

Standard 1 Attachments

Included in this file are the following documents related to Standard 1:

- 1. MPA Mission and Goals**
- 2. MPA Logic Model**
- 3. MPA Program Assessment Measures (not student learning)**
- 4. MPA Advisory Board Members**

**Master of Public Administration (MPA) Program
Department of Public Administration
College of Community and Public Affairs
Binghamton University**

Our Mission:

To develop individual and institutional capacity for community-based public practice.

Core Public Service Values:

- 1) Democratic Processes/Community Engagement,
- 2) Accountability,
- 3) Equity,
- 4) Transparency and
- 5) Sustainability

TEACHING:

The MPA curriculum design, course content, instructional pedagogy, and qualifications of teaching faculty and support staff shall support the mission of the MPA program and core values.

RESEARCH:

The faculty will engage in scholarly and applied research to produce and disseminate knowledge that will promote the MPA mission and core values.

SERVICE:

Through their community, university and professional service, the faculty will advance the MPA program mission and core values.

INTEGRATION & SYNTHESIS:

The MPA Program will engage integrate teaching, research and service to leverage the greatest advantage for MPA students, community partners and faculty.

MPA Mission-Based Goals

| Teaching-Related Goals | Research-Related Goals | Service-Related Goals |
|---|---|---|
| <p><u>Goal 1:</u> The MPA program will prepare students to become informed leaders and responsible citizens who: are well-versed in public administration; think critically, creatively and ethically; possess analytical and technical skills to be creative problem-solvers; can adapt to changing political and social environments; and remain actively involved in professional and community service.</p> <p><u>Goal 2:</u> By virtue of the curriculum design, MPA students and faculty will contribute to the development of individual and institutional capacities of local government and nonprofit organizations in communities, broadly defined, including but not limited to those in the Southern Tier of New York State.</p> <p><u>Goal 3:</u> Students who select a specialization within the MPA program (in Nonprofit Management & Leadership or in Local Government Management & Leadership) or who pursue a dual degree will demonstrate additional competencies in the relevant area.</p> | <p><u>Goal 4:</u> Faculty will engage in research that is recognized by peers in the scholarly and/or professional community for its quality and value to the profession.</p> <p><u>Goal 5:</u> Faculty will engage in community-based research that engages stakeholders and produces results that can be used by the practitioner community.</p> <p><u>Goal 6:</u> Faculty will engage in research that contributes to the appreciation of community-based research and/or the integration of teaching and research within the scholarly community.</p> | <p><u>Goal 7:</u> Faculty will engage in community service and share their expertise to improve the capacities of public service professionals and community-based organizations.</p> <p><u>Goal 8:</u> Faculty will engage in university service to enhance the capacity of the department, college, university and which demonstrates commitment to being part of the university community.</p> <p><u>Goal 9:</u> Faculty will engage in professional service that contributes to strengthening public service, reflects positively on the MPA program, the College of Community and Public Affairs and Binghamton University, and demonstrates commitment to being part of the public affairs community.</p> |
| <p><u>Goal 10:</u> Faculty will integrate teaching, research and service so that each augments the quality and relevance of the others.</p> | | |

Binghamton University MPA Program Logic Model

| INPUTS | STRATEGIES | OUTPUTS | OUTCOMES | IMPACT |
|--|---|---|--|---|
| <ul style="list-style-type: none"> • MPA Students • Undergraduate Combined Degree Students • Dual Degree Students • MPA Nucleus Faculty • Department of Public Administration leadership (Chair, DGS) • Public Administration Staff • Adjunct Instructors • Community Partners • MPA Advisory Board • MPA Alumni • MPA GSO • Center for Applied Community Research and Development (CACRD) • CCPA Offices (Dean’s Office, partner departments, Coordinator of Student Support and International Pgms) • Infrastructure Resources (University Downtown Center, offices, classrooms, computer labs, Info Commons) • Budget Resources (salaries, operating budget, travel funds, etc.) • Library Resources (holdings, online access, library support) • Technological Resources (computers for faculty and students, instructional technology in classrooms, software for collaborative engagement and for research analysis) • BU Offices with aligned missions (Institute for Student Centered Learning, Multicultural Resource Center, EEO/AA Office, Clark Fellows Program, Office of International Programs, etc.) | <ul style="list-style-type: none"> • Recruitment of undergraduate and practitioner students • Admission of students with potential for success • Cohesive and engaging curriculum • Specialization and dual degree options • Structured class-based service learning projects • Well-designed internship program • Opportunities for international experiences • Creative pedagogies • Practitioners as guest speakers • Use of team projects • Regular and constructive feedback to students on performance • Regular assessments data gathered from students, faculty, and practitioners • Annual banquet • Mid-semester evaluations and feedback • Support for faculty conference participation • Regular communication among faculty and staff re teaching, research and service • Annual MPA Advisory Board meetings with focused agenda • Annual faculty retreats • Ongoing assessment of program performance • Consulting, training, program evaluation, and other service to community agencies | <ul style="list-style-type: none"> • # of students Admitted, Enrolled, Graduated • Demographics of student population • # of funded students • # of required courses taught • # of specialization and elective courses offered • # of international experiences available • # of service projects • # of internship placements • # of paid internships • # of department meetings • # of advisory board meetings • # and demographics of faculty • # of faculty conference presentations • # of faculty scholarly publications (peer reviewed journals articles, book chapters, etc.) • # of faculty practitioner-oriented publications (white papers, technical reports, monographs) • Faculty service to university, community and profession | <ul style="list-style-type: none"> • Students complete MPA program with stated universal competencies and appreciation for public service values. • Students complete the MPA program with professional competencies. • If applicable, students complete the MPA program with specialization or dual degree competencies. • Students complete the MPA program in a timely manner. • MPA graduates secure jobs in local government, the nonprofit sector or in related capacities • MPA graduates have individual capacities to engage in community-based public practice. • MPA graduates are prepared to help develop the organizational or institutional capacities for community-based public practice in the organizations where they work • Community partners realize benefits of MPA service activities, internship placements and capstone projects • Faculty are recognized for the quality and contributions of their scholarship • Faculty are recognized for the quality of their service contributions. | <ul style="list-style-type: none"> • Graduates of the Binghamton University MPA program secure positions of responsibility in public service and contribute to the creative, ethical and professional practice of public administration. • MPA faculty will be recognized leaders in their respective areas of expertise at local, state, national and international levels. • The MPA program at Binghamton University will be a leader in community-based research and the integration of teaching, research and service. • Individuals and organizations that work with the MPA program will have enhanced capacities for community-based public practice. |

MPA Program Assessments from Internship and Capstone (not related to specific learning outcomes)

| | Course or Context | Who Assesses |
|--|-------------------|---|
| I was adequately informed of my responsibilities regarding the internship | Internship | Practitioner (Internship Supervisor) |
| I was satisfied with the communications with and responsiveness of the department staff/faculty | | |
| I was closely involved with the design of the capstone project | Capstone | Practitioner (Capstone Supervisor) |
| I was in close contact with the student while s/he was working on the capstone project | | |
| I was in close contact with faculty members overseeing the capstone project | | |
| The capstone project was one of my top priorities | | |
| I am satisfied with the written report I received | | |
| The capstone project achieved the goals that I had hoped it would achieve | | |
| My organization/department learned useful information from the written report that will help my organization/department's ability to accomplish its core mission | | |
| Participating in the capstone project strengthened my organization/department's relationship with Binghamton University. | | |

Note on rating scale: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge.

MPA Assessment Processes for Individual Faculty Teaching, Research and Service

| | Assesses | Timing | Who Assesses |
|--|---------------------------------|---------------------------|---|
| Student Course Evaluations | Teaching | Every semester or session | Students |
| Annual reports submitted by tenured and tenure-track faculty | Teaching, Research, and Service | Annually | Dean, Provost |
| Contract renewal for tenure-track faculty | Teaching, Research, and Service | At 3 rd year | Initiating Personnel Committee, Dean, University Personnel Committee, Provost |
| Tenure and Promotion | Teaching, Research, and Service | At 6 th year | Initiating Personnel Committee, Dean, University Personnel Committee, Provost, President, SUNY Chancellor |
| Special Awards and Recognition | Teaching, Research or Service | Periodic | From College, University, SUNY System, Journals/Publishers, Professional Associations, Media Outlets |
| Grants | Research | Periodic | University or External Funding Agencies |
| Invitations to Speak or Teach | Teaching, Research | Periodic | Other Universities, Community Agencies, Professional Associations |
| Contracts for Professional Training or Applied Research | Service and/or Research | Periodic | Community Agencies |

MPA External Advisory Board

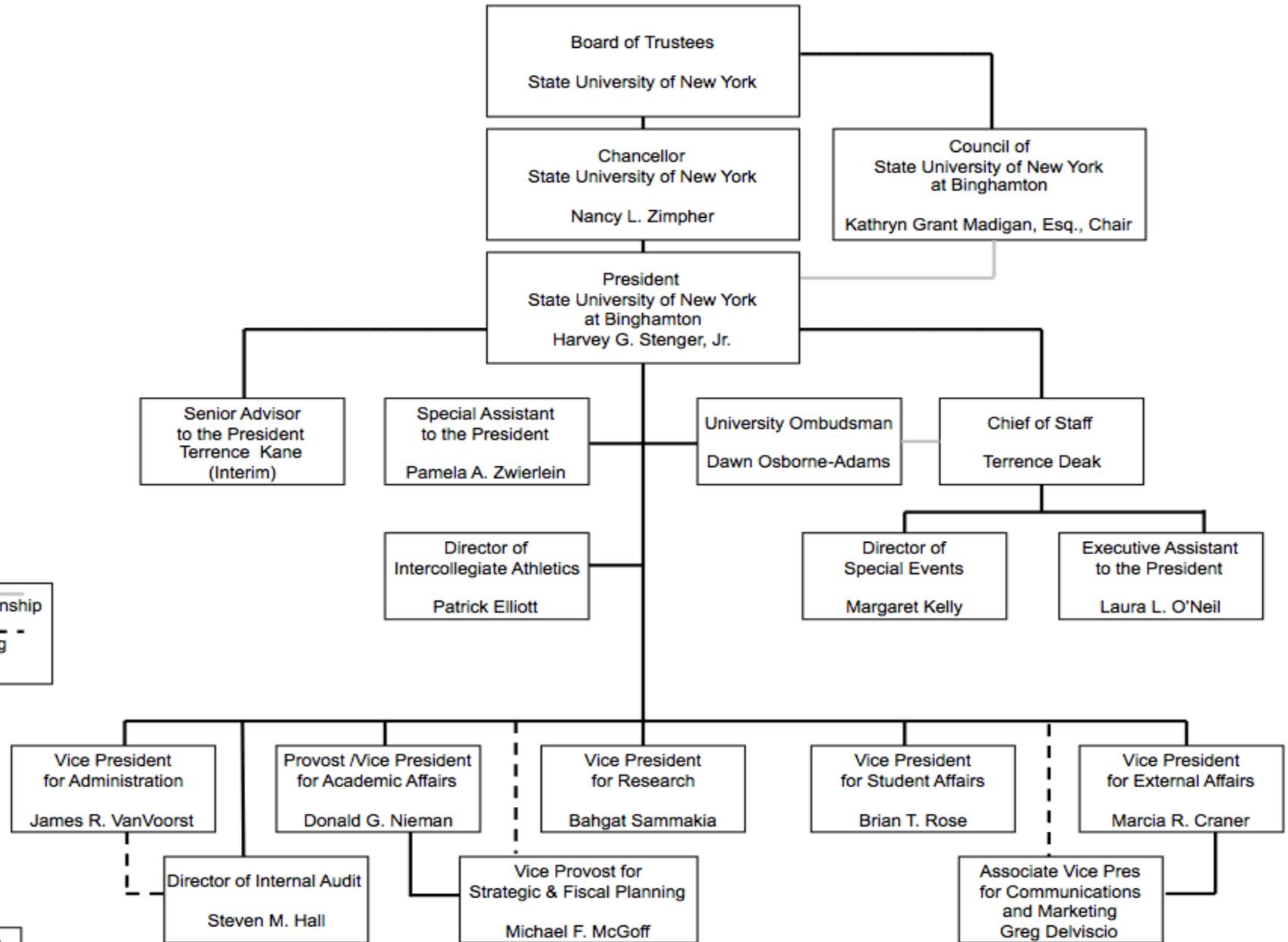
| Last Name | First Name | Sector | Level | MPA? |
|-------------------|-------------------|-------------------|-----------------|-------------|
| Abashian Williams | Cathy | Nonprofit | Agency Director | Alum |
| Miller | Elaine | State (Local Reg) | Agency Director | |
| Linder | Fannie | Local | Retired | |
| Davis | Jeff | Consultant | Self-Emp | |
| Bunnell | Kathy | Local Govt | Agency Director | |
| Kamlet | Ken | Local Developer | Self-Emp | |
| Iraci | Sam | Local Govt | Chief Exec | |
| O'Hearn | Tim | Local Govt | Chief Exec | Alum |
| Donovan | Cris | Nonprofit | Mid Mgt | |
| Nelson | Paul | Local Govt | Mid Mgt | |
| Smith | Shawn | Nonprofit | Pgm Mgr | Alum |
| Ryckman | Mark | Local Govt | Chief Exec | |
| Lupardo | Donna | State Rep | Elected Rep | |
| Brown | Diane | Nonprofit | Chief Exec | |
| Weber | Marsha | Nonprofit | Chief Exec | |

Standard 2 Attachments

Included in this file are the following documents related to Standard 2:

- 1. Binghamton University Organizational Chair**
- 2. Binghamton University Academic Affairs Organizational Chart**

