas on campus which are available for students and faculty to meet informally.

STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION

The principal purpose for Standard 9.0 is to cause MPA programs to consider carefully the implications of geographically distributed education for its students, faculty, educational processes, educational technology, support systems, resources, and administration - regardless of where students are located and educational experiences occur. Programs thus are urged to define “main campus” narrowly in their SSRs, in order to elicit discussions of issues about the program’s educational, support, and administrative structures and processes, as they relate to program mission and to the geographical dispersion of students.

On the other hand, programs should not repeat information in Standard 9.0 about off-campus or distance education versions that do not differ substantively from the main campus version of the program (including, for example, mission, assessment, admissions, curriculum, or faculty).

9.1 Definition and Scope (Definitions of key terms follow Section 9.8)

Off-campus and distance education programs are offerings and arrangements in which (a) students are located in facilities or at sites other than the main [parent] campus of the program and/or (b) the students do not engage regularly in face-to-face interaction with an instructor who is in physical proximity. Off-campus and distance education programs can satisfy legitimate educational needs. When off-campus and distance education versions of the program serve different missions, student populations, or utilize educational technology or learning methods that differ from the parent program, the burden is on the program to provide adequate information that demonstrates:

- *the extent to which educational offerings are consistent with and contribute to the mission;*
- *the extent to which assessment and guidance processes ensure the comparability of the education offered;*
- *the effects of these differences on students, faculty, administrators, systems, processes, and the allocation of program resources and, therefore;*
- *the effects of these differences on the education received by all students in the program seeking accreditation regardless of where they are located.*

Identify all off-campus and distance education offerings and arrangements as defined in Standard 9.1.

For each off-campus and distance education site, program, and arrangement, provide the authorization that has been obtained from the appropriate state or regional accrediting associations, as applicable.

9.2 Program Mission, Assessment and Guidance

The program shall present a statement of rationale that specifically addresses off-campus and distance education courses, sites, and programs and that explains how this rationale emerges from and contributes to the mission, goals, and objectives of the institution’s MPA program. The rationale for off-campus and distance education offerings shall be based on the distinctive aspects of the student population to be served and regional needs. The rationale also shall demonstrate its contributions to the mission, goals, objectives of the program on the main (parent) campus.

The Self-Study Report (SSR) should contain a statement of rationale specifically for off-campus

and distance education versions of the program. The SSR should explain how this rationale emerges from and contributes to the mission, goals, and objectives of the main MPA program. The rationale for off-campus and distance education versions should be based on the distinctive aspects of the student population to be served and regional needs - as well as the mission, goals, and objectives of the main MPA program. The statement of rationale should identify off-campus and distance education offerings and arrangements that are identical to offerings and arrangements of the main program - as well as address those that differ. Specifically, the SSR should address:

- How off-campus and distance education versions are consistent with and contribute to the mission, goals, and objectives of the main MPA program. Describe the process that was used to make this determination. Programs should be clear about how the mission fits within the context of the institution's mission and/or mission(s) that are externally driven, for example, by their boards of regents or coordinating commissions.
- Any off-campus and distance education offerings and arrangements that have been developed in order to meet externally generated requirements, for example, from a board of regents or a university president.
- The distinctive needs of students and employers (and prospective students and employers) that are addressed by off-campus and distance education versions.
- The impacts (and anticipated impacts) of off-campus and distance education offerings and arrangements on students and MPA program elements - both off-campus and in the main program.
- How the MPA program evaluates the educational quality, comparability, and effectiveness of off-campus and distance education offerings, including regular quantitative and qualitative assessments of student outcomes, student retention, and student and faculty satisfaction; the findings of such evaluations; and how students can access program evaluation information.
- How the MPA program provides for assessment and documentation of student achievements in individual courses and at completion of their program; the findings of such assessments, and how students can access program evaluation information.
- The review and approval processes used to ensure the appropriateness of the educational technology being used to meet the MPA program's objectives.

9.3 Program Jurisdiction

The program shall explain how and by whom educational, student services, and administrative policies and practices relating to off-campus and distance learning courses, programs, sites and arrangements are formulated, administered, and assessed, including how comparability is assured.

Discuss how and by whom educational, student services, and administrative policies and practices relating to off-campus and distance learning courses, programs, sites, and arrangements are formulated, administered, and assessed, including how comparability is assured. Emphasize differences from the main program.

