



**UVM Department of  
Community Development and  
Applied Economics**

**Master of Science  
and  
Master of Public Administration**

**Expectations for Graduate Students**

Fall 2016/Spring 2017

## **Welcome!**

Whether you are working on food systems, community development, carbon mitigation, international development, applied economics, public policy, or administration and management, you are working toward a better world through coursework, internship experience, and research as a graduate student. The commitment you will make to your work during the course of your degree program will be both challenging and rewarding.

With reward comes responsibility. This document is intended to outline the responsibilities and expectations of both graduate students and advisors, and to serve as a primary reference point for you during your studies.

## **Table of Contents**

[PART ONE: What is CDAE all about?](#)

[A History of the MPA Program at UVM](#)

[PART TWO: The Advisor-Advisee Relationship: Common student questions](#)

[Who is my advisor?](#)

[What funding opportunities are available?](#)

[What is the best way to get in touch with my advisor?](#)

[What are my responsibilities as an advisee?](#)

[What are my advisor's responsibilities?](#)

[PART THREE: The Curriculum](#)

[MS Curriculum](#)

[MPA Curriculum](#)

[Can I take a course that is not on the list, or at another institution?](#)

[Can I do coursework over the summer?](#)

[PART FIVE: Timelines for Completion](#)

[Timelines and required actions for May and October Graduations](#)

[PART SIX: Beyond the Curriculum—Logistics and Career Planning](#)

[What is my official title and college as a graduate student?](#)

[What will my diploma say?](#)

[How do I get into my office on the weekend?](#)

[What kinds of post-graduation job and career opportunities are there for MS or MPA students?](#)

[PART SEVEN: Resources](#)

[Policies and Procedures](#)

[PART EIGHT: MS and MPA Programs of Study](#)

[Appendix A: Graduate Assistantship Duties and Evaluation Form](#)

## **PART ONE: What is CDAE all about?**

CDAE supports sustainable local and international community development through interdisciplinary research, education, and outreach that serves the public interest. Students in CDAE focus on the application of economic principles—and the relationship of those principles to leadership and management, economic and enterprise development, environmental sustainability, and social responsibility. CDAE offers many courses with experiential learning, including service-learning courses in which students partner with community organizations to work on real-world issues.

CDAE offers two pathways to a master's degree:

**The Master of Science in Community Development and Applied Economics** is an applied research degree that prepares students for careers in private, nonprofit, and public organizations that enhance the well-being of citizens and communities. As students complete the program, they acquire an advanced problem-solving toolkit—with a solid foundation in applied economics, community development and research methods, complemented with a series of courses to provide depth in a particular area (e.g., food systems, planning, transportation, ecological economics).

**The Master of Public Administration** is a professional interdisciplinary degree that prepares students for public leadership by combining the theoretical and practical foundations of public administration with the democratic traditions that are a hallmark of Vermont communities.

Expertise among the CDAE faculty includes economics (both ecological and neoclassical), design, public policy, community entrepreneurship, consumer affairs, food systems, governance, law, and public administration. CDAE's research and outreach is regional and local (e.g., studying the market for Vermont-made hard ciders), national (e.g., GMO labeling and consumer perception), and global (e.g., programs in St. Lucia and Peru).

More information on the CDAE MS Program is available online: <http://www.uvm.edu/cdae/ms>. Inquiries are accepted by email at [cdaegrad@uvm.edu](mailto:cdaegrad@uvm.edu) or by phone at 802-656-0009.

More information on the MPA Program is available online: <http://www.uvm.edu/cdae/mpa>. Inquiries are accepted by email at [mpa@uvm.edu](mailto:mpa@uvm.edu) or by phone at 802-656-0009.

### *A History of CDAE at UVM*

The Department of Community Development and Applied Economics (CDAE) has been an academic unit at the University of Vermont since 1994, when three departments within the College of Agriculture and Life Sciences (CALs) merged to form its multi- and transdisciplinary foundations: Agricultural and Resource Economics (ARE), Merchandising, Consumer Studies and Design (MCSD), and Vocational Education and Technology (VET).

All three departments had a 30 to 40-year history in the college and offered a wide range of programs. For example, ARE offered one major in agricultural economics with five concentrations in small business management, food marketing and agribusiness, farm business management, international agriculture, and the rural economy. MCSD had three majors in merchandising, consumer studies and design, and VET offered two majors in occupational and extension education and home economics education.