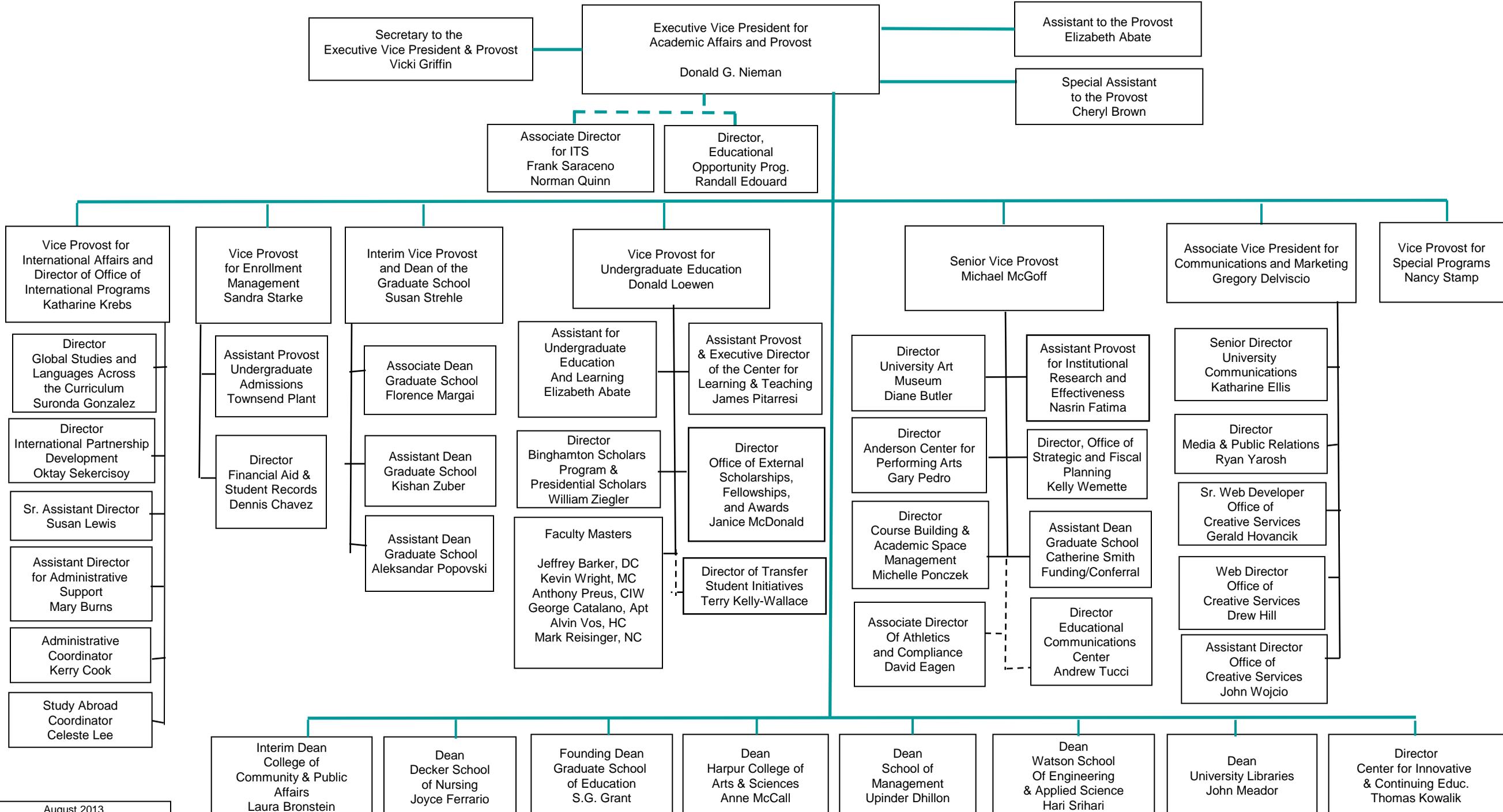
Binghamton University Organizational Chart of Senior Administration



Coordinate relationship
 - - - - -
 Joint reporting relationship

October 25, 2012

DIVISION OF ACADEMIC AFFAIRS BINGHAMTON UNIVERSITY



Standard 3

Included in this file are the following documents related to Standard 3:

- 1. MPA AQ/PQ Policy**
- 2. MPA Teaching Effectiveness Policy**
- 3. Department of Public Administration By-Laws**
- 4. MPA Tenure and Promotion Criteria**
- 5. College of Community and Public Affairs (CCPA) By-Laws (includes promotion and tenure criteria)**
- 6. MPA Diversity Plan**

MPA Program
Department of Public Administration
College of Community and Public Affairs
Binghamton University

General Policy Regarding Faculty Qualifications

All individuals who teach within the MPA program will have qualifications appropriate for their teaching responsibilities. Faculty may be academically qualified (AQ) or professionally qualified (PQ). In general, tenured and tenure-track faculty will be AQ, and part-time, adjunct or professors of practice will be PQ. If faculty meet the requirements for both AQ and PQ, their status will be determined by their primary current role. For example a tenure track faculty member who just recently transitioned to academia from a full-time administrative position will be considered AQ, whereas a practitioner who has a Ph.D. and an on-going record of published scholarship but teaches only part-time for the program will still be considered PQ.

Academically Qualified Faculty

NASPAA Definition: A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Binghamton MPA Program Mission-Based Policy:

- The terminal degree will be a Ph.D. in Public Administration, Political Science, Public Policy, or a related professional public service discipline;
- A faculty member who earned the terminal degree within 5 years will be deemed to be AQ by virtue of the NASPAA definition, and is encouraged but not required to meet the expectations described below for AQ faculty who completed the degree more than 5 years ago.
- AQ faculty who completed the degree more than 5 years ago, are expected to demonstrate continued qualifications in the following ways:
 - Production and Dissemination of Knowledge through published scholarship that may take the form of peer-reviewed journal articles, articles in practitioner-oriented publications with a national or international scope (*Governing*, *PA Times*, *PM*, etc.), book chapters, editorial work of a book or journal symposium. Each AQ faculty member must have no less than one such publication every 3 years; faculty who have administrative responsibilities are permitted to have lower research productivity during the term of their administrative appointment.
 - Networking with Academic and Professional Peers through conference presentations. Each AQ faculty member is required to present at a conference with a national or international scope at least once every 3 years.
 - Engagement with the Community through consulting with public or nonprofit organizations, preparation of issue briefs or technical reports, supervision of class-based service learning projects. Each AQ faculty member is required to engage in at least one of these activities every year.

Professionally Qualified Faculty

NASPAA Definition: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's program responsibilities. In general, a professional qualified faculty member will have a graduate degree, and will have relevant experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice-relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Binghamton MPA Program Policy

- The terminal degree will be a professional master's degree, most often an MPA or MPP.
- Qualified practitioners will have a minimum of 5 years of administrative experience in the public or nonprofit sector, with a preference for 10 or more years of experience.
- Teaching assignments and other program responsibilities will be based on specific areas of practitioner expertise and experience.
- A practitioner who continues to work in an administrative capacity in a public or nonprofit will be presumed to maintain professional qualifications.
- An individual who has not worked full-time in the public or nonprofit sector for more than 5 years and does not meet the requirements for AQ status, must demonstrate continued PQ status in at least the following ways:
 - Continued professional engagement through membership in a professional association in which the individual is actively involved (as demonstrated by holding a leadership position, presenting at a conference, organizing or facilitating a webinar or training workshop) at least once every 3 years.
 - Engagement in the community every year as demonstrated by consulting activities, conducting training workshops, serving on a board, facilitating service learning projects for classes, or participating in an applied community-based research project independently or through the Center for Applied Community Research and Development (CACRD).
 - Creation and sharing of professional knowledge through the authorship or co-authorship of technical reports, monographs, trade association journal articles, webinars, or electronic resources for practitioners at least once every 3 years.

**Master of Public Administration (MPA) Program
Binghamton University**

Framework for Development of Teaching Effectiveness

(Adopted Fall 2005)

(Implementation Schedule: End-of-Semester Evaluations in Fall 2005; full Framework in Spring 2006)

Rationale

Teaching is central to the mission of the MPA program. The MPA program is committed to providing students with high quality instruction in the classroom. Regular MPA faculty members, as well as adjunct instructors, are expected to be sincere in their efforts to create stimulating, challenging and supportive learning environments which facilitate student development of core competencies. Effective teaching requires a willingness to regularly and systematically reflect on the classroom experience and to engage in continuous improvement. Additionally, regular faculty must be able to document their teaching effectiveness for the formal reviews that are part of contract renewal and the granting of tenure. This framework is recommended by the MPA program as a means of fulfilling that requirement. The framework is developed in the spirit of providing nurturing and supportive processes to assist faculty in their own professional development.

MPA Program Philosophy of Teaching

The MPA program supports the idea that teaching and learning are collaborative and mutually beneficial processes. We strive to provide a challenging and supportive teaching and learning environment which attracts high quality students to the program and which produces graduates who are valued and sought after by public and non-profit employers in the community. The program seeks to maintain an environment in which effective teaching is both expected and valued. We also seek to demonstrate that we are members of a shared learning community where, in addition to students learning from faculty, faculty learn from students, and faculty learn from each other.

Elements of Teaching Effectiveness

Teaching effectiveness is multi-faceted. Binghamton University recognizes this and has adopted a set of Guidelines Principles and Practices which are included as Appendix A. The MPA program has identified the following as the particular goals to which each faculty member teaching in the program is expected to aspire and strive to achieve:

1. **Subject Matter Expertise and Enthusiasm**. The instructor should have expertise in the subject matter and this knowledge should be reflected in the content of the course. The instructor should demonstrate enthusiasm and interest in the discipline/subject area(s).
2. **Organization and Course Design**. Organization is reflected by the sequence of topics within the course as indicated in the course syllabus, as well as the organization of individual class sessions.
3. **Delivery and Instructional Style**. The instructor should use an instructional method that is appropriate for the subject matter and the students. Instructional

- methods should be varied, engaging and motivating. Effective teachers promote active student involvement in the course.
4. Responsiveness to Diversity. Effective teaching enables students with diverse backgrounds and learning styles to benefit from the course and to take responsibility for their own learning. Effective teachers provide a supportive learning environment.
 5. Student Learning. A fundamental measure of effective teaching is student learning of essential knowledge, skills and professional values. Effective teachers challenge students to strive for excellence and to achieve their full potential. Effective teachers probe to assess student understanding and provide feedback to students.
 6. Relating Theory to Practice. The public administration discipline inherently demands praxis. The effective instructor is one who is able to help students appreciate how theories apply to practical situations, and how work-based circumstances can be interpreted in the context of theory.

Assessing Teaching Effectiveness

To aid faculty in assessing their strengths and weaknesses and in developing strategies for improvement of teaching effectiveness, the MPA program encourages faculty to utilize the following methods as part of a comprehensive process of professional development.

For each course taught in the MPA program, faculty are encouraged to engage in the following:

1. Self-Assessment
2. Mid-Semester Student Feedback
3. Peer Observation
4. End-of-Semester Student Evaluation of the Course and Instructor

In addition, tenure-track faculty are strongly encouraged to maintain the four items above as part of a Teaching Portfolio which can be developed and submitted by the faculty member as part of the third-year and tenure review processes.

1. Self-Assessment

Effective teaching begins with a self-appraisal of a faculty member's strengths and weaknesses and a clear articulation of his or her teaching objectives. At the beginning of every semester, all faculty should complete the first half of the teaching self-assessment form. The program faculty encourages all its members to use these self-assessments as a context for evaluating student mid-semester and end-of semester feedback. Likewise, sharing these assessments with peer observers will help focus feedback on teaching skills that a faculty member is seeking to improve. Upon completion of the semester, all faculty members can use the second part of the teaching self-assessment to reflect upon their teaching performance. Completed self-assessments will also provide a basis for completing Binghamton University's required annual faculty report on teaching, and should serve as a starting point for future self-assessments. The MPA Program Self-Assessment of Teaching form is provided in Appendix B.

2. Mid-Semester Feedback

Mid-semester evaluations are a form of formative evaluation for use in the current class. Each faculty member is expected to solicit written, anonymous feedback from students in every course taught. Appendix C provides a list of possible questions that can be used for this process, and faculty are encouraged to select 3 or more questions from that list which are most appropriate to their teaching style and the specific course learning objectives. This process should be completed at least one time near the mid-semester mark. The precise timing of the administration of this assessment and the number of times this process is completed beyond the required one, are left to the discretion of each faculty member. The results of these mid-semester evaluations are provided solely to the instructor of the course, and are intended to allow for modifications and improvements in response to student input. Instructors are encouraged, but not required, to share summary assessments with students in the class and to discuss to what extent and in what way(s) the course will be modified in response to the student input. Faculty members are encouraged to keep copies and/or summaries of the student mid-semester feedback for use in their subsequent self-assessments.

3. Peer Observation

During one class session of each course, a peer observer will attend the class for the purpose of facilitating discussions about teaching strengths and weaknesses, particularly as they relate to the instructor's own goals for the course as specified in the self-assessment and the course syllabus.

For regular faculty, the peer observer will be any one of the other regular faculty members. For regular faculty, the peer observation is primarily a formative tool for feedback and improvement of instruction. As such, it is a confidential process whereby observations are shared only with the instructor.

For adjunct instructors, the peer observer will be the MPA Director or the Director's designee. For adjunct faculty, the peer observation is intended to serve as an evaluation tool in addition to the formative purpose described above. When considered in conjunction with the results of end-of-the-semester student evaluations, peer evaluations shall be used to make decisions about subsequent adjunct teaching opportunities for that instructor.

In all cases, peer observations are also intended to be of benefit to the observer who may glean new ideas and methods from the observation.

Prior to the classroom observation, the peer observer and the instructor should meet briefly. The instructor should provide relevant materials, such as the instructor's self-assessment, and course objectives, readings, syllabi, and assignments. The observation shall be scheduled so as to minimize classroom disruption. Following the classroom visit, the peer observer shall communicate to the instructor strengths and weaknesses that were observed, with particular

attention to those which relate directly to the instructor's self-identified teaching objectives. The feedback can be communicated face-to-face or in writing, depending on the preferences on the instructor. Peer observers of adjunct faculty shall prepare a written summary using the criteria outlined in Appendix D. The peer observer and the instructor shall meet to discuss the written report. For adjunct instructors, this meeting must occur prior to the report being submitted to the MPA director.

4. End-of-Semester Student Evaluation

In addition to the formative evaluations conducted mid-semester, a summative student evaluation at the end of the semester provides an after-the-fact assessment of the course. All faculty shall administer the MPA Student Evaluation of Teaching (Appendix E) at the end of each course. Faculty are also encouraged to administer the Binghamton University Student Opinion Of Teaching (SOOT) form. Student evaluation results for regular (tenure track and tenured) faculty are provided only to the individual faculty member. Student evaluation results for adjunct instructors are provided to the instructor and to the MPA Director.

During the Fall 2005 semester, this instrument will be completed in class on paper copies with the instructor not present. Completed evaluations will be collected by a student and delivered to the MPA Administrative Assistant. Regular faculty may obtain their evaluations after they submit final course grades. Adjunct faculty may obtain copies of their evaluations after they submit final course grades and meet with the MPA Director to discuss feedback from both students and peer observers. In subsequent semesters, the student evaluation may be administered electronically through Blackboard or an online survey service.

Preparing a Teaching Portfolio

Regular faculty are encouraged to collect and maintain the results of the four components of teaching evaluations for use in preparation of a teaching portfolio. Teaching portfolios can be useful in documenting teaching effectiveness, innovative instructional methods, and the progression of one's philosophy of teaching, all of which are important components of formal evaluation processes associated with contract renewal and tenure decisions. In addition to the items discussed above, a teaching portfolio may include a formal statement of one's teaching philosophy, copies of course syllabi, copies of assignments and exams, descriptions of innovations, lists of courses taught and enrollments, and other items related to teaching.