9.4 Curriculum

The core curriculum shall be comparable to the curriculum in the main campus (parent) program. The program shall demonstrate the pertinence of the curriculum design and educational technologies to the program's mission, assessment, and guidance processes as well as with educational goals of specific offerings; comparability of offerings and requirements; compatibility of the educational technology with course goals and content; and the nature and availability of academic supports.

Differences in designs between off-campus and on-campus offerings may relate to concentrations, to specific content related to needs of students and/or employers in the area served by an off-campus site, and to differences in course content or curriculum design required for effective use of educational technology. Thus, the SSR should address:

- How the curriculum design and educational technologies are consistent with and contribute to the MPA program's mission, assessment, and guidance processes as well as to educational goals of specific offerings.
- Comparability of offerings and requirements, including for example, courses available, course contents, expectations about student performance, availability and sequencing of core courses and electives, and opportunities for students to interact.
- How courses have been reworked to fit the educational technology used.
- The nature and availability of course supports, to facilitate, for example, discussions among students, dissemination of materials, and student assistance. Course supports might include, for example, tutors, mentors, discussion leaders, fax machines, and access to the Internet.

9.5 Faculty

The faculty shall be comparable to the faculty in the main campus (parent) program. The program shall demonstrate how: the main campus faculty maintains control over planning, design, delivery, and assessment of curriculum, courses, and instruction; off-campus and distance education offerings affect faculty workloads and assignments; instruction of off-campus and distance education courses is factored into the institution's retention, promotion and tenure (RPT) and merit review processes and decision criteria; and, policies and practices that promote faculty equity and diversity, and prohibit discrimination in off-campus and distance education, are comparable to those on the main campus.

The use of educational technology and teaching at off-campus sites and through distance education, requires instructors to accept additional and often different responsibilities and the MPA program faculty to take on additional roles. Factors the SSR should address include:

- The structures and processes by which the program's core faculty maintains control over planning, design, delivery, and assessment of curriculum, courses, and instruction.
- The role of the program's core faculty in ensuring the comparability of faculty who teach off-campus and distance education courses, and of students who are admitted or participate in them B where different from those of the main program. Instructors should be approved by the MPA program core faculty and the graduate school (if appropriate), through an established review process. They should be accountable to the main MPA

program for their performance. Criteria for the appointment, retention, and promotion (if applicable) of regular and adjunct faculty members should be stated clearly.

- How the MPA program ensures training, development, and support services for faculty who teach off-campus courses and for faculty who teach distance education courses using educational technology.

- By what means and to what extent instructors are available to off-campus students, to discuss course-related work or issues. How real-time or delayed interaction is provided between faculty and students and among students.

- How off-campus and distance education offerings affect faculty workloads and assignments, including, for example, release time to prepare distance education instructional activities and materials, travel time, and the volume of student written work.

- How instruction of off-campus and distance education courses is factored into the institution's retention, promotion and tenure (RPT) and merit review processes and decision criteria.

- Policies and practices that promote faculty equity and diversity, and prohibit discrimination in off-campus and distance education, which are comparable to those in the main program.

9.6 Admission of Students

Admission standards, procedures and criteria shall be comparable to those used on the main campus.

Off-campus and distance education versions of programs often are initiated for institutional enrollment reasons as well as to provide access for students who cannot or will not register for courses on the main campus. The comparability of off-campus students, the integrity of the processes used to admit off-campus students, and opportunities for students to provide feedback to the MPA program, thus are of particular importance to the maintenance of program quality. The SSR should emphasize differences in processes, criteria, and outcomes.

- The comparability of students admitted; admissions standards or criteria and procedures; and expectations about student performance. Students who participate in off-campus and distance education offerings should have the background, knowledge, and skills needed to undertake and complete the MPA program.

- Policies and practices that promote student equity and diversity, and prohibit discrimination, which are comparable to those in the main program.

- How students evaluate and otherwise have input about the quality and effectiveness of courses, instruction, and programs.

- Whether advertising, recruiting, and admissions materials clearly and accurately represent the courses, program, and services available to students who participate in off-campus and distance education offerings.

9.7 Student Services

Students shall have access to academic and administrative support services that are comparable to student services available to students on the main campus.