When the three departments merged into CDAE, all the programs in the three departments, except the home economics education major, were combined into one undergraduate major: community development and applied economics, with three concentrations in consumer economics, international development and agricultural economics, and small business. The home economics education major became an interdisciplinary program in the college. This scenario is similar to those at many Land Grant institutions across the U.S. (Baker, et al., 2009).

Today, the CDAE Department and MPA Program have a combined 23 faculty members, with additional adjunct faculty members bringing in expertise from their respective fields and professions. CDAE and MPA staff members also provide support to navigate our offerings and UVM at large.

A central goal of CDAE is to help students develop holistic perspectives on sustainable community development, including consumer well-being, ecological health, social justice, and effective communication with community partners. With the emphasis on transdisciplinary work and problem solving, CDAE encourages students to bring in their own skills, talents, and perspectives from across their personal and academic backgrounds, as well as to bring in others to aid in their working goals.

The CDAE Department also maintains a commitment to transdisciplinary scholarship through its variety of service learning and applied research projects undertaken by faculty and students. Ongoing projects include:

- Analyzing consumer perception of GMO labeling in VT;
- Studying the social, agricultural, and economic effects of Vermont-made hard ciders;
- Agroecology, Farmer Livelihoods and Ecosystem Services;
- Experimental Simulations of Land-Use Land Cover Change under Heterogeneous Policy Regimes

The department maintains an association with the Center for Rural Studies and the Extension System, which link the department to external partners. Opportunities exist for students to participate in research centers across the University such as the Transportation Research Center and the Gund Institute for Ecological Economics.

### *A History of the MPA Program at UVM*

The MPA program was originally created by a core group of faculty from the disciplines of political science, community development, business, and psychology to fill a need to educate present and future public administrators for the state of Vermont. The development of a professional master's degree focused on the management of government agencies, departments, and offices was widely cited as the root factor in the program's founding documents.

Since its inception in 1986, the program has been housed in a few different schools and departments at UVM. Originally housed in the School of Business Administration during the late 1980s and early 1990s, the program shifted to the Political Science Department during the mid 1990s. During the 1998-1999 academic year, a review of the program was undertaken, and the University recognized the great value in preserving the MPA program. Subsequently in 2000, the CDAE Department offered to house the program—where it has existed and thrived ever since.

Over the course of its history, enrollment in the MPA program has consistently ranged between 34 and 45 full- and part-time students. The program curriculum had remained stable until the move to CDAE, when an additional suite of courses was added and others were removed. With the commencement of a routine program review in 2004, the MPA faculty began to undertake a systematic review of the curriculum that continues today. The number of core courses has been expanded to include a required internship and a capstone experience. The faculty composition continues to draw on many different departments including CDAE, psychology, educational leadership, and natural resources. Additional core faculty members have been added in recent years, paving the way for accreditation. The MPA Program is currently accredited through the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

## **PART TWO: The Advisor-Advisee Relationship: Common student questions**

The fundamental purpose of graduate advising is to provide guidance as you make decisions about research and coursework during your graduate career. Through your working relationship you may find that your advisor serves as an academic mentor; however, you may find that faculty members outside of your advisor's field, or even outside of our department, can fulfill that role as well.

### *Who is my advisor?*

It depends. You will all start out on day one with either David Conner (MS students) or Kate Finley Woodruff (MPA students) as your academic advisor. You will want to talk to the faculty in your program, to find a graduate faculty member whose research and academic philosophies align best with your interests; you can then ask that faculty member to be your advisor.

***You should plan on meeting or touching base with your advisor at least twice a month if not more.***

Although you will maintain one faculty member as your academic advisor, other faculty members in CDAE can also serve as informal advisors in such matters as course selection, thesis preparation, and thesis committee membership. Your formal academic advisor, however, has the final word. *Do not rely on informal information from peers or non-advising faculty for your decision-making.*

Students should be aware that a GPA of 3.0 is the threshold for academic probation. If your GPA falls below 3.0 your advisor will be notified; you and your advisor will need to meet and discuss a plan to address how you are going to raise your GPA before the end of the probationary period.