Resources for Improvement of Teaching

The MPA faculty are dedicated to providing peer support for improvement of teaching effectiveness. We promote a culture of openness, trust and support, where peers are encouraged to discuss, debate and collaborate regarding teaching strategies and techniques. In addition to drawing upon the expertise and experience of peers within the MPA program, faculty may also wish to utilize one or more of the resources available at Binghamton University identified in Appendix F.

APPENDIX A

BINGHAMTON UNIVERSITY'S GUIDING PRINCIPLES AND PRACTICES OF EFFECTIVE TEACHING

Revised by Faculty Senate Executive Committee on February 24, 2004 and adopted by Faculty Senate on May 4, 2004 for insertion in Handbook for Faculty and Staff as section IV.C.1.

Statement of Purpose:

Teaching is part of Binghamton University's core mission, whether it be in the context of undergraduate or graduate education, mentoring, or any of the other myriad ways that faculty interact with students. Our students challenge us as a faculty to foster a rich and diverse learning environment. To this end, the Faculty Senate endorses the following eight guiding principles of teaching and learning and encourages the individual schools and departments to develop complementary sets of principles and practices that better reflect their specific mission.

The faculty member:

Principle 1. Sets clear goals and intellectual challenges for student learning

Examples of effective practices:

- identifies key concepts or ideas in the field and helps students to understand and apply them
- communicates current research and knowledge relevant to course goals
- identifies key steps in achieving learning goals
- actively helps students to accomplish goals and meet challenges as defined in the course outline
- sets high, yet reasonable, expectations of students' learning
- encourages students to think analytically and solve problems

Principle 2. Employs teaching methods and strategies that actively involve students

Examples of effective practices:

- organizes effective learning experiences to meet intellectual goals and learning outcomes
- shows awareness that learning is a process that transforms and changes learners
- values and encourages student input and feedback
- evaluates and assesses learning in a manner consistent with established goals and learning outcomes
- encourages and assists students in self-directed learning activities

Principle 3. Communicates and interacts effectively with students

Examples of effective practices:

- exhibits a strong interest in students
- engenders enthusiasm and interest in subject matter

- attends to classroom dynamics that enhance or inhibit learning
- expresses goals, intended outcomes, and expectations clearly and effectively and discusses these with students
- uses fair and reasonable methods of evaluating learning
- encourages appropriate student-faculty interaction

Principle 4. Attends to the intellectual and social growth of students

Examples of effective practices:

- provides, and discusses with students, explicit criteria for assessing learning
- reviews students' progress in achieving intellectual goals and learning outcomes
- acquires regular and varied feedback on students' accomplishments
- provides advanced learning opportunities for those students who seek them
- helps students to develop social skills such as team work, communication, and leadership

Principle 5. Respects the diverse talents and learning styles of students

Examples of effective practices:

- recognizes and accommodates different learning styles
- employs multiple methods in evaluating students
- balances collaborative and individual student learning to reflect the course aims and outcomes
- demonstrates sensitivity to social and cultural issues
- accommodates students with diverse abilities

Principle 6. Encourages learning beyond the classroom

Examples of effective practices:

- seeks to make connections with living and learning communities
- applies academic learning in university contexts outside the classroom
- helps students connect their academic learning to the world outside the classroom
- encourages students to be life-long learners

Principle 7. Reflects on, monitors and improves teaching philosophy and practices

Examples of effective practices:

- improves teaching through self-reflection and periodic peer and student feedback
- regularly revises and updates course content, format and assignments
- regularly revises and updates teaching methods and use of technologies
- enhances teaching by participating in professional development activities

Principle 8. Integrates teaching and learning with research, scholarship, and creative activities

Examples of effective practices:

- uses student learning experiences to stimulate research, scholarship and creative activities
- uses research, scholarship and creative activities to enhance teaching and to foster student research
- uses research, scholarship or creative activities to constantly renew and energize student

learning

- involves students in faculty research, scholarship and creative activities and gives students appropriate recognition
- collaborates with library faculty to help students develop the skills to locate, evaluate, and use information resources

In accepting these principles the Faculty Senate recognizes that the inventory of effective practices listed above should be dynamic and reflect changes in pedagogy. It therefore authorizes the Faculty Senate Executive Committee to make changes in these lists as the Executive Committee sees appropriate.

Based on a similar set of principles developed at the University of British Columbia (<http://www.tag.ubc.ca/facdev/services/appendixc.html>).

APPENDIX B

MPA SELF-ASSESSMENT OF TEACHING FORM

Name: _____ Semester: _____

Course(s) Taught: _____

Part A: To be completed at the beginning of the semester:

Before beginning this self-assessment, please review the eight principles of teaching effectiveness adopted by the Binghamton University Faculty Senate and the MPA Program's Policies and Procedures for Teaching Effectiveness.

1. Using previous assessments and your own experience as a guide, briefly evaluate your teaching strengths.

2. Drawing upon previous assessments and your own experience, briefly discuss areas where you seek to improve your teaching knowledge, skills or abilities this semester.

3. List between one and three specific teaching objectives that you plan to accomplish this semester. You may develop one list of teaching objectives that applies to all courses you will teach this semester or separate lists of objectives for each course. Indicate how you plan to measure your completion of these objectives.

| Objective | Measure | Outcome or Date Completed |
|-----------|---------|---------------------------|
| | | |
| | | |
| | | |

4. Do you plan to try new or different teaching strategies, assignments, or other new ideas this semester? If so, please describe.

5. What resources have you identified that will assist you in achieving your teaching objectives this semester?

Part B: To be completed at the end of the semester.

1. Briefly **describe** your teaching experience this semester. How did you use feedback from mid-semester evaluations and/or peer observations to adjust your teaching strategies or methods? What noteworthy teaching or learning events took place?

2. Using student and peer assessments, and your own experience **evaluate** your teaching performance this semester.

a. What went well? Discuss objectives achieved, innovations adopted, knowledge, skills or abilities improved.

b. Describe between one and three things about your teaching that you will retain in future semesters.

c. What did not go well? Discuss objectives that were not achieved or particular problems that emerged.

d. Describe between one and three things about your teaching that you would like to change in future semesters.

APPENDIX C

MID-SEMESTER FEEDBACK

Select three (3) or more questions from those listed below.

1. What does the instructor do that contributes to your learning?
2. What does the instructor do that interferes with your learning?
3. What could the instructor do to improve your ability to learn the course material?
4. What activity or assignment have you found most useful and relevant?
5. What activity or assignment have you found least useful and relevant?
6. How could the activities or assignments be modified to improve their relevance to you?
7. What does the instructor do that encourages you to think critically about the course material?
8. What does the instructor do that discourages you from thinking critically about the course material?
9. What could the instructor do to improve as a teacher?
10. What does the instructor do that makes the subject matter interesting to you?
11. What does the instructor do that makes the subject matter uninteresting to you?
12. What could the instructor do to make the subject matter more interesting?
13. What have been the most organized aspects of the course so far?
14. What have been the least organized aspects of the course so far?
15. What could the instructor do to improve the organization of the course?
16. What types of feedback from the instructor have you found most useful in improving your understanding and performance?
17. What types of feedback from the instructor have you found least useful in improving your understanding and performance?
18. What could the instructor do to provide more useful feedback?
19. What does the instructor do that challenges you to think differently about issues?
20. What does the instructor do to encourage you to try harder?
21. What does the instructor do that discourages you from trying harder?
22. What could the instructor do that would encourage you to work harder?
23. What does the instructor do that challenges you to do your best work?
24. What does the instructor do that makes you feel like you don't need to do your best work?
25. What could the instructor do to challenge you more?

APPENDIX D

MPA PEER OBSERVATION FORM

Course: _____ Instructor: _____

Peer Observer: _____ Date of Observation: _____

Possible areas for observation and feedback:

- Preparation for the class
- Knowledge of the subject matter
- Enthusiasm about the subject matter
- Tone of voice (clear, audible, confident)
- Use of a variety of relevant illustrations or examples
- Effective use of the board and/or visual aids
- Effective use of technology
- Use of stimulating and challenging questions
- Ability to hold the students' attention
- Ability to engage and involve students
- Respect for diversity of opinions
- Respect for multiculturalism and student diversity
- Linking theory and practice

Comment on your observations relative to what the instructor identified as teaching objectives for this course.

Based on your observations, provide examples of what worked well in the class.

Based on your observations, provide advice on how the instructor could improve. Focus particular attention on the items the instructor identified as priorities in his or her self-assessment.

APPENDIX E

MPA END-OF-THE-SEMESTER EVALUATION

Masters in Public Administration (MPA) Program Binghamton University End-of-Semester Student Evaluation of Teaching

Attached is the newly developed evaluation of teaching for the MPA Program. This instrument was designed by a committee comprised of MPA faculty and students utilizing suggestions from the PAFF 510 Logic of Inquiry class. It was developed because of long-standing faculty and student dissatisfaction with the University's SOOT form and is a part of a larger framework designed to enhance the teaching effectiveness of both adjunct and full-time faculty.

Your answers to these questions are strictly confidential. Please do not identify yourself in any way on this form. A student will collect responses and deliver them in a sealed envelope to the MPA office where they will be held until after grades are reported. At that time, the faculty member will receive the packet of responses.

Because this is the first time this instrument is being used, we have attached an additional page on which we encourage you to comment on the instrument itself. Please take the time to consider any changes you think are necessary.

Instructions: For the closed-ended questions, fill in the bubble on the upper left corner of the response you choose. Make sure to complete every open-ended question. You may use a pen or pencil for this form.

**Masters in Public Administration (MPA) Program
 Binghamton University
 End-of-Semester Student Evaluation of Teaching**

Course Number and Name: _____

Instructor Name: _____

1. The instructor came to class prepared...

| | | | |
|--|---|---|--|
| <input type="radio"/> ...all of the time | <input type="radio"/> ...most of the time | <input type="radio"/> ...about half of the time | <input type="radio"/> ...less than half the time |
|--|---|---|--|

2. The percent of scheduled class time that was spent on relevant topics and/or assignments was...

| | | | |
|---------------------------------------|---|---|--|
| <input type="radio"/> ...at least 90% | <input type="radio"/> ...approximately 75-89% | <input type="radio"/> ...approximately 50-74% | <input type="radio"/> ...less than 50% |
|---------------------------------------|---|---|--|

3. Regarding the flow of topics and how activities related to topics during the class ...

| | | | |
|---|---|--|--|
| <input type="radio"/> ...I had no difficulties understanding the relevance and relationship | <input type="radio"/> ...I occasionally had difficulty understanding the relevance and relationship | <input type="radio"/> ...I often had difficulty understanding the relevance and relationship | <input type="radio"/> ...I did not understand the relevance and relationship |
|---|---|--|--|

4. Please provide any feedback that you think will help the instructor more effectively use class time or improve the organization of a specific class.

5. Regarding learning objectives of the course, the instructor...

| | | | |
|---|---|---|--|
| <input type="radio"/> ...did not convey them. | <input type="radio"/> ...conveyed them only when asked. | <input type="radio"/> ...clearly conveyed them in the syllabus or in the class. | <input type="radio"/> ...clearly conveyed them in the syllabus and in the class. |
|---|---|---|--|

6. Regarding the learning objectives and details of the assignments ...

| | | | |
|--|--|--|--|
| <input type="radio"/> ...I'm really not sure what they were. | <input type="radio"/> ...I was usually unsure of them. | <input type="radio"/> ...I was somewhat unsure about them. | <input type="radio"/> ...I understood them well. |
|--|--|--|--|

7. Regarding the grading criteria for the assignments and the course, ...

| | | | |
|--|--|---|---|
| <input type="radio"/> ...I really don't know what they were. | <input type="radio"/> ...I was often unclear about them. | <input type="radio"/> ...I was occasionally unclear about them. | <input type="radio"/> ...I fully understood them. |
|--|--|---|---|

8. Please provide specific feedback to the instructor on how he/she could increase clarity of expectations for the course, assignments or the grading criteria. If commenting on assignments, please be as specific as possible as to which assignments were problematic or particularly effective.

9. In class, the instructor was...

| | | | |
|--|--|---|--|
| <input type="radio"/> ...respectful of students and addressed their concerns | <input type="radio"/> ...generally respectful of students but occasionally overlooked their concerns | <input type="radio"/> ... indifferent to students and often overlooked their concerns | <input type="radio"/> ...disrespectful toward students |
|--|--|---|--|

10. The instructor...

| | | | |
|--|--|---|--|
| <input type="radio"/> ... encouraged and utilized diversity of opinion in the course | <input type="radio"/> ... encouraged diversity of opinion or utilized diversity of opinion in the course | <input type="radio"/> ... permitted diversity but it interfered with the management of the course | <input type="radio"/> ... did not allow diversity of opinion in the course |
|--|--|---|--|

11. The instructor...

| | | | |
|--|--|---|---|
| <input type="radio"/> ... treated the diverse backgrounds of students as an asset to the class | <input type="radio"/> ... recognized the diverse backgrounds of students but did not take full advantage of them | <input type="radio"/> ... ignored the diversity of the student body | <input type="radio"/> ... seemed uncomfortable with the diversity of the student body |
|--|--|---|---|

12. During class, the instructor...

| | | | |
|--|---|---|---|
| <input type="radio"/> ... spoke audibly and at an appropriate pace | <input type="radio"/> ... occasionally was hard to hear, understand or follow because of pace or tone | <input type="radio"/> ... was often difficult to hear, understand or follow because of pace or tone | <input type="radio"/> ...was so hard to hear, understand, or follow because of pace or tone that it had a serious impact on my understanding of course material |
|--|---|---|---|

13) Please provide feedback to the instructor regarding his/her communication skills.
 Please be as specific as possible.