Student services are perhaps more important for students who are off-campus or are participating in distance education offerings. Such students should have access to a variety of academic and administrative support services that are comparable to -- if not more extensive than B student services available to students in the main program. Thus, the SSR should discuss:

- How and by whom academic advising is provided to students who are off-campus and who participate in distance education offerings, and the qualifications of advisers (if they are not from the main program's core faculty).
- Program supports that promote retention of off-campus and distance education students (including people, technology, and activities).
- How and where off-campus and distance education student records are maintained, accessed, and reviewed periodically to ensure progress of students toward degrees. (Once again, if student record keeping does not differ for such students, the SSR should simply note the comparability.)
- How off-campus and distance education students are provided complete and timely information about the curriculum, course and degree requirements, nature of faculty-student interactions, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

9.8 Support Services and Facilities

Support services and facilities shall be comparable to those on the main campus. The program should identify contracts and arrangements that assure the on-going availability, access, and performance of services and facilities.

Off-campus and distance education offerings require stable, continuing financial support (beyond tuition), use of facilities, including, for example, classrooms, office space, equipment, supplies, and library access and resources, technical (system) support, and personnel (including, for example, educational technology specialists and technicians, secretarial support, and library staff).

Depending on an MPA program's mission and its rationale for offering off-campus or distance education courses, some offerings and arrangements may involve the long-term use of a single off-campus site (for example, at another campus of the institution or at another institution), whereas other versions may strategically move the location of successive courses or cohorts of students. The SSR should be clear in its statements about the plans and arrangements that are in effect, and how these are consistent with and contribute to the MPA program's mission.

The SSR should identify contracts and arrangements that assure the on-going availability, access, and performance of resources and program elements, including:

- Adequacy and stability of off-campus and distance education facilities.

- Adequacy and stability of financial resources to support off-campus and distance education versions, including allocations to strengthen and enhance them.
- Institutional commitment to ongoing support, both financial and technical, of off-campus and distance education versions, at least for a period sufficient to enable students to complete their degree.
- Comparability of library resources, including on-site access to: hard-copy books, journals, government documents; computer search facilities; electronically-accessed materials; inter-library loan documents.

Definitions

The rapid rate of change that MPA programs have been encountering with respect to off-campus and distance education offerings and arrangements precludes the adoption of lasting comprehensive definitions. Exceptions to any definition that is drafted in this area will almost certainly appear about as quickly as it is adopted. NASPAA urges the use of these definitions but also cautions that they should only be used as guides.

Comparability. Ensuring the “comparability” of off-campus and distance education offerings with on-campus programs is a central academic issue. The traditional way to ensure comparability has been to insist that off-campus and distance education offerings and arrangements adhere to identical standards as on-campus offerings. While this principle is important, it is unrealistic and not necessarily desirable to expect all elements of off-campus and distance education versions to be *identical* to those on-campus. MPA programs instead should focus on the skills and knowledge which they expect students to acquire (whether on- or off-campus and with or without distance education) and develop methods to ensure that all graduates acquire them.

Distance Education (or, Distance Learning). Education in which students are educated outside of a traditional classroom delivery context. Usually, instructors and students are at different locations and are linked by educational technology and supporting systems. In most instances, “distance education” is a subset of “off-campus offering.” On the other hand, many “off-campus offerings” do not involve a physical separation of instructors and students and thus are not “distance education.” Likewise, students may be linked to instructors in a different area of a campus (or in a different facility owned or leased by the university in the same city) by educational technology and thus engage in learning through distance education technology without necessarily being “off-campus.”

Educational Technology. Equipment and related resources which provide instruction through interactive or one-way television, videotapes or discs, cassettes, computer links, satellites or microwave transmission.

Institution. A traditional higher education institution, a consortium of such institutions, or other types of consortia or arrangements in which a traditional higher education institution may be a participant.

Main Campus. The location generally designated as the home base for an institution where the major portion of its instruction is conducted. This definition may include sites which are separate from but within a short drive to the rest of the main campus.

The principal purpose for Standard 9.0 is to cause MPA programs to consider carefully the implications of geographically distributed education for its students, faculty, educational processes, educational technology, support systems, resources, and administration B regardless of where students are located and educational experiences occur. Programs thus are urged to define “main campus” narrowly in their SSRs, in order to elicit discussions of issues about the program’s educational, support, and administrative structures and processes, as they relate to the program mission and to the geographical dispersion of students.