**For Students with Graduate Funding/Assistantships:** In some cases, you will find it easiest to choose your advisor by way of your funding. In this scenario, you can maintain your funding through your research, and you can also use this research toward completing your thesis articles. Keep in mind that you must, as with any job, do the work that your advisor needs you to do to maintain your funding.

There are different scenarios within this assistantship/funding relationship as well. Generally, if you are fully funded, your funding work will total 20 hours per week outside of your coursework. You might work 20 hours as a Research Assistant for one professor, or you may be split into five- or ten-hour commitments (totaling 20) to a few professors. Others might have a funding assistantship arrangement of ten hours per week as a Teaching Assistant and ten hours per week as a Research Assistant. These TA and RA positions may be for the same professor, or different professors. In all likelihood, the professor under whom you are a Research Assistant will be your graduate advisor.

There are also a variety of partially funded projects. Regardless of the source or amount of your funding, you are responsible to work the assigned number of hours.

Upon signing on to an assistantship to help you in your pursuit of your degree in the CDAE Department, it is helpful to think of it as an agreement between you and the department: You are agreeing to do your work as assigned to your teaching or research assistantship. You may also receive the benefit of not having to pay tuition toward your classes, in addition to your TA/RA stipend. In return, the department asks that you (and all thesis students) finish your thesis defense in a timely manner—ideally within the agreed-upon time that you are funded (usually either until May or October of your second year or second summer, depending on when you matriculate).

When our students finish in as close to two years as possible, it demonstrates to future potential funding sources that we have a proven record of producing quality work in a timely manner. This allows more students like you to pursue a Master's degree in the CDAE Department, and it allows us to attract more

students. This makes your degree a stronger one in the long run and enhances the viability of our programming.

*What funding opportunities are available?*

Generally speaking, there are three types of funding opportunities available. Policies for funded students are outlined in the document, *Policies for Graduate Assistantships* (administered to all paid graduate assistants), and summarized here:

**Graduate Assistantships:** GAs are assistantships that require a student to complete 20 hours of research assistance each week for a project directed by a faculty member in their program (or a combination of 10 hours of research and 10 hours of teaching assistance). These assistantships provide students with a full tuition scholarship and cover 100 percent of a student's health care costs.

**Hourly Teaching or Research Assistantships:** Hourly positions can provide students funding for up to 20 hours of work per week. The hours can be any combination of teaching and/or research assistantships. These positions do not come with tuition scholarships..

*What is the best way to get in touch with my advisor?*

Generally, e-mail is best. CDAE offers great academic advising support and it is expected that you will come to advising meetings prepared and ready to discuss your work. This ensures that your advising meetings will be productive and valuable to both you and your advisor.

Note that CDAE advisors will not track you down to make sure you have chosen your classes, etc. You should take the lead and make sure you are connected and communicating regularly with your advisor.

*What are my responsibilities as an advisee?*

Advisee responsibilities include:

- Initiating and establishing an ongoing connection with your faculty advisor
- Knowing and understanding your program requirements
- Determining your course schedule cooperatively with your academic advisor
- Using academic support resources available to you
- Discussing your academic performance with your advisor and determining if you are satisfactorily progressing toward degree completion
- Knowing College and University policies and understanding their implications for you as a student
- Determining and implementing strategies for success
- Making timely progress toward completing your degree
- Graduating on time

*What are my advisor's responsibilities?*

Exceptional academic advising requires that both the advisee (student) and advisor (faculty) are both well informed and fully engaged in the process. Faculty advisor responsibilities include, but are not limited to:

- Making academic advising a priority
- Establishing ongoing connections with advisees
- Being well informed about program, college and university requirements
- Providing students with accurate program information

## 2016-2017 Graduate Handbook

- Guiding and encouraging students to utilize appropriate resources
- Helping students understand the academic consequences of their decision-making
- Assisting students in evaluating their academic performance and helping them determine if they are satisfactorily progressing toward degree completion
- Exploring alternative options with students who are unable to meet the established academic standards or whose interests have changed
- Working co-operatively with the CDAE Department to best meet all students' needs

IMPORTANT: Ultimately, it is NOT your advisor's responsibility to ensure you are meeting all your requirements for graduation. That is *YOUR* responsibility.