14. Lectures...

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

15. PowerPoint Presentations ...

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

16. Blackboard® ...

| | | | |
|---|--|---|---|
| <input type="radio"/> ... was crucial to my learning experience | <input type="radio"/> ... was useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... was not used by this instructor |
|---|--|---|---|

17. Use of white board or chalk board. . .

| | | | |
|---|--|---|---|
| <input type="radio"/> ... was crucial to my learning experience | <input type="radio"/> ... was useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... was not used by this instructor |
|---|--|---|---|

18. Handouts. . .

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

19. Discussions. . .

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

20. Other media (video clips, movies, audio tapes, etc.). . .

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

21. Team activities...

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

22. Guest speakers...

| | | | |
|--|---|---|--|
| <input type="radio"/> ... were crucial to my learning experience | <input type="radio"/> ... were useful to my learning experience | <input type="radio"/> ... hindered my learning experience | <input type="radio"/> ... were not used by this instructor |
|--|---|---|--|

23. The instructor...

| | | | |
|--|---|--|---|
| <input type="radio"/> ... did not appear to want to teach this course which resulted in my own lack of interest in the topic | <input type="radio"/> ... did not make it clear whether s/he liked or disliked the topic which did not encourage my interest in the topic | <input type="radio"/> ... seemed to like the subject and was able to instill interest in the topic in me | <input type="radio"/> ... obviously enjoyed the subject and tried to instill the same in me |
|--|---|--|---|

24. The instructor...

| | | | |
|---|--|---|--|
| <input type="radio"/> ... structured the course around the use of various teaching methods to address different learning styles of students | <input type="radio"/> ... often used different teaching methods to accommodate different learning styles | <input type="radio"/> ... occasionally used different teaching methods to accommodate different learning styles | <input type="radio"/> ... relied on one teaching method regardless of the learning style of students |
|---|--|---|--|

25. The instructor...

| | | | |
|---|--|--|--|
| <input type="radio"/> ... rarely related topics to real-life examples. The course was highly theoretical and I am not sure how to apply the concepts. | <input type="radio"/> ... occasionally related topics to real-world examples. I would be able to apply a few concepts in a practice setting. | <input type="radio"/> ... usually related topics to real-life examples. I know how to apply many concepts to practice. | <input type="radio"/> ... made a point of relating each topic to real-life examples. I understand how to apply almost all of the concepts. |
|---|--|--|--|

26. When events arose during the semester, the instructor...

| | | | |
|--|--|---|---|
| <input type="radio"/> ... used those events as learning opportunities. | <input type="radio"/> ... mentioned but did not integrate those events in class. | <input type="radio"/> ... rarely mentioned those events in class. | <input type="radio"/> ... did not relate those events in class. |
|--|--|---|---|

27. Which teaching methods used by this instructor did you find most useful?

28. Which other teaching methods might have enhanced your learning?

29. Which concepts, if any, were difficult for you to relate to practice?

30. The instructor...

| | | | |
|---|--|---|---|
| <input type="radio"/> ... had at least 3 hours per week available for office hours and made accommodations for in-service students. | <input type="radio"/> ... had at least 3 hours per week available for office hours but made no accommodations for in-service students. | <input type="radio"/> ... had infrequent (less than 3 hours per week) office hours and was difficult to reach in the office | <input type="radio"/> ... had no stated office hours and was difficult to reach in the office |
|---|--|---|---|

31. In returning assignments and providing feedback, the instructor...

| | | | |
|--|---|--|--|
| <input type="radio"/> ... always did so in a timely manner | <input type="radio"/> ... usually did so in a timely manner | <input type="radio"/> ... was occasionally late in doing making the information less useful. | <input type="radio"/> ... was usually too late to do so for the information to be of any use |
|--|---|--|--|

32. Regarding the feedback provided to me by the instructor, ...

| | | | |
|--|--|---|--|
| <input type="radio"/> ... I chose not to use the feedback. | <input type="radio"/> I found that it was not very useful in improving subsequent drafts or assignments. | <input type="radio"/> ... I found that it sometimes helped me improve subsequent drafts of assignments. | <input type="radio"/> ... I found that it usually helped me improve subsequent drafts or assignments |
|--|--|---|--|

33. Regarding the times I visited the instructor during office hours, ...

| | | | |
|---|---|---|---|
| <input type="radio"/> ...I did not visit the instructor during office hours | <input type="radio"/> ... I found them not at all helpful | <input type="radio"/> ... I found them somewhat helpful | <input type="radio"/> ... I found them very helpful |
|---|---|---|---|

34. Please provide feedback to the instructor regarding his/her availability, the timeliness or usefulness of feedback, and/or the time spent in office hours. Be as specific as possible.

35. I felt that the instructor...

| | | | |
|--|--|---|--|
| <input type="radio"/> ... challenged me to develop my skills, knowledge, and ability to integrate and apply concepts | <input type="radio"/> ... challenged me in many ways | <input type="radio"/> ... occasionally challenged me. | <input type="radio"/> ... didn't challenge me in any way |
|--|--|---|--|

36. If a fellow student asked me about this instructor, I would...

| | |
|---|--|
| <input type="radio"/> ...recommend this instructor. | <input type="radio"/> ... not recommend this instructor. |
|---|--|

37. In what ways did the instructor challenge you? Please refer to a specific concept or skill.

38. What did you like most about this instructor?

39. What, if anything, would keep you from recommending this instructor to another student?

40. What percentage of the assigned readings clearly related to the course objectives?

| | | | |
|------------------------------------|--|--|-------------------------------------|
| <input type="radio"/> At least 90% | <input type="radio"/> Approximately 75-89% | <input type="radio"/> Approximately 50-74% | <input type="radio"/> Less than 50% |
|------------------------------------|--|--|-------------------------------------|

41. To what extent did the assigned readings help you related theory to practice?

| | | | |
|---|---|---|---|
| <input type="radio"/> The assigned readings helped me link theory to practice | <input type="radio"/> More readings relating theory to practice would have been helpful | <input type="radio"/> None of the readings related theory to practice | <input type="radio"/> I did not do enough of the reading to evaluate their relation to practice |
|---|---|---|---|

42. To what extent did the assigned readings help you master the material?

| | | | |
|--|--|---|--|
| <input type="radio"/> They were crucial to my ability to master the material | <input type="radio"/> Most of them were important to my ability to master the material | <input type="radio"/> Some of them were useful to my efforts to master the material | <input type="radio"/> They did little to help me master the material |
|--|--|---|--|

43. Which assigned readings were most helpful?

44. Which assigned readings were least helpful?

45. What proportion of the assignments were clearly related to the course objectives?

| | | | |
|---|-------------------------------------|-------------------------------------|------------------------------------|
| <input type="radio"/> Few, if any, of them. | <input type="radio"/> Some of them. | <input type="radio"/> Most of them. | <input type="radio"/> All of them. |
|---|-------------------------------------|-------------------------------------|------------------------------------|

46. What proportion of the assignments linked theory to practice?

| | | | |
|--|---|-------------------------------------|-------------------------------------|
| <input type="radio"/> None of the assignments. | <input type="radio"/> Some aspects of some assignments. | <input type="radio"/> Some of them. | <input type="radio"/> Most of them. |
|--|---|-------------------------------------|-------------------------------------|

47. To what extent did the assignments contribute to your ability to master the material?

| | | | |
|---|---|--|--|
| <input type="radio"/> The assignments did little to help me master the material | <input type="radio"/> Some of them were useful to my efforts to master the material | <input type="radio"/> Most of them were important to my ability to master the material | <input type="radio"/> They were crucial to my ability to master the material |
|---|---|--|--|

48. Which assignment(s) were most helpful to you?

49. Which assignment(s), if any, did not help you to master the material?

50. The course syllabus (mark all that apply)

- Was available on the first day of class
- Stated the course objective(s)
- Outlined the grading criteria
- Outlined an attendance policy
- Provided information on assigned readings
- Provided information on assignments
- Was followed by the instructor

51. The topics . . .

| | | | |
|---|---|---|--|
| <input type="radio"/> . . . were presented in a logical order | <input type="radio"/> . . . were usually presented in a logical order | <input type="radio"/> . . . seemed out of order | |
|---|---|---|--|

52. This course . . .

| | | | |
|--|--|--|---|
| <input type="radio"/> . . . was my first MPA course. | <input type="radio"/> . . . was less difficult than most of the MPA courses I have taken | <input type="radio"/> . . . was about as difficult as most of the MPA courses I have taken | <input type="radio"/> . . . was more difficult than most MPA courses I have taken |
|--|--|--|---|

53. The course. . .

| | | | |
|--|---|--|--|
| <input type="radio"/> . . . was clearly related to the MPA mission statement | <input type="radio"/> . . . was somewhat related to the MPA mission statement | <input type="radio"/> . . . was not related to the MPA mission statement | <input type="radio"/> I am not familiar with the MPA mission statement |
|--|---|--|--|

54. If a fellow student asked me about this course, I would . . .

| | |
|---|--|
| <input type="radio"/> . . . recommend the course. | <input type="radio"/> . . . not recommend this course. |
|---|--|

55. What did you like most about this course?

56. What did you like least about this course?

57. During the semester, I visited the instructor during office hours. . .

| | | | |
|---------------------------------|---------------------------------|---|--|
| <input type="radio"/> 1-2 times | <input type="radio"/> 3-4 times | <input type="radio"/> More than 4 times | <input type="radio"/> I did not visit the instructor during office hours |
|---------------------------------|---------------------------------|---|--|

58. Outside of class time, how much time did you spend, on average per week, completing work for this class (on readings, assignments, studying, etc.)?

| | | | |
|---|---------------------------------|-----------------------------------|--|
| <input type="radio"/> Less than 5 hours | <input type="radio"/> 5-9 hours | <input type="radio"/> 10-15 hours | <input type="radio"/> More than 15 hours |
|---|---------------------------------|-----------------------------------|--|

59. Other comments for the instructor:

APPENDIX F

BINGHAMTON UNIVERSITY TEACHING IMPROVEMENT RESOURCES

This list is not meant to be exhaustive. Faculty with particular teaching improvement priorities are encouraged to consult their colleagues in the MPA program and/or staff in one of the offices listed below for recommendations on additional resources.

The **Center for Learning and Teaching (CLT)** provides a number of resources for faculty development. The Center for Learning and Teaching is an umbrella organization facilitating interactions across campus to improve the quality of teaching and learning. We promote excellence and innovation in Binghamton University's instructional efforts, such as active, student-centered teaching and learning, and the incorporation of global and interdisciplinary perspectives at undergraduate and graduate levels. The CLT website is <http://www.clt.binghamton.edu/> and the office is located [where are they?].

Within the Center for Learning and Teaching is the **Instructional Resource Center** (<http://www.clt.binghamton.edu/irc.htm>), which has books, articles, sample syllabi, teaching tips, and other materials to assist faculty with teaching.

The Center for Learning and Teaching also hosts an annual **Institute for Student-Centered Learning (ISCL)**, a 2-day professional development workshop that is usually held in May shortly after the end of the spring semester. Regular and adjunct faculty who attend ISCL learn new techniques for involving students more directly in the design and delivery of their own education.

The **Graduate School** provides online tutorials for new faculty specifically targeted to teaching graduate students. These can be accessed through their website (<http://gradschool.binghamton.edu/fs/newfaculty.asp>). As of Fall 2005, they offer tutorials focus on Instructional Design and on Developing Students' Intellectual Character. Additional tutorials may be added in the future.

The **Multicultural Resource Center** (<http://mrc.binghamton.edu/>) has a variety of resources that may be used by faculty to improve their appreciation of and ability to utilize student diversity in their classes.

The **Technology Training Center** (<http://training.binghamton.edu/>) within Binghamton University's Computing Services and Educational Technology provides instruction in the use of Blackboard and other technologies that may be useful to faculty in their courses.

BU's **Services for Students with Disabilities** office (<http://ssd.binghamton.edu/>) can provide assistance to instructors on how to accommodate students with disabilities in a manner that is both reasonable and facilitates their academic success.

Departmental By-Laws

The Department of Public Administration

The Department of Public Administration (DPA) is structured as a department within the College of Community and Public Affairs at Binghamton University. These by-laws present the broad operating principles by which the DPA governs itself and meets its responsibilities to stakeholders. It identifies the core values of the Department, the specific roles and responsibilities of administrative officials and faculty, the general committee structure, and the process for both implementing the by-laws through more detailed policies and for amending the by-laws to respond to changing circumstances.

Statement of Core Values Regarding Departmental Governance

The Department of Public Administration adheres to the following principles:

- Wherever possible, we shall treat governance as a shared responsibility between departmental administrators, faculty, staff, students and community stakeholders.
- Consensus is the preferred mode of decision-making.
- We shall make decisions through methods that promote transparency and encourage democratic deliberation.
- Our commitment to community service guides outreach, research and administrative activity.
- Administrators, faculty, staff and students shall adhere to the highest standards of professional and academic ethics.

Administrative Positions

Preamble: In the spirit of shared governance and to develop individual and departmental leadership skills, faculty are encouraged to hold administrative leadership positions on a rotating basis. Decision-making processes and decisions will be made in accordance with the Department's core values. Whenever possible, administrative positions will be held by tenured faculty members. Whenever possible, departmental decisions shall be made by consensus; if a vote is required, a two-thirds majority of the Department faculty is necessary unless specified otherwise. Whenever possible, the terms of administrative leaders in the department shall be staggered to avoid a change in all administrators in a single year.

Department Chair

Roles and Responsibilities: The Department Chair is responsible for all matters relating to the administration of the Department including academic programs, faculty, staff,

students, facilities, resources, budget, alumni, and relationships within the college, the University and the community. In consultation with faculty, the Department Chair will assign teaching responsibilities. The Department Chair is responsible for hiring and evaluating the performance of adjunct faculty, and for supervising and evaluating the work of the departmental staff. The Department Chair is responsible for monitoring, mentoring and developing non-tenure track faculty and adjunct faculty. The Department Chair is responsible for ensuring compliance with the Department's Diversity Policy and for ensuring that other departmental administrators, faculty and staff promote the interests of diversity in their respective areas of responsibility. The Chair will use the recommendations of the Admissions Committee to award departmental TA/GA positions to students, and the Chair will assign departmental TA/GA students to faculty. The Department Chair will maintain departmental policies and procedures. The Chair will chair the personnel committee and appoint the chairs of other departmental committees. The Department Chair is a member of the Dean's Advisory Council. The Chair (or designee) shall serve on all-college committees. The Department Chair shall fulfill other responsibilities as assigned by college or university administration and/or departmental faculty. The Chair shall have a reduced teaching load in the Department.

Selection: Whenever possible, the Department Chair shall be a tenured member of the DPA faculty. The Chair shall be nominated by the department faculty and appointed by the Dean to serve for a term of three years. Except under exceptional circumstances, the Chair shall be limited to two consecutive terms. Department chairs serve at the pleasure of the Dean.

Program Directors

Roles and Responsibilities: Directors of individual degree programs within the DPA are responsible for oversight of curricular, budgetary, and stakeholder relations as they relate to a specific degree program. Until such time as the DPA consists of more than one degree program, the responsibilities of the MPA Program Director shall be fulfilled by the Department Chair. If and when other degree programs are offered by the Department, separate Program Directors may be appointed for each program. Each Program Director shall have a reduced teaching load in the Department.

Selection: A tenured or tenure-track faculty member shall be nominated by the Department Chair to serve as a program director. The program directors shall be elected by the faculty in the spring semester for a three year term beginning the following Fall semester. A program director is limited to two consecutive terms except under exceptional circumstances. If the Department Chair and majority of faculty agree, a program director may be hired from outside the department. Program directors serve at the pleasure of the Chair.