MPA Program (or, main program). (A term that is used herein simply for clarity.) The identifiable core program (and unit) of a graduate program in public affairs and administration, located at the main campus of an institution, that is seeking NASPAA accreditation or reaccreditation.

Off-campus. Other than at a program’s main campus.

Off-campus Course. A course in which students are at a site other than the offering institution’s main campus. This includes classes and courses offered through electronic media, even when such classes originate at the main campus, and classes offered by institution “X” on the campus of institution “Y”.

Off-campus Program. A program or group of courses in which students are located off-campus.

Off-campus Site. A facility used by an institution away from the main campus either to provide instruction (in person or via telecommunications) in a more accessible location of a portion of the student body, or to take advantage of special educational resources available in that location.

Offerings. Courses or combinations of courses that satisfy some requirement[s] of a degree program B or that themselves comprise a degree program.

Residency. A requirement that students earn a minimum number of credit hours on the main campus of the institution at which they are candidates for graduate degrees.

INSTRUCTIONS FOR VOLUME II

Volume II includes information on individual faculty and individual courses. Faculty data sheets and course abstracts are to be prepared according to the following instructions. **Please note that as of September 1, 2002, programs may submit curriculum vitae instead of faculty data sheets, and may submit course syllabi instead of course abstracts.**

Volume II MUST be submitted electronically, as an Adobe Acrobat (.pdf) file. Volume II should be emailed as a single attachment to copra@naspaa.org.

Table of Contents

Volume II should include a table of contents, and the pages should be numbered sequentially for easy reference.

Faculty Data Sheets

- A. Faculty Categories: Provide a faculty data sheet or curriculum vita for all faculty in the faculty nucleus (as listed in 5.1-B) in alphabetical order. Following this group, provide a faculty data sheet or c.v. for all other full-time faculty (as listed in 5.1-G) in alphabetical order.
- B. Content for Faculty Data Sheets/Curriculum Vitae: Each document, whether in the form of a data sheet or cv, must include the information outlined below. (If there is no activity under a particular subhead, enter "None". Curriculum Vitae should be edited to indicate "none" as well.) The faculty data sheet is designed as a summary and should be limited to four pages per faculty member. If cv's are submitted instead of data sheets, faculty members are encouraged to edit their vita for brevity.
 1. Name, academic rank and title, date of appointment.
 2. Academic Degrees:
 - a. Name of doctoral degree, institution, date, major field of study, and dissertation title.
 - b. Name of master's degree, institution, date, major field of study.
 - c. Name of bachelors degree, institution, date, major field of study.
 3. Primary teaching areas and teaching experience at graduate level (include institutions and dates).
 4. Publications: Articles, books, monographs, manuals, reports or other published material published in the self-study year and three preceding years. Other selected significant publications in earlier years.
 5. Research: Research projects undertaken in the self-study year and three preceding years, note sponsors, funded or unfunded, research product and dates.
 6. Significant practitioner experience, with organizations, titles, dates, and duties.
 7. Involvement in academic and professional associations, including selected program

and workshop appearances.

8. Selected involvement in public service activities.

9. Selected consulting activities with nature of assignment and dates.

Course Abstracts

A. Course Categories: Provide a course abstract or syllabus for all courses listed in the following categories (in this order).

1. Required Graduate Courses (as listed in 4.21) in numerical order.

2. Elective Courses offered primarily for students in the program being reviewed (as listed in 4.22) in numerical order.

3. Required Prerequisite Courses (as listed in 4.2) in numerical order.

B. Content for Course Abstracts/syllabi: Each abstract or syllabus shall contain the information outlined below. The abstract for each course is limited to four pages. Faculty are encouraged to edit syllabi for brevity. Please do not omit any of the subheadings; state "None", if appropriate. (Note: Complete syllabi of all courses should be available for review by members of the site visit team.)

1. Course number, title, and credits.

2. Course instructors during self-study year and site visit year.

3. Prerequisites for the course.

4. Course objectives in relation to total curriculum.

5. Course description.

6. Major topics covered.

7. Typical textbooks and readings.

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