**PART THREE: The Curriculum**

**MS Curriculum**

<b>CORE COURSES</b>			
Semester / Year	Course	Grade	Credits
	CDAE 351 Research Methods		3
	CDAE 354 Advanced Microeconomics		3
___ / ___ ___ / ___ ___ / ___	CDAE 392 Grad Seminar (1 cr x 3 semesters)		3
	Approved statistics/research course		3
	CDAE 326 or other approved community development course		3
	CDAE 395 Applied Econometrics		3
	CDAE 391 Thesis Research		6+
<b>ELECTIVES</b>			
<b>TOTAL</b>			<b>36</b>

**MPA Curriculum**

<b>CORE COURSES</b>			
<b>Semester / Year</b>	<b>Course</b>	<b>Grade</b>	<b>Credits</b>
	PA 301 Foundations of Public Administration (Fall)		<b>3</b>
	PA 302 Organizational Theory and Behavior (Spring)		<b>3</b>
	PA 303 Research and Evaluation Methods (Fall)		<b>3</b>
	PA 305 Public & Non-Profit Budgeting (Fall)		<b>3</b>
	PA 306 Policy Systems (Spring)		<b>3</b>
	PA 326 Community Economic Development (Fall)		<b>3</b>
	PA 380 Internship (Fall, Spring or Summer)		<b>3 to 6</b>
	PA 375 MPA Capstone (Spring)		<b>3</b>
<b>ELECTIVES</b>			
<b>TOTAL</b>			<b>36</b>

*Can I take a course that is not on the list, or at another institution?*

Yes, it is possible to take a course at UVM (or at another institution) that is not on the list of CDAE MS or Public Administration courses, and have it count toward the graduate program. If there is a course you would like to take—and it meets the content requirements as agreed upon by you and your faculty advisor—let your advisor know, in order that she/he may approve the course in advance.

*Can I do coursework over the summer?*

Yes. Consult the Registrar's Schedule of Courses to find out what is offered. In theory, it is possible to do an independent study course over the summer. However, because faculty members hold nine-month positions, they have no obligation to supervise your course. Summers are typically reserved for faculty to do research.

## **PART FIVE: Timelines for Completion**

*This section is particular to students who are pursuing a thesis. The information may also be useful for some students who are not pursuing a thesis; however, it is not directed specifically to those students.*

To complete your graduate degree, generally, the two best goals to aim for are: 1) A May graduation of your second year (in which you walk at Commencement in mid-May after starting in the fall four semesters earlier); or 2) An October graduation of your second year (in which you are an official graduate in October, and can walk in the May Commencement exercises in the year following your October graduation date). Your *Program of Study* sheet, at the end of this handbook, will help you with your timeline.

### *Timelines and required actions for May and October Graduations*

Taken from the Graduate College website  
(<http://www.uvm.edu/-gradcoll/pdf/Timetable%20for%20defense%202015-16.pdf>):

When you are ready to take your Comprehensive Exam, make arrangements with your advisor and committee. Arrangements include a date for the exam as well as for the opportunity for each committee member to include questions. Your advisor must notify the Graduate College in writing of completion of the exam or the scheduled exam date(s) before you schedule a Format Check.

### *Requirements and planning for your thesis defense*

In order to plan a successful and timely thesis defense, the following steps are essential. Note: All underlined forms below are available at the Graduate College's Current Students page:  
<http://www.uvm.edu/-gradcoll/?Page=CurrentStudent.html>

#### ADVANCE PLANNING:

- The Thesis Microsoft Word Template is available at the Graduate College's website:  
[http://www.uvm.edu/-gradcoll/pdf/Thesis\\_Template%207-29-2014.doc](http://www.uvm.edu/-gradcoll/pdf/Thesis_Template%207-29-2014.doc)
- Thesis Guidelines:  
<http://www.uvm.edu/-gradcoll/pdf/Electronic%20Thesis%20and%20Dissertation%20Guidelines.pdf>
- Submit the "[Defense Committee Membership Form](#)" for Graduate College approval at the beginning of the semester of your expected defense.
- Comprehensive Exam: You must complete departmental requirements for a comprehensive exam: Your advisor must notify the Graduate College in writing (email is sufficient) of the completion of the exam or the scheduled exam date(s) before you schedule a format check. Your advisor can use the form at this link to submit this information to the Graduate College:  
<http://www.uvm.edu/-gradcoll/pdf/compexammemo.pdf>.
- Review degree requirements with your Advisor and complete the [Intent to Graduate Form](#). Submit signed form to Department and a copy of form with advanced degree fee to the Graduate College.