Director of Graduate Studies

Roles and Responsibilities: The Director of Graduate Studies (DGS) has three main functions: overseeing the admissions process, monitoring student progress, and serving as

a point of contact between students, both current and potential, and the MPA program. As chair of the Admissions Committee, the DGS is responsible conveying recommendations to the Department Chair regarding awarding of TA/GA positions to students. Additionally, the DGS makes graduate course scheduling recommendations to the Department Chair each semester. The DGS shall have a reduced teaching load in the Department.

Selection: A tenured or tenure track faculty member shall be nominated by the Department Chair to serve as DGS. The DGS shall be elected by the faculty in the spring semester for a three year term beginning in the following Fall semester. A DGS is limited to two consecutive terms except under exceptional circumstances. The DGS serves at the pleasure of the Chair.

Director of Center for Applied Community Research and Development

Roles and Responsibilities: The Director of the Center for Applied Community Research and Development (CACRD) is responsible for overseeing all Center activities and day-to-day tasks, including: staff, budget, facilities, resources, website, events, submission of research grants, activity reports, developing and maintaining by-laws, and maintaining policies and procedures. The Director serves as the point of first contact for university and community partners interested in conducting relevant research activities. He/she is responsible for communications and outreach across campus, the community, and with other institutions. CACRD direction and activities will be established by the Director in close cooperation with the CACRD Advisory Council and Center's Research Associates.

Selection: The Director of the Center for Applied Community Research and Development (CACRD) shall be a tenured or tenure-track faculty member in the Department of Public Administration. The Director shall be appointed by the Department Chair, in consultation with the faculty. The Director shall have reduced teaching load in the Department. Performance criteria for the Director are developed in conjunction with the Department Chair. The continued appointment of the Director is dependent on adequate performance as determined by the Department Chair.

Faculty

Roles and Responsibilities: The faculty of the Department of Public Administration are responsible for developing policies and procedures in accordance with these by-laws which position the department to provide a value-added education to our students and high quality research and service to our stakeholders. Much of the work of deliberation is accomplished through standing and ad hoc committees. The faculty are responsible for developing, delivering, and evaluating the curriculum, for developing members of the faculty, and for participating in the strategic decisions of the Department. These committees work closely with the Chair and other department administrators, and together they are responsible for implementing the process of continuous review and improvement by which we seek to achieve excellence in our teaching, research and service endeavors. The typical teaching load for tenured and tenure-track faculty is 2-2,

with reductions for administrative positions in the Department and the possibility of buyouts in conjunction with funded research and service activities. The tenured and tenure-track faculty as a whole have the authority to adopt substantive departmental policies and procedures in congruence with these by-laws. Such policies will be attached to these by-laws as addenda.

Selection: Whenever faculty positions are to be filled in the Department of Public Administration, decisions about the language of the position announcement, review of applicants, selection of candidates to interview, and recommendations regarding the preferred candidate shall be the responsibility of a committee consisting of DPA faculty, at least one student representative, and a representative of a campus unit outside the Department. The search committee shall comply with the process delineated in the Department's Diversity Plan and shall take other appropriate steps to promote a qualified and diverse applicant pool. The recommendation of the faculty shall be forwarded by the Department Chair to the Dean of the College of Community and Public Affairs for approval and negotiation of hiring details.

Standing Committees

Preamble: The bulk of department deliberation and decision making is accomplished through a committee of the whole consisting of all regular faculty (tenured and tenure-track), all professional staff, and one student representative. Adjunct faculty and additional students are welcome to attend and participate in departmental meetings, but do not vote if a vote is required. Some specific responsibilities are delegated to standing committees as described below. The composition and operation of DPA committees reflect our shared values of openness and respect and our commitment to a balance between research, teaching, and service. Many different committee structures may fulfill these responsibilities and the particular structures used may vary over time. Except where noted, committees shall include staff, student and community representatives in addition to the faculty. All committees are expected to display the inclusiveness and representation of a diverse department. The faculty shall periodically review and approve its current committee structure and operating procedures.

Admissions Committee

Responsibilities: The DPA Admissions Committee is responsible for regular review of admissions standards, determining the number of admissions each semester, reviewing applications for admission, and making actual admissions decisions. The Admissions Committee also recommends candidates for teaching/graduate assistantships to the Department Chair.

Membership: The Director of Graduate Studies serves as the committee chair. Two other members of the tenured or tenure-track faculty shall be appointed by the Department Chair for staggered two-year terms.

Curriculum Committee

Responsibilities: The DPA Curriculum Committee is responsible for regular review of the courses and programs in the department. Proposals, modifications to the curriculum, new courses and new programs will be developed by the Curriculum Committee and presented to the full DPA faculty for approval. Proposals for revisions to the curriculum of the MPA program are to be presented to the MPA Advisory Board for input before final action. The Curriculum Committee shall also be responsible for evaluating and making recommendations regarding joint degree and 3-2 program options, subject to approval by the full faculty.

Membership: The Department Chair shall appoint a chair from among the tenured or tenure-track faculty and two additional faculty members. At least one representative of the Graduate Student Organization shall serve on the committee. Adjunct faculty are encouraged to serve on the committee.

Personnel Committee

Responsibilities: The Personnel Committee is governed by University-wide policies and procedures. Within the Department, the Junior Personnel committee is responsible for developing and communicating evaluation standards, and for implementing the informal and formal (3rd year and tenure) reviews of Assistant Professors. A college-wide Senior Personnel committee is responsible for developing and implementing standards for promotion to Full Professor and for conducting developmental reviews of Associate Professors.

Membership: Membership on the Personnel Committee is limited to tenured faculty per University-wide policies and procedures. The Committee is chaired by the Department Chair. When the department consists of an insufficient number of tenured faculty (fewer than five) for a full committee, additional tenured faculty members from related disciplines shall serve on the committee.

Faculty Development Committee

Responsibilities: In the spirit of continuous improvement (not formal evaluation), the Faculty Development Committee is responsible for developing (subject to the approval of the full DPA faculty) and implementing procedures for providing feedback to faculty on the quality of their teaching, research and service.

Membership: The Department Chair shall appoint a chair and two additional faculty members from among the tenured or tenure-track faculty. At least one student representative from the GSO shall serve on the committee. Adjunct faculty and community members are encouraged to serve on the committee as well.

Student Affairs Committee

Responsibilities: The Student Affairs Committee is responsible for implementing the DPA's policies and procedures regarding academic honesty and grievances, student recruitment, and alumni relations. In handling academic grievances, the committee shall apply the department's policies and procedures delineated in the Handbook. The Committee shall also propose revisions to such policies, subject to the approval of the full faculty of DPA.

Membership: The Student Affairs Committee shall be chaired by the DGS and will include two additional faculty and one student representative.

MPA Advisory Board

Responsibilities: The MPA Advisory Board serves in an advisory capacity to the Department Chair/MPA Director. The Advisory Board serve as a resource and sounding board for ideas and initiatives regarding program direction, curriculum content, and decision procedures. Most often the Advisory Board will respond to items brought to their attention by the Chair or MPA Director; it may also raise issues and recommend action on the part of the faculty.

Membership: The MPA Advisory Board shall consist of 10-15 public administration professionals selected by the MPA Director in consultation with the faculty. Members shall be selected to ensure representation of and experience in local government, non-profit and other community-based organizations. Members shall also be selected to provide representation from the geographic area served by the program. MPA Alumni who hold professional positions are eligible to hold up to one-third of those positions at any point in time. Current students may not serve on the Advisory Board. Members shall serve three year terms. Some members appointed to the initial Board may be asked to serve an additional one or two year term to promote stability and to facilitate staggered terms.

MPA Graduate Student Organization

Responsibilities: The MPA Graduate Student Organization (MPA-GSO) serves as the official representative of students to the DPA. The MPA-GSO shall select officers and conduct business in accordance with their own by-laws. In addition to organizing extra-curricular activities in support of the mission of the DPA and its degree programs, the MPA-GSO shall appoint representatives to serve on departmental committees and projects as requested by the Department Chair.

Membership: All current MPA students are members of the MPA-GSO.

Ad Hoc Committees

Ad hoc committees shall be created by either the Department Chair or by resolution of the Departmental Faculty.

Adoption and Amendment Process

Initial adoption of the Department By-Laws is by vote of the MPA faculty following consultation with the MPA Advisory Board and MPA Graduate Student Organization. Support of at least three-fifths of the full departmental faculty is required for approval.

Once adopted, by-laws may be modified in the following manner: 1) the proposed amendment must be placed on the agenda of a Department faculty meeting and a written proposal must be presented to the faculty; 2) following discussion among the faculty, the proposed amendment must be shared with the advisory board and graduate student organization for input; 3) the comments of the advisory board and students must be presented at a subsequent faculty meeting, and 4) the proposal must be scheduled for a vote of the faculty at a third meeting. When the comments and suggestions of the Advisory Board and GSO are editorial rather than substantive, the proposal may be voted on at the second meeting. Amendment of the by-laws requires approval by three-fifths of all tenured and tenure-track faculty in the Department. Faculty not present for the vote may cast a proxy vote in writing or via e-mail to another faculty member.

Severability

If any provision of these bylaws is held to be illegal, unenforceable, or inconsistent with University rules, that provision shall be automatically severed and removed from these bylaws, the remainder of which shall remain in force.

Approval

Reviewed by the MPA Advisory Board, February 24-28, 2006

Reviewed by the MPA Graduate Student Organization, March 6, 2006

Approved and adopted by a vote of the faculty, March 7, 2006

Criteria and Standards for Promotion and Tenure for the MPA Program Binghamton University Adopted September 12, 2003

The Master of Public Administration Program recognizes, promotes and evaluates faculty achievement within each of the three critical dimensions of decision making for faculty promotion and tenure: research, teaching, and service.

Research: Within the MPA Program, research is defined as additions to or the refinement of the knowledge base of public administration/policy and allied disciplines and/or the application of that knowledge base to important issues of public administration and/or public policy.

Criteria for excellence in research include a judicious balance among: 1) five to seven papers published in recognized journals of public administration and/or allied disciplines; and/or 2) one or more books or monographs accepted and/or published by a press with significant standing within public administration and/or allied disciplines; 3) one or major research reports generated from externally funded research; 4) significant cumulative funding from external contracts and grants. Because conference presentations are an important means for preparing manuscripts for publication, a faculty member's third year review should include two to three presentations at regional or national conferences.

Service: Meriting special recognition within the profession of public administration, service is defined as significant and meaningful administrative and/or scholarly contributions to the Program in Public Administration *and/or* to the university, *and* to the community-at-large defined as the Greater Binghamton area, the supporting region, the State of New York, the Federal Government, or international organizations.

Criteria for excellence in service include a judicious balance among: 1) active participation in or management of projects that promote the well-being and status of the Program or of Binghamton University or of the region, state, or nation; 2) the design, acquisition, execution, analysis, interpretation or dissemination of data or information that promote the well-being and status of the MPA Program, the university, or of the region, state or nation; 3) the dissemination of knowledge about public administration/policy via consultation to and/or invited speaking engagements with public and private sector organizations.

Teaching: Teaching involves the transmission of relevant disciplinary knowledge to students, supervision of student papers and projects, and the behavioral and intellectual mentoring of students in the MPA Program.

Evidence of excellence in teaching includes favorable ratings from: 1) data from systematic and objective student evaluations of teaching performance (e.g., Student Evaluation of Teaching surveys), 2) classroom visitations by Program faculty, 3) other data or information as may be judged relevant by Program faculty.

These three criteria and their respective definitions and indicators recognize the general contribution the Program seeks to make to the mission of Binghamton University through research, service, and teaching and the specific contribution the Program seeks to make, especially through service, to the promotion of good government, economic and social progress within the region, the state or the nation.

College of Community and Public Affairs Bylaws

PREAMBLE

In accordance with the State University of New York Board of Trustees Policies: “Bylaws shall be consistent with and subject to the Policies of the Board of Trustees of State University of New York, the laws of the State of New York, and the provisions of agreements between the State of New York and the certified employee organization established pursuant to Article 14 of the Civil Service Law. Provisions of bylaws concerning consultation with the faculty shall be subject to the approval of the chief administrative officer of the college. All actions under bylaws shall be advisory upon the Chancellor and chief administrative officer of the college.”

ARTICLE I.

DEFINITIONS

As used in the bylaws, the following shall mean:

1. Office of the Dean. To refer to those persons designated by the President of Binghamton University to administer the College of Community and Public Affairs (CCPA).
2. Departments. The academic units of CCPA, including their respective programs, faculty, and professional and classified staff members. When academic programs stand alone from other departments they will be treated as departments.
3. Chair or Program Director. The person, appointed by the Dean of CCPA, who exercises general administrative responsibilities for a department or stand alone program.
4. Voting Members. Voting members shall include Academic College Voting Faculty, and Voting Professional Staff.
5. Academic College Voting Faculty. Voting faculty shall include the following: members of the academic staff with an administrative home in CCPA, who provide at least 50% service to CCPA, have academic rank, and have either a continuing or term appointment as defined in the Policies of the Board of Trustees. Bartle faculty and Professors of Practice shall have voting privileges as described in Article III Section II. of these bylaws.
6. Voting Professional Staff. Voting Professional staff are professional staff that provide full-time service to CCPA.
7. Department Bylaws. Departments and stand alone academic programs shall establish bylaws that govern departmental decision-making not covered in these bylaws.
8. Presiding Officer. The Dean or his/her designated representatives shall preside over all official meetings of the voting members of the CCPA.
9. Academic Year. For the purposes of these bylaws, the academic year is established by the Office of the Provost and Academic Vice President.

ARTICLE II.

DEPARTMENT STAFFING

I. Leadership And Membership

1. Leadership. A Dean shall lead the College. When there is a vacancy in the Dean position, the Dean's Council shall establish a mechanism for providing input to the Provost regarding the selection of a new Dean.
2. Departmental and Program Leadership. The Dean shall appoint the chair of each department and director of each stand alone academic program with input from the members of the faculty of that department or program.
3. Faculty Recruitment. The Dean shall instruct each department to develop a process for faculty recruitment. When faculty vacancies occur, the Dean shall define positions with faculty consultation, seek approval to hire a faculty member with those qualifications, and create a search committee for purposes of recruitment and hiring recommendations. Department chairs and program directors shall make faculty hiring recommendations to the Dean for final approval.

ARTICLE III.

DUTIES AND RESPONSIBILITIES OF VOTING FACULTY

I. Legislative Powers

The *voting faculty* of the College of Community and Public Affairs shall have the power to legislate as necessary to meet its responsibilities to initiate, develop and implement the curriculum and educational policies of the College of Community and Public Affairs in accordance with the policies of the Board of Trustees.