#### AT LEAST THREE (3) WEEKS BEFORE DEFENSE:

- Schedule your defense date, time & room. Typically, CDAE MS and MPA students defend in the Dean's Conference Room in Morrill Hall. The scheduling calendar for this room is located in the Dean's Office.
- Submit an electronic copy of your "[Defense Notice Form](#)" to the Graduate College and post a hard copy in your department.

2016-2017 Graduate Handbook

- Schedule a Format/Record Check. Call 656-3160. Bring hard copies of your formatted Title Page, Acceptance Page, Abstract Page, Table of Contents and a few random pages of the body of your paper. See formatting section of the Graduate College "[Guidelines for Writing and Defending a Master's Thesis or Doctoral Dissertation.](#)"

TWO (2) WEEKS BEFORE DEFENSE:

- Submit a defensible copy to your Defense Committee members for their review. Contact your department chairperson regarding the review period requirement.

## **PART SIX: Beyond the Curriculum—Logistics and Career Planning**

### *What is my official title and college as a graduate student?*

You're a student of the CDAE program, whether an MS or MPA student. Your college is the Graduate College, not the College of Agriculture and Life Sciences (where CDAE is housed). Most of your contact to arrange for anything from payment issues to thesis format checks will be with the Graduate College.

### *What will my diploma say?*

"Master of Science" or "Master of Public Administration"

### *How do I get into my office on the weekend?*

You will be given a set of keys if you have a desk in one of our graduate offices (004 Morrill or 207 Morrill). One key will open Morrill and the other will open only the door to the room where your desk lives. Any issues with keys (requests, loss, theft) should be taken to Julie Starr ([julie.starr@uvm.edu](mailto:julie.starr@uvm.edu) or 656-0009).

### *Who are the key contacts in the graduate college?*

(from <http://www.uvm.edu/-gradcoll>):

**Cindy Forehand** is Dean of the Graduate College with overall responsibility for graduate education.

**Dan Harvey** is Assistant Dean of the Graduate College and Director of Operations to the Vice President for Research.

**Anita Lavoie** is Executive Assistant to the Dean of the Graduate College and Vice President for Research.

**Kimberly Hess** works with enrolled students, maintaining academic files and tracking student progress through graduation.

**Kathie Merchant** is the Graduate College's Executive Administrator.

**Sean Milnamow** works with enrolled students and is primarily responsible for scholarship payments and health insurance support for graduate fellows and assistants.

**Sydnee Viray, M. Ed.** is the Director of Admissions & Enrollment Management

*What kinds of post-graduation job and career opportunities are there for MS or MPA students?*

CDAE MS students learn to see complex connections through systemic and holistic thinking. They also master transdisciplinary research skills. All of these skills are useful in the following careers, among others:

- \* Foreign Service/State Department
- \* International business, including working for a domestic American corporation in their international operations, or working for a corporation abroad
- \* Entrepreneurship
- \* International development and sustainable development
- \* International nonprofit work or activism on environment, human rights, social justice, etc.
- \* Journalism, public relations, and other communications media
- \* Education, especially teaching at the high school level and above (higher degrees are necessary to teach above the high school level)
- \* Ecological design
- \* Renewable energy and energy efficiency
- \* Executive Director of a nonprofit
- \* Public affairs for a nonprofit
- \* Fundraising for nonprofit, school, NGO
- \* Event planning
- \* Americorps
- \* Teach for America
- \* Teaching English as a Second Language (TESL) in another country

MPA students learn to see complex connections through systemic and holistic thinking. They also master skills in the theoretical understanding and practical application of policy making, program planning, and administration. All of these skills are useful in the following careers, among others:

- \* Foreign Service/State Department
- \* State or local government
- \* International development and sustainable development
- \* International nonprofit work or activism on environment, human rights, social justice, etc.
- \* Journalism, public relations, and other communications media
- \* Education, especially teaching at the high school level and above (higher degrees are necessary to teach above the high school level)
- \* Renewable energy and energy efficiency
- \* Executive Director of a nonprofit
- \* Public affairs for a nonprofit
- \* Fund raising for nonprofit, school, NGO
- \* Event planning

Finding employment abroad typically takes careful thought and strategizing, an adventuresome spirit, and extra effort and persistence.

*What career planning help is available?*

UVM Career Services office and CDAE faculty can offer useful advice. We encourage you to begin thinking early about your post-graduation plans, if only so that you can take full advantage of the resources here on campus ready to assist you.

**UVM Career Services ([www.uvm.edu/career](http://www.uvm.edu/career))**

Make an appointment with a counselor and peruse their listings of jobs and internships, some of which are international.

## **PART SEVEN: Resources**

### *Policies and Procedures*

The CDAE Department follows University policies and procedures. Some of these policies and procedures are flexible; others are not. Students should expect to fulfill major requirements as described in this handbook. Your advisor can assist you in navigating these policies, but in the end *you are responsible for making sure that you meet the graduation requirements*. Luckily, it is easy to find information about policies and procedures. Some key links are below:

#### **Academic Integrity**

UVM takes academic integrity very seriously. The University's Code of Academic Integrity notes that "Standards of academic integrity are necessary for evaluating the quality of student work in a fair manner." Violations of academic integrity include plagiarism, fabrication, collusion, and cheating. It is the student's responsibility to know and adhere to this policy, which is found on the following webpage: [http://www.uvm.edu/cses/code\\_ai.html](http://www.uvm.edu/cses/code_ai.html). Violations of the code have serious consequences.

#### **Academic Support Programs**

There is a range of academic support programs at UVM designed to help students work to their full potential in the classroom. Information about services such as the Learning Coop, ACCESS, and Student Support Services is available at: <http://www.uvm.edu/-aspprogs/>

#### **University Policies**

Students are encouraged to familiarize themselves with academic policies regarding such topics as exams, religious holidays, late withdrawal from a course, requesting the grade of "incomplete" in a course, and repeating a course. These policies are available in the University Catalogue: <http://www.uvm.edu/academics/catalogue2010-11/?Page=allpolicies.php&SM=policymenu.html&letter=a>

#### **Attendance**

As a student, you are expected to come to all lecture and lab classes, be in your seat a few minutes early, and stay the entire class time. Unexcused lateness or absences will undoubtedly affect a student's grade, at the discretion of the course instructor. Athletes are excused only for Varsity Games (and work is expected to be made up within one week). Absences are excused only in cases of extreme sickness, death in your immediate family, or other extreme documented circumstances.

**PART EIGHT: Programs of Study**

**PROGRAM OF STUDY**

**MS - COMMUNITY DEVELOPMENT AND APPLIED ECONOMICS**

Name:

ID #:

Date of Matriculation:

Faculty Advisor:

Certificate(s):

Prerequisites: Microeconomics:

Calculus:

<b>CORE COURSES</b>			
<b>Semester / Year</b>	<b>Course</b>	<b>Grade</b>	<b>Credits</b>
	CDAE 351 Research Methods		<b>3</b>
	CDAE 354 Advanced Microeconomics		<b>3</b>
___ / ___ ___ / ___ ___ / ___	CDAE 392 Grad Seminar (1 cr x 3 semesters)		<b>3</b>
	Approved statistics/research course		<b>3</b>
	CDAE 326 or other approved community development course		<b>3</b>
	CDAE 395 Applied Econometrics		<b>3</b>
	CDAE 391 Thesis Research		<b>6+</b>
<b>ELECTIVES</b>			
<b>TOTAL</b>			<b>36</b>

**Credit Hour Totals:**

Coursework (UVM) \_\_\_\_\_  
Research Credits \_\_\_\_\_  
Transfer Credits \_\_\_\_\_  
Total Credit Hours \_\_\_\_\_

**Date of comprehensive exam** \_\_\_\_\_

**Thesis Themes:** \_\_\_\_\_

**Final Semester** (Enroll GRAD391 Thesis Research) \_\_\_\_\_

**Thesis Committee** (at least 3 graduate faculty; the Committee Chair must not be the advisor and must be from outside of CDAE):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approval Signatures:

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Faculty Advisor Date

## Program of Study

### Master of Public Administration (MPA)

STUDENT NAME:

ID NUMBER:

SEMESTER ENTERED:

ADVISOR:

Pre-requisites -

Statistics:

Economics:

American Government:

<b>CORE COURSES</b>			
Semester / Year	Course	Grade	Credits
	PA 301 Foundations of Public Administration (Fall)		<b>3</b>
	PA 302 Organizational Theory and Behavior (Spring)		<b>3</b>
	PA 303 Research and Evaluation Methods (Fall)		<b>3</b>
	PA 305 Public & Non-Profit Budgeting (Fall)		<b>3</b>
	PA 306 Policy Systems (Spring)		<b>3</b>
	PA 326 Community Economic Development (Fall)		<b>3</b>
	PA 380 Internship (Fall, Spring or Summer)		<b>3 to 6</b>
	PA 375 MPA Capstone (Spring)		<b>3</b>
<b>ELECTIVES</b>			

<b>TOTAL</b>			<b>36</b>

**Appendix A: Graduate Assistantship Duties and Evaluation Form**  
Department of Community Development & Applied Economics

Graduate assistant \_\_\_\_\_

Semester & Year \_\_\_\_\_

**Description of duties**  
(List all that apply)

**Evaluation**  
(5=excellent, 4=very good,  
3=satisfactory,  
2=marginal, 1=poor)

**1. Teaching:**

Course number: \_\_\_\_\_

TA hours for this course: \_\_\_\_\_ hours / week

Instructor: \_\_\_\_\_

Major duties:

(1) _____	1 2 3 4 5
(2) _____	1 2 3 4 5
(3) _____	1 2 3 4 5
(4) _____	1 2 3 4 5

Overall evaluation: \_\_\_\_\_ 1 2 3 4 5

Comments: \_\_\_\_\_

---

Course number: \_\_\_\_\_

TA hours for this course: \_\_\_\_\_ hours / week

Instructor: \_\_\_\_\_

Major duties:

(1) _____	1 2 3 4 5
(2) _____	1 2 3 4 5
(3) _____	1 2 3 4 5
(4) _____	1 2 3 4 5

Overall evaluation: \_\_\_\_\_ 1 2 3 4 5

Comments: \_\_\_\_\_

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Course number: \_\_\_\_\_

TA hours for this course: \_\_\_\_\_ hours / week

Instructor: \_\_\_\_\_

Major duties:

(1) _____	1 2 3 4 5
(2) _____	1 2 3 4 5
(3) _____	1 2 3 4 5
(4) _____	1 2 3 4 5

Overall evaluation: \_\_\_\_\_ 1 2 3 4 5

Comments: \_\_\_\_\_

---

**Description of duties**  
(List all that apply)

**Evaluation**  
(5=excellent, 4=very good,  
3=satisfactory,  
2=marginal, 1=poor)

**2. Research:**

Project: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Major duties:

(1) \_\_\_\_\_

1 2 3 4 5

(2) \_\_\_\_\_

1 2 3 4 5

(3) \_\_\_\_\_

1 2 3 4 5

(4) \_\_\_\_\_

1 2 3 4 5

Overall evaluation:

1 2 3 4 5

Comments: \_\_\_\_\_

Project: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Major duties:

(1) \_\_\_\_\_

1 2 3 4 5

(2) \_\_\_\_\_

1 2 3 4 5

(3) \_\_\_\_\_

1 2 3 4 5

(4) \_\_\_\_\_

1 2 3 4 5

Overall evaluation:

1 2 3 4 5

Comments: \_\_\_\_\_

**3. Other duties:**

Supervisor(s): \_\_\_\_\_

(1) \_\_\_\_\_

1 2 3 4 5

(2) \_\_\_\_\_

1 2 3 4 5

(3) \_\_\_\_\_

1 2 3 4 5

Overall evaluation:

1 2 3 4 5

Comments: \_\_\_\_\_

The duties listed above have been discussed and understood by both the graduate assistant and faculty member(s). These duties are appropriate and have been agreed to.

Assistant signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature(s): \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Works Cited:

Baker, D., Koliba, C., Kolodinsky, J., Liang, K., McMahon, E., Patterson, T., et al. (2009). Moving toward a Trans-disciplinary Approach in the Land Grant System: A Case Study. *NACTA Journal*, 53(2), 34 - 42.