The *voting members* of the College of Community and Public Affairs shall have the power to legislate as necessary to meet its responsibilities to initiate, develop and implement *all other* activities of the College in accordance with the policies of the Board of Trustees.

II. Responsibilities

The voting faculty is responsible, individually and collectively, for the initiation, development and implementation of the curriculum and educational policies of the College of Community and Public Affairs. These responsibilities, in accordance with the policies of the Board of Trustees, include:

- Maintenance of academic requirements, including requirements for admission subject to Binghamton University's obligation to SUNY
- Recommendations for granting degrees

- Development and implementation of the educational programs of the College
- Conduct of the institutional, research and service programs of Binghamton University

The voting members of the College of Community and Public Affairs may participate significantly in, individually and collectively, the initiation, development and implementation of all other activities of the College in accordance with the policies of the Board of Trustees, including:

- Activities related to the recruitment and retention of students
- Establishment and maintenance of strong relationships with the community
- Recommendations regarding the governing structure of the College

ARTICLE IV.

ORGANIZATION AND PROCEDURES

I. Organization

1. Organizational Structure. The College of Community and Public Affairs is organized into departments with an Office of the Dean, Dean's Council, and a Student Advisory Board.
2. Component Descriptions.
 - a. Office of the Dean. The Office of the Dean is comprised of the Dean and the Assistant Dean. The Dean represents the College to the Provost and University administration and carries out University-level policies as directed. The Dean is responsible for establishing vision and strategy for the College, recommending hires to the Provost and President, and for the College's administration, including annual and long-term budget plans. The Dean coordinates the administration of the College with input from the Dean's Council and the Student Advisory Board. The Assistant Dean represents the Dean in her or his absence and meets directly with the Department Chairs to coordinate and administer daily activities of the College.
 - b. Dean's Council. The Dean's Council is comprised of the Dean, Assistant Dean, the chairs of the departments, program directors, and the director of the Center for Applied Community Research and Development. The council will advise the Dean and facilitate the development and implementation of the programs of the College.
 - c. Student Advisory Board. The Dean shall establish a Student Advisory Board. The purpose of the Student Advisory Board shall be to establish and maintain communication between students and administration. The Student Advisory Board may consider a wide range of matters pertinent to the development and support of students and make recommendations for action to the Dean.

The Student Advisory Board will have membership dependent upon the number of undergraduate and graduate programs in the College. Each undergraduate and graduate program will have two members appointed by its representative student organization. One of the two members appointed should be the president of the student organization. The student director of CIC2020 or designee is a member. The term of office to the Student Advisory Board will be one year. Students will be selected by the end of the third week of classes in the fall semester.

II. Procedures

1. Regular and Special Meetings. The Dean or her/his designee shall call a meeting of the voting faculty once a year and, at her/his discretion, may call other meetings. The Dean shall call special meetings of the faculty if petitioned to do so in writing by at least 30% of the voting faculty in residence.
2. Agenda. The agenda for regular or special faculty meetings must be announced, and proposal for action be distributed to the faculty at least 48 hours in advance of the meeting. Waiver of the forty-eight hour rule requires the affirmative vote of at least 2/3 of the voting faculty in residence.
3. Quorum. A quorum for regular or special meetings requires a majority of the voting members of the College in residence. A voting member on leave and unavailable to vote shall be excluded from the calculation of quorum.
4. Voting and Decision Making. Decision making responsibilities of faculty and professional staff are defined in Article III. Decisions shall be based on the choice of the majority of those voting provided that a quorum is present. Members who abstain shall be treated (for purposes of decision making) as not voting.
5. Faculty Secretary. A College administrative support staff member shall attend regular and special meetings and draft minutes.
6. Faculty Minutes. Minutes of each faculty meeting shall be edited, amended from the floor at the next faculty meeting, and if approved signed by the Faculty Secretary and distributed to the faculty. The Dean or her/his designee *and* the Faculty Secretary will maintain permanent files of these minutes.
7. Meeting Procedure. Meetings will be conducted informally except those meetings of the Academic Ethics and Integrity Committee. A motion to move to formal procedures may be made at any time by a voting member. Such a motion shall require a simple majority for passage. When faculty meetings are in formal procedures, such meetings shall conform to Robert's Rules of Order.

III. Ad Hoc Committees

The Dean or voting faculty may create ad hoc committees and shall prescribe their functions in the acts creating them within the limitations of the policies of the Board of Trustees and these bylaws. The chair of such committees shall present a written report by the last day of obligation of each academic year (as established by the Provost), or if the ad hoc Committee is dissolved within the academic year, a final report shall be presented to the Dean not later than 30 working days following its dissolution.

IV. Departmental Policies, Procedures, And Committees

Each department or program will establish policies and procedures to handle admissions, curricular issues, academic standards, advancement and grievance, and other areas as appropriate to the faculty and student needs within the department or program. The chair or program director will provide their departmental or program faculty and the Dean's Office with a current copy of the departmental or program policies and procedures and, if applicable, a list of the departmental or program committees including membership before the end of the third week of classes in the fall semester and will consult with the Dean on issues as necessary.

ARTICLE V.

PROMOTION AND TENURE

The policies detailed below support the standards and values of the College of Community and Public Affairs. These college-level guidelines augment those contained in the Binghamton University Faculty Bylaws and the Procedures for Personnel Cases and Timetable generated by the Provost's office. The policies and procedures outlined below supplement and are superseded by policies of Binghamton University and the State University of New York.

I. The Initiating Personnel Committee (IPC) for CCPA Personnel Reviews

A. Overview.

Every mandated personnel review and those non-mandated cases advanced by a faculty member shall be considered by the appropriate IPC

B. Composition of the CCPA Initiating Personnel Committee (IPC) .

Membership of Senior Personnel Committees.

Per the University Faculty Bylaws, "All full professors on continuing appointment shall serve on the Senior Personnel Committee to consider cases of professors and associate professors, except when their own case is being considered. Bartle Professors holding the title of full professor who agree to serve on this committee during a given academic year, and within a five-year limit from

the date of appointment as Bartle Professor, shall do so. *(Approved by faculty in mail ballot in April 1997)* In instances where five *(Approved by faculty in mail ballot in October 2008)* members of the Senior Personnel Committee cannot be drawn from within the academic subdivision, the committee shall be constituted to provide a majority of *(Approved by faculty in mail ballot in October 2008)* a combination of full and associate professors from within that academic subdivision who are on continuing appointment with at least two semesters of academic service at this University; the associate professors to be elected by the faculty of the academic subdivision; the remaining seats to be filled by full professors from other academic subdivisions at this University appointed by the Provost after consultation with the faculty of the academic subdivision in which the case is being heard and the appropriate UPC (see Title D). The Committee shall be formed by the Provost after consultation with the faculty of the academic subdivision in which the case is being heard when the inclusion of the sum of full and associate professors eligible to serve is fewer *(Approved by faculty in mail ballot in October 2008)* than three.”

Membership of Junior Personnel Committees. Per the University Faculty Bylaws, “All full professors and associate professors on continuing appointment shall serve on the Junior Personnel Committee to consider cases of those below the rank of associate professor. Bartle Professors holding the title of full professor or associate professor who agree to serve on the Committee during a given academic year, and within a 5-year limit from the date of appointment as Bartle Professor, shall do so. *(Approved by faculty in mail ballot in April 1997)* An academic subdivision which has fewer than five qualified members available shall notify the Provost, who shall then appoint, after consultation with the faculty of the academic subdivision in which the case is being heard and the appropriate UPC (see Title D), the number necessary to make up the minimum complement of five voting members. In cases where no member of an academic subdivision is eligible for service on a Junior Personnel Committee, the members of that subdivision shall elect from among themselves a person who shall serve as the chairperson-without-vote of the Junior Personnel Committee in question.”

Department Chairs are members of the IPC but shall not vote on personnel cases originating in their departments.

C. Officers.

The CCPA Dean’s Secretary shall schedule the first meeting of each IPC for the purpose of having the IPC elect a member of the committee to act as Chair and a member to act as faculty Secretary for the candidate’s case. These positions may be held by the same person or two different people, but should generally be from the candidate’s home department.

1. IPC Secretary

The IPC shall elect a Secretary to keep such records as the Committee shall designate and

shall prepare the committee's final written report.

2. IPC Chair

The chairperson shall be elected by secret ballot from the committee's membership and shall preside, with vote, at committee meetings. The chairperson of a departmentalized academic subdivision may be elected to chair an IPC, but shall serve without vote. The chairperson of an IPC shall not be present when his or her own case is being considered. The IPC Chair is responsible for scheduling subsequent meetings, communicating with external reviewers (in tenure and promotion reviews), and ensuring that deadlines are met for completion of tasks. The IPC Chair shall preside, with vote, at committee meetings except in cases where the chair of the candidate's department is selected to serve as IPC Chair in which case that person shall serve without vote. The IPC Chair serves as a liaison between the IPC and the candidate. Duties include advising the candidate on processes and procedures involved in the preparation and organization of materials for their folder, the timeline for review, and their options for response to reports submitted at different stages in the review process. For each personnel case, the IPC Chair shall appoint a sub-committee of IPC members with the greatest familiarity with the candidate's research, teaching, and service records and assist the IPC in evaluating the candidate's record and in preparing the Secretary's report. The IPC chair may serve on this sub-committee.

II. Guidelines for Review and Recommendations

A. Overview.

CCPA is a departmentalized college composed of units that are closely aligned with a similar commitment to community engagement, critique and application of professional practice, and well-grounded research. Interdisciplinarity and different disciplines maintain particular expectations. In respect to the variety of standards, the Chair, the IPC and the Dean shall refer to the definitions and demonstration criteria of scholarship, teaching, and service as determined by the candidate's department, CCPA and Binghamton University, unless these conflict with University standards. All reviewers are expected to evaluate the quality, significance, and process of scholarship, teaching and service based on the evidence presented. Departmental criteria and an explanation of the unique mission of CCPA shall be provided to all external reviewers.

B. Integration of research, teaching and service.

Nationally recognized colleges and universities acknowledge increasingly that faculty research should not be evaluated in isolation. As a College committed to applied research, faculty's scholarship, teaching and service are expected to be often (although not always) interwoven. Teaching and rigorous scholarship are essential. Service and research should be shared and integrated into one's teaching; service activities and innovative teaching practices should generate research questions, publication and presentation. In all cases, University Personnel Committee guidelines must be followed.

1. Scholarship

Scholarship is assessed by considering a number of different sources of evidence. Primary among them are publications in inter/national, peer-reviewed journals, authoring/editing scholarly books, chapters, monographs, and publications. Secondary evidence includes paper presentations, panel/symposium participation, invitations to speak, etc. at inter/national conferences and/or grant activity, and/or reports that inform practice.

Candidates are expected to demonstrate on-going participation in an active research program. Evidence of the quality and significance of scholarship include publication in scholarly books and highly regarded journals, application of innovative conceptual/methodological approaches, and extension of the knowledge base in the candidate's field or specialty.

2. Teaching

High quality teaching is expected of candidates for contract renewal and tenure and promotion in CCPA. Teaching is broadly defined, going beyond actual classroom instruction, to include field supervision, advising, supervision of student projects/research, and other activities. Faculty are expected to demonstrate a commitment to continual improvement of teaching. Evidence to support the quality, significance, and process of teaching could include peer observations, student surveys, mid- and end- of course student evaluations, self assessments, as well as other forms of assessment documentation. Evidence of student learning outcomes should be gathered and systematically evaluated when available.

3. Service

As a College committed to community partnerships and/or engagement, it is expected that faculty will engage in service to the community, as well as to the university. Each department defines community engagement broadly. While it is expected that faculty may engage in community service in the Southern Tier, they may also engage in service in other parts of the state, country and world. In addition to a broad definition of the location for service, faculty engage in a breadth of service activities. Appropriate service could include serving on boards, volunteer activities, initiation and/or participation in activist activities, consulting with community organizations, program development and/or evaluation, direct service, community-based research efforts, and other activities.

Evidence to support quality, significance, and processes for service might include letters from groups relevant to the candidate's scholarly focus, demonstrated impact on populations of interest, and the value of service activities as measured by changes at an individual, organizational, or community level.

Service may take many forms and may support a faculty member's scholarship and be integrated into research and teaching. In documenting a record of service, CCPA faculty should be able to articulate the relevance of their service contribution to their scholarly focus.

III. The Process

A. Overview.

The process for review consists of a series of semi-independent and yet cumulative reviews of the candidate's record.

B. Submission of Candidate's Materials.

The candidate is required to submit his/her materials to the Department Chair and to CCPA Dean's Secretary, who shall make the materials available to the members of the IPC. Materials must be submitted according to dates set in the Provost's Guidelines. The following should be included:

- a vita (following the IPC Vita Guidelines)
- syllabi and evaluations for all courses (SOOTs and/or department-developed course evaluations are strongly recommended as part of course evaluation)
- copies of all publications, summaries of service activities
- statements on teaching philosophy and practice
- research agenda describing background and trajectory
- a description of the ways in which practice contributes to teaching and research endeavors
- other supporting materials

The candidate's statements should explicitly address how their research, teaching and service activities support the mission of the department, the College of Community and Public Affairs, and Binghamton University, and should provide evidence of the quality and significance of their professional activities.

The candidate is encouraged to consult with a mentor and/or current IPC Chair and should review the "**Procedures for Personnel Cases**"

(http://provost.binghamton.edu/documents/procedures_personnel_cases2006.doc)

distributed each fall by the Provost's Office, **the Faculty By-Laws**

(<http://facultysenate.binghamton.edu/MAIN/bylaws.htm>), and the criteria established by each Department for more information on the types of materials to submit.

C. Student Input.

In the semester before a formal review, the departmental student association shall be notified of all faculty under consideration for contract renewal, promotion, and/or tenure. The student group shall solicit input from students and alumni who are familiar with the faculty member and shall prepare a report summarizing student input. This process may

be assisted and supported by the CCPA Dean's Secretary, and may be conducted through an electronic survey process. The summary report of student input shall be provided to the faculty member who shall have five days to prepare a written response. The student report and, if applicable, the faculty member's response, shall be forwarded to the department chair and the chair of the IPC, and shall be appended to the IPC report.

D. External Reviews (applies only for Tenure and Promotion reviews; does not apply to contract renewal).

1. Selection of External Reviewers

In the semester before a formal review, the candidate is asked to submit the names of four or more individuals who could function as external reviewers; generally, the IPC will select one person from the candidate's list of external reviewers. The remaining external reviewers shall be selected from a list prepared by the IPC. Neutrality of these reviewers will be assured. The reviewers may not be co-authors, dissertation committee chairs or members. The IPC Chair will request external review letters from a sufficient number of individuals to ensure that at least four external reviews are received by the IPC.

In selecting external reviewers, the IPC shall identify individuals who are "noted scholars or professional practitioners" from "comparable institutions," usually based on Carnegie rankings and similar commitment to applied community-based research. IPC Chairs should be cognizant of the fact that a greater number of external reviews from individuals with scholarly prestige will provide the most support for a candidate's file.

2. The Packet for External Review

In the semester before a candidate's formal review for tenure and promotion, the candidate submits a packet of materials to the IPC Chair that will be shared with external reviewers. At a minimum, this packet must include a CV and 3-4 samples of their scholarly work.

CCPA faculty are strongly encouraged to prepare a much more extensive and comprehensive packet for external reviewers including the following: a CV, a statement of philosophy on the intersection of the research, teaching and service activities, an explanation of the background and intended trajectory of their research, and copies of all scholarly work.

3. The IPC shall adhere to University requirements regarding the confidentiality of external reviews as specified in the faculty by-laws and the Provost's procedures.

E. Initiating Personnel Committee (IPC) Review & Report.

The IPC reviews the candidate's materials, student association report, and, where applicable, external reviews. The IPC will also be guided by the faculty by-laws and Provost's procedures with respect to additional materials submitted for review. The IPC

then discusses the case, votes on it, and prepares a report. In promotion and tenure cases, separate votes are taken on promotion & tenure. IPC votes are taken by secret ballot. If a qualified faculty member does not attend any meeting of the IPC or SPC, does not review records and does not vote, in transmitting the vote, that action shall be recorded by the chair as a non-participatory abstention. The results of the vote shall become a part of the Committee's report and recommendation.

The IPC Secretary shall prepare a written report including the recommendation of the committee, the final vote, and all supporting documentation. The IPC report is drafted by the IPC Secretary and reviewed by the members of the committee. In Promotion and Tenure cases, where the report may be considerably more detailed than those prepared for contract renewal, the IPC may decide to have separate members of the committee draft sections of the report; in such cases, the IPC Secretary is responsible for compiling the sections into a single cohesive document. When the report reflects the assessment of the IPC, a hard copy and an electronic copy are provided by the IPC Chair to the CCPA Dean's Secretary, who will arrange for all members of the IPC to sign the document.

The IPC report is sent by the CCPA Dean's Secretary to the candidate first, who has 5 business days to respond, if desired. The IPC report, the candidate's materials and response (if there is one) are then forwarded to the CCPA Dean .

F. Department Chair Review & Report.

The candidate's materials (and in promotion and tenure cases, external reviewer letters) are part of the review by the Department Chair. The Chair submits a report with his/her recommendation to the Dean that shall be made available to the IPC, subsequent to the committee's decision, and to the candidate.

G. CCPA Dean Review.

The Chair's Report and IPC Report are submitted concurrently to the Dean for review. The CCPA Dean reviews the candidate's materials, the Chair's Report, and the IPC Report, and where applicable, external reviewer letters, and then prepares a report including recommendations.

H. Reviews Beyond CCPA.

Following the Dean's Review, the candidate's materials progress through appropriate University channels – including reviews by the All-University Personnel Committee (UPC), the Provost, the President, and in the case of tenure, the Chancellor – according to University policies in place at the time of the candidate's review.

ARTICLE VI.

AMENDMENTS

Proposals to amend the Bylaws must be presented to the voting members in writing at least two weeks before discussion at a College meeting. Votes shall be by written ballot and submitted to the Dean within 48 hours of the meeting. Decisions shall be based on the choice of the majority of those voting. Members who abstain shall be treated (for purposes of decision making) as not voting.

ARTICLE VII.

SEPARABILITY

Should any provision or section of these Bylaws be found by qualified authority to be invalid or in conflict with superior articles of governance of the University, that judgment shall apply only to the provision or section concerned, and shall not invalidate or otherwise affect the remaining sections of this document.

Adopted by the faculty and professional staff on December 6, 2006. Final sections approved by a majority faculty vote on April 25, 2007. Revised per Provost's comments, March 15, 2007; January 29, 2008; January 14, 2010. Revised September 12, 2007; April 22, 2008, per President's comments. Revised and approved by faculty and professional staff on April 1, 2009.

1/14/10

The MPA Diversity Plan

The MPA program diversity plan has as its goals to 1) increase the accessibility of the program to minorities, women and persons with disabilities and 2) to broaden and enrich the post-graduate opportunities to these underrepresented groups. These goals require that the diversity plan encompass more than the requisite attention to recruitment practices, or outcomes associated with the number of faculty/student representing any particular group. The plan strives for inclusiveness in both processes and results and should enhance sensitivity and understanding across racial, cultural, religious, or other boundaries.

The Master of Public Administration program utilizes several strategies to promote programmatic diversity, namely:

- Faculty and staff recruitment and development
- Student recruitment and retention
- Curriculum

Faculty and Staff Recruitment

Binghamton University has a strong affirmative action plan for the recruitment of minorities, women and persons with disabilities. It is the *starting point* for all hiring conducted by the Master of Public Administration program. However the program goes beyond the requirements of the University's affirmative action policy. The following specific actions occur when conducting permanent staff or tenure-track faculty searches:

- The MPA Director/Department Chair meets with the University EEO/Affirmative Action Officer to review the draft position announcement and assess whether the description will attract minority candidates. In all cases, the position description is drafted as broadly as possible to maximize the pool of eligible candidates.
- At least once every two years, the University EEO/Affirmative Action Officer meets with the MPA faculty and staff to review both formal and informal actions that they can take to encourage diversity in hiring and promotion decisions.
- The MPA program ensures that all search committees are diverse by including minority MPA students and minority faculty or staff from other units among their members. Minority students have found this service to be particularly beneficial as they prepare for the job market themselves.
- Leaders of NASPAA's diversity committee are routinely involved when searches are forthcoming. (Two MPA faculty members have served on NASPAA's diversity committee, one as its chair)
- The MPA Director or Search Committee Chair consults with the University's EEO/Affirmative Action Officer to review application materials before invitations for interviews are extended. The University's policy requires Affirmative Action approval, but the MPA program actively seeks input and advice to ensure that qualified minority candidates are not overlooked.

Adjunct Faculty

In the past, the Master of Public Administration program has not had a formal plan for the recruitment of adjunct faculty. Program requirements have often forced adjunct faculty to be hired on short notice. To the extent that there is time to plan for adjunct hiring, the MPA program will conduct outreach with minority communities, actively encourage minority and disabled candidates to apply for adjunct positions. The MPA program will provide technical and instructional assistance to all adjunct faculty to help them develop syllabi and course objectives, use the University's Blackboard system, and make decisions regarding course readings and assignments. The Department Chair will observe classes and provide feedback on teaching methods to encourage adjuncts to excel and to feel included in the Department.

The Learning Environment

The benefit of a diverse faculty and student body are strengthened in an inclusive environment where individuals in the program share their various perspectives with each other. Faculty and staff are responsible for creating a program environment that encourages students to discuss and reflect upon potentially divisive issues in ways that foster understanding and growth. Consequently, faculty and staff must be able to model effective approaches with students and appropriately manage conflict when it appears.

Student Recruitment

It is the policy of the Master of Public Administration program to encourage women and minority students to apply for graduate programs (including the MPA), complete their degrees, and consider enrolling in Ph.D. programs and enter academic careers.

For many years, recruitment of minority and international students into the MPA program was largely conducted by word of mouth recommendations of current students and recent alumni. MPA policies that facilitate minority and international student applications address outreach to encourage students to attend, assessments of prospective students, and addressing financial gaps.

Outreach

- The MPA program encourages pre-application meetings with faculty members. Minority or disadvantaged students particularly benefit from these sessions because faculty advise students about to strengthen their applications materials and these meetings often serve to reduce students' anxiety about applying for the program.
- MPA faculty have participated in McNair Scholar activities on campus and have encouraged McNair Scholars to enroll in graduate programs.
- The MPA program has actively participated in preparing the annual application process for Muskie Fellows.

Admission Criteria

- Until required to do so by the Graduate School in 2012, the MPA program did not require the Graduate Record Examination or other standardized test, because these tests often inhibit otherwise qualified minority and in-service students from applying. Although the

GRE is now required per university policy, the MPA program has obtained approval for a waiver for in-service students and has adopted a policy of considering the GRE as just one piece of information along with the rest of the application materials and we have not established a minimum score.

- The program utilizes conditional admissions for students who are close to but not quite at the established admission criteria, but who appear to have the maturity and commitment necessary to succeed in the program and profession.
- Students whose academic credentials do not meet standards for admission but who appear to have the maturity and commitment, are encouraged to enroll in MPA courses as non-matriculated students to demonstrate their preparedness for the program.

Financial Support

- Nominating at least one applicant each year for a Clifford D. Clark Graduate Fellowship. The Clark Fellowships were originally designed to support “the best underrepresented minority students” and was expanded to include any “disadvantaged student.” The Fellowship includes academic year stipends, full tuition scholarships, health insurance, guaranteed award periods, research and travel opportunities, and other benefits.

Student Retention

- Every semester all students receive programmatic mid-semester evaluations, which identify areas of concern. Students then meet with their advisors to discuss the concerns and, where necessary, develop professional development plans.
- Several basic skills courses have been developed for students who lack writing and/or computer skills needed for success in their substantive classes. Every fall and spring semester we offer PAFF 501, Introduction to Professional Writing and PAFF 502, Basic Computer Skills. These courses are credit-bearing so they apply to a student’s full-time load for purposes of financial aid, but they do not count toward the required substantive credit hours for the MPA degree.
- Each year, faculty initiate meetings of minority and international students to encourage deeper ties between the students and the program faculty.

Curriculum and Pedagogy

A Master of Public Administration program cannot assume that its students will have the skills needed to work effectively in a diverse environment. The curriculum – in terms of content and pedagogy – must provide opportunities for students to develop those skills.

- The MPA new student orientation includes a workshop on diversity and cultural competence.
- Required core courses shall address topics of diversity and cultural competence in the context of the subject matter of the course.
- Elective courses shall be offered periodically on topics related to diversity.
- Faculty shall be cognizant of diversity when selecting readings, developing assignments, and leading discussions.
- Faculty are encouraged to invite guest speakers to their classes who represent diversity.
- Faculty are encouraged to use creative pedagogies to develop cultural competencies in MPA students.

Select examples of outcomes and activities based on the MPA Diversity Policy (as of 2013):

- Faculty searches have included at least one person of color or non-US candidate among those interviewed for all searches conducted in the SSY and previous 3 years.
- Faculty have included guest speakers of color from the university and the community.
- The MPA program has regularly had at least one Clark Fellow per year.
- As a result of MPA involvement with the McNair Scholar program, we can point to individual examples of African American and Latino students who have enrolled in the MPA program, both of whom went on to obtain Ph.D.s in public affairs.
- The program has graduated and continues to enroll on a regular basis Muskie fellows from the republics of the former Soviet Union.
- The faculty have agreed that the introductory required MPA courses which include team projects will include instruction on group dynamics, communication and working in a diverse environment.
- In classes with group projects or activities, faculty deliberately form teams to ensure diversity of gender, nationality, work experience, age, and race/ethnicity.
- Professor Rubaii has utilized a Cultures and Languages Across the Curriculum model to promote cross-cultural understanding in her elective course on Managing Immigrant Services.
- The MPA program has hosted two Chinese visiting scholars who have attended MPA courses and exchanged ideas and perspectives with faculty and students.
- Professor Sinclair has incorporated international team projects with students in his MPA class at Binghamton University and students at Shenzhen University in China.
- Professor Sinclair has developed a partnership with the MPA program at Albany State University (an HBCU in Georgia) to provide opportunities for students from both programs to work in teams to research common areas of interest.
- Professor Appe developed a course on Local Development in the Andes and a corresponding service learning and language immersion experience in Peru.
- Several international exchange opportunities have been developed (in Hungary, China and Peru) and others are planned (in Colombia and Turkey) that provide opportunities for MPA students to experience other cultures.
- MPA students have interned and conducted capstone projects with several community organizations that have as their mission serving individuals with disabilities, immigrants and refugees, and persons of color.

Standard 4a Attachments

Included in this file are the following documents related to Standard 4a:

- 1. MPA Student Handbook 2012-13**
- 2. MPA Recruitment Plans 2011-12 and 2012-13**

THE MASTER OF PUBLIC ADMINISTRATION PROGRAM

A PROGRAM OF THE DEPARTMENT OF PUBLIC ADMINISTRATION

HANDBOOK FOR THE 2012-2013 ACADEMIC YEAR

David Campbell, Chair

Kristina Lambright, Director of Graduate Studies

July 2012

BINGHAMTON
UNIVERSITY
STATE UNIVERSITY OF NEW YORK

College of Community
and Public Affairs



The Master of Public Administration Handbook

(AY 2012-2013 EDITION)

INTRODUCTION

This handbook provides students in the Master of Public Administration Program with information and guidance that they need to successfully complete their degree Program. It represents current MPA Program policies and procedures and supplements the policies of the College of Community and Public Affairs, the Graduate School, and the University.

Mission Statement

The mission of the Department of Public Administration is to develop individual and institutional capacity for community-based public practice.

Vision Statement

Our vision is to become a nationally recognized leader in community-based public affairs through integrated research, education and practice.

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A MESSAGE FROM THE CHAIR

July 2011

Dear MPA Students:

Welcome to the Master of Public Administration (MPA) Program within Department of Public Administration at Binghamton University. As part of the College of Community and Public Affairs based on the University Downtown Center, the Department of Public Administration is committed to working in partnership with the community, particularly local governments and nonprofit organizations. Individuals affiliated with the Department of Public Administration continue to make important contributions to the communities in which they live and work, and to the broader public service profession.

In applying to and enrolling in the MPA program, you have indicated a desire to develop and expand your professional knowledge, skills and abilities as they relate to public service. Whether you recently graduated with a baccalaureate degree and have limited experience in public service or you have been working for many years within the public or nonprofit sector, I am confident that you will find the next two or more years of study both challenging and rewarding.

When you complete your MPA degree, you will be prepared to lead public and nonprofit organizations as they tackle the complex challenges of the 21st century. Through formal courses, programmatic activities outside of class, and one-on-one advising, the faculty will help you learn and apply the theories, analytical skills, and ethical values that distinguish public and nonprofit administration. Along the way, the faculty will also evaluate and assess your performance. Successful completion of the MPA degree represents our certification to the world that you have mastered the requirements of leading these critical organizations; please be advised that this certification is not given lightly. You must demonstrate within and outside the classroom that you have the requisite knowledge, skills, and abilities and that you model appropriate professional conduct. Not everyone who starts the program earns the degree. Here are some suggestions that will help improve your opportunities for success.

- **Adjust your expectations.** Just as college is different from high school, a graduate program is different from undergraduate studies. When you were an undergraduate, you could do quite well if you read the book, showed up for class and memorized key concepts; this will not even earn you passing grades in graduate school. Graduate school will demand more from you in terms of the quantity and quality of work you complete. First, the volume of material you will need to absorb is much greater. People sometimes describe the graduate experience as being like “drinking from a fire hose.” More importantly, your teachers will expect you to apply what you learned to novel situations drawn from your work and your community. The problems are more ambiguous, and there are often multiple solutions to them. Your grades will often depend upon both the creativity of your ideas and the quality of your critical analysis. Although there may not be a single “right” answer, the quality of your answer can still be evaluated based on your ability to present a reasoned argument grounded in both theory and empirical analysis. In many cases doing what is expected will only earn you an acceptable “B” grade; if you are striving for “A’s” you will need to demonstrate exceptional intellectual, analytical and communication abilities, as well as strong public service values.

- **You cannot do it alone.** Chances are good that you will find there are times when the work seems overwhelming or circumstances in your personal life become very difficult. Some students respond to these pressures by retreating from contact with other students and faculty. Do not give in to that temptation. Get to know your fellow students right away. When difficult times come, lean on your friends and family and talk to your professors. There are always ways to resolve problems. Remember too that teamwork is essential to solve problems in the modern organization. In many of your classes, you will be required to work with other students on challenging projects. Many students find it challenging to share responsibility for group outcomes. If you are a student who prefers to work alone, use group projects to develop your teamwork and collaboration skills. Be accountable to each other.
- **Conduct yourself professionally.** Treat yourself, your colleagues and your instructors with respect and expect the same from them. Your network of students, organizational leaders, faculty and staff is your first and best career resource. Cultivate your network with your performance. Be prepared and be on time. Manage your time carefully so you can meet deadlines and keep your scheduled appointments. Time and the respect of others are valuable commodities; if you waste someone's time you demonstrate a lack of respect and will probably earn the same in return. Your conduct within and outside the classroom – in both face-to-face and virtual interactions – reflects on you as well as the program; take care to represent both well. In an era of 24-hour access to information, ever-changing technologies, and widespread reliance on electronic media and social networks for communication, it is important to keep in mind that you are in a professional degree program. All communication related to the program should be of a professional in format and tone, appropriate for a work setting.
- **Explore diverse perspectives.** Binghamton University MPA students bring rich personal experiences to the classroom. Take time to learn about your classmates' cultures and backgrounds and you will add depth to your education that you cannot get from any other source. Cultural competence is increasingly essential in the workplace and in society; your time as a student can be used to help develop your understanding and appreciation of other cultures, and your skills in working with diversity of opinions, norms and experiences.
- **Start reading.** Keeping up on your class reading assignments is just a start. If this is truly your chosen profession, demonstrate your interest by being an avid consumer of information related to your career goals. Public administration is a field that is shaped and re-shaped by changes in policy at all levels of government, and by public opinion and developing economic, social, and technological trends. Students who do not read are wasting their educational investments. What should you read? Start with a national newspaper, as well as the *Public Administration Review* and other leading journals which can be accessed through the Binghamton University Library web pages. See Appendix E for a list of commonly referenced public administration journals.
- **Develop your communications skills.** Leading public and nonprofit administrators must connect with many audiences including citizens, supervisors, employees, technical specialists and policy makers. Administrators who speak and write effectively influence opinions and actions. Effective communication occurs with practice. Take every paper presentation and course discussion seriously and be attentive to details. The type of writing required of you as in the MPA program will differ significantly from what you were asked to do as an undergraduate. You

should expect that you will need to learn new communication skills and improve your ability to write for a professional audience.

- **Adopt a critical and empirical perspective.** Few of the problems that public and nonprofit administrators grapple with are simple (and none of the interesting ones are). Question assumptions. Use evidence and data to test hypotheses and ideas. Identify and explore alternatives. Reach your conclusions after you have considered and presented the evidence that supports (and opposes) them. Challenge your longstanding beliefs and seek out individuals and source materials that represent different perspectives.
- **Use evaluations to improve your performance.** The ability to give and receive criticism constructively is an essential skill for people engaged in public service. Much of your work in the MPA Program will be evaluated and critiqued by faculty and your peers. While most of us naturally want to defend ourselves when our work is judged, we will learn more by addressing weaknesses identified by those evaluations. Criticisms of your work are not judgments about you as a person; they are simply a form of feedback intended to help you improve the quality of subsequent work. While it is understandable to be concerned about your grades, this should not be your primary focus. Focus your time and energy on improving your understanding of the material and expectations as well as your analytical and communication skills. Your efforts will lead to improved performance and your grades will reflect your performance. A focus on learning from feedback is a critical element in success as a professional in public service.
- **Be an active citizen.** The quality of the MPA Program today is a direct result of students who came before you who contributed many hours to developing the curriculum, hiring faculty and staff, conducting evaluations and helping students. You can thank your predecessors by contributing to their legacy. Get involved in the Graduate Student Organization, attend special events, and work with your fellow students and faculty. Many students lament as they finish the program that they wish they had taken better advantage of the opportunities that were available to them. As you start the Program, learn from their experience and advice. I also encourage you to extend your contributions beyond the walls of the University by contributing your talents and time to one of the many organizations and events that support and strengthen our community.
- **Hold yourself and those around you to the highest ethical standards.** You have selected to pursue a degree that will prepare you for or allow you to advance within a public service profession. At various times in your professional public service careers you will be responsible for public monies, public programs, and most importantly the public trust. Your activities and conduct within and outside your MPA classes should model the conduct of exemplary public servants, and you should insist that the faculty, staff and fellow students around you do so as well. To this end, you should avoid looking for shortcuts and ways to minimize your work. You will get out of the MPA program in proportion to what you put in. The Academic Honesty Policy (Appendix A) represents the minimum expectations; the ASPA Code of Ethics (Appendix C) is an example of what is expected of you.
- **Expect to make sacrifices.** Pursing a professional degree is a major undertaking. You will have less time for your family and friends and will regularly have to forgo other opportunities or activities in order to give time and attention to your schoolwork. Know that this is a temporary

commitment and that it will pay off in the long run. If you are not prepared to make some sacrifices, you may want to reconsider whether this is the right time to be in the MPA program.

- **Attend the annual banquet and your commencement ceremony.** Take time each spring to recognize the accomplishments of your peers and to network with others who share your commitment to public service. When you complete the MPA Program, you and your family will have earned the accolades with painful sacrifices of time, money, body and soul. Trust me, that mortarboard and robe will look great on you on your graduation day.
- **Help shape the future of the MPA program.** On the subsequent pages is a brief history of the development of the MPA program at Binghamton University. As an incoming student, you have a role to play in shaping the next chapter of that story. Dedicate yourself to playing a positive and constructive role in our present and future.

Again, welcome and I wish you all the best as you start this latest chapter in your life. I look forward to learning about your personal and professional interests as your progress through the program, and I hope to see you in a class sometime soon.

Regards,

David Campbell

David Campbell, PhD

Chair, Department of Public Administration

BRIEF HISTORY

The beautiful University Downtown Center which houses the Department of Public Administration and the College of Community and Public Affairs is located on a site of human activity dating back to 3500-2500 BC. A Native American village was located here over 1000 years ago, and prominent Binghamton residents built their homes on our building site in the 1800s. The Department of Public Administration is proud that our home recognizes those earlier contributions to the area as we contribute our own chapter to the history and culture of the region.

More than 30 years ago, in an effort to serve individuals seeking graduate training for service in the public sector, the Department of Political Science created the Master of Arts in Public Policy Analysis and Administration Program which is commonly referred to as the "MAPPAA" Program. The degree awarded was the *academic* Master of Political Science, although the student could rightfully lay claim to having been trained for public administration, public policy, and public service.

In 1991, Richard Rehberg, Director of the MAPPAA Program, worked closely with Andrew Milnor (Department Chair), Department colleagues and Susan Strehle (Vice Provost for Research and Teaching), to craft the proposal that would request of the State University of New York authorization to award the *professional* Master of Public Administration degree. Once approved by the Binghamton University Faculty Senate and the appropriate administrators of Binghamton University, the proposal was transmitted to "SUNY Central," to the State Department of Education, and to the Board of Regents of the University of the State of New York. As one of his final acts in office, Governor Mario M. Cuomo signed the document authorizing B.U. to award the Master of Public Administration degree.

From 1999 to 2006, the MPA was located in the Graduate School which gave the faculty substantial autonomy to develop the curriculum and academic procedures that were appropriate for an innovative, community-based professional program. As the program grew, we became known throughout the university for our commitment to excellence. In 2004, Melissa Killeleagh gave the student address at the Graduate Commencement ceremony. In 2005, MPA professor Allison Alden received the Chancellor's Award for Excellence in Professional Service. Continuing that pattern, in 2010 MPA professor David Campbell was honored with the Chancellor's Award for Excellence in Teaching, and in 2011, professor Tom Sinclair received the Chancellor's Award for Excellent in University Service. Even more notable, Professor Nadia Rubaii currently serves as President of the National Association of Schools of Public Affairs and Administration (NASPAA), the primary professional association for public administration programs across the United States.

In 2005, the MPA program created an advisory board composed of leaders in public and nonprofit organizations from across the state of New York to provide input on policy and curriculum matters. In 2005, the MPA program working with the School of Education and Human Development created the new Center for Applied Community Research and Development, devoted to promoting community-based research on pressing policy and administration issues. All of these activities contributed to the creation of the College of Community and Public Affairs.

On July 1st, 2006 the Masters in Public Administration Program became the Department of Public Administration in a new College of Community and Public Affairs (joining Social Work and Human

Development and then later Student Affairs Administration). The Founding Dean of the new college is Patricia Wallace Ingraham, one of the most widely respected public administration scholars in the United States. On July 28, 2006 we received notice that the National Association of Schools of Public Affairs and Administration (NASPAA) accredited our Masters of Public Administration program for seven years, an action that affirms the quality of our program and shows confidence in our ability to deliver an outstanding curriculum for many years to come. These institutional changes provided a foundation for a new world of opportunities and growth for our students and our communities and were the culmination of years of effort by dedicated faculty, administrators, students, alumni and friends.

On August 20, 2007 the new University Downtown Center was dedicated. The facility is state-of-the art, completely wireless, and built in accordance with rigorous environmental and energy efficiency standards thus earning a silver rating in Leadership in Energy and Environmental Design (LEED) standards. The classrooms and conference rooms are equipped with the latest classroom technology, including video conferencing and distance learning capacities, extensive natural lighting, and comfortable tables and chairs. Our new home is equipped for the 21st century. The September 2011 flood that affected Binghamton and other Southern Tier communities damaged the Downtown Center and the University closed the building for repairs. We are pleased to begin the 2012-2013 school year back at the Downtown Center.

Not only are our surroundings designed for the 21st century, but so too is the curriculum. Beginning in fall 2010, the faculty adopted a new curriculum that reflects a multi-year process of assessment and improvement. Faculty, students, alumni and members of our practitioner advisory board have all contributed to making the curriculum more focused and relevant so that graduates will be better prepared to address the challenges facing local governments and nonprofit organizations. The emphasis in MPA courses and in the design of the broader MPA program experience is to ensure that students learn essential knowledge and skills, that they have an opportunity to practice those skills, and that they are able to demonstrate competencies in applying those skills.

Over the years, the people making up the MPA program and the Department of Public Administration have created a culture that seeks new challenges and continued growth. We will continue to explore new opportunities in curriculum and program development and service learning. Today, with an increasing number of full- and part-time students and a growing faculty, the MPA Program is making significant contributions to the management of public and nonprofit organizations in the Greater Binghamton area and throughout the world.

ACADEMIC POLICIES

1. Admission

Consideration for admission to the MPA Program is open to all individuals with a B.A. or a B.S. degree from a recognized college or university who meet the admissions requirements of Binghamton University's Graduate School. The Graduate School can be contacted via its webpage: <http://gradschool.binghamton.edu/>, or more traditionally at: Graduate School, Binghamton University, PO Box 6000, Binghamton, New York 13902-6000. (607)-777-2151, gradsch@binghamton.edu.

All students applying to the MPA program must submit their application materials through the Graduate School. Application materials include an application form, transcripts, two letters of recommendation, a personal statement, and a resume. In addition, all applicants are required to submit GRE scores except those who have obtained a bachelor's degree two or more years ago and have been working full-time for two or more years in the public and/or nonprofit sector in the U.S. International applicants must also submit either TOEFL or IELTS scores unless they have received a college or university degree from a U.S. institution or an institution in a country whose native language is English.

An Admissions Committee reviews application materials. Those wishing to be considered for a Graduate Assistantship must have their applications in by January 15; applications for the fall semester are due April 15 and are considered on a rolling basis until the April deadline; any applications received after April 15 are accommodated on a space available basis or are deferred until the spring semester. Applications for the spring semester are due October 15 and are considered on a rolling basis until the October deadline; any applications received after October 15 are accommodated on a space available basis or are deferred until the fall semester.

Each applicant is given a score based on his/her undergraduate GPA, letters of recommendation, personal statement, work experience and GRE scores. Each applicant's undergraduate GPA (or graduate GPA if the student has taken more than 12 credits at the graduate level) may then be "adjusted" based on the letters of recommendation (-0.2 to +0.2 points), personal statement (-0.2 to +0.2 points), work experience (0 – +0.2 points), GRE scores (-0.2 to +0.2 points) and quality of university and/or degree program if known (-0.2 to +0.2 points). The admissions committee can deny admission if an applicant's letters of recommendation and/or personal statement are below an acceptable level. When evaluating the letters of recommendation, the admissions committee looks for evidence of academic achievement, community involvement and personal characteristics that suggests the applicant has the capacity to foster an institutional culture that advances democratic administration and governance. In the personal statement, the committee assesses the student's commitment to public and/or nonprofit administration as well as his/her ability to communicate in writing. Significant work experience (5 or more years in the public or nonprofit sector) can earn applicants a positive adjustment to their admissions scores; however, the lack of work experience does not result in a penalty. The MPA program does not have minimum GRE score requirements. When evaluating the GRE scores, the percentiles for an applicant's quantitative, verbal and analytical scores are averaged, and the following scoring system is used:

- (1) The GPA of an applicant with an average percentile less than 20% is adjusted by -.2.

- (2) The GPA of an applicant with an average percentile between 20%-39% is adjusted by -.1.
- (3) The GPA of an applicant with an average percentile between 40%-59% is not adjusted.
- (4) The GPA of an applicant with an average percentile between 60%-79% is adjusted by +.1.
- (5) The GPA of an applicant with an average percentile 80% or higher is adjusted by +.2.

Students may be admitted conditionally if deficiencies in writing or knowledge of American government are present. Conditionally admitted students are required to successfully complete one or more of our basic skills classes before moving to regular status. All students must meet any additional conditions specified in their admission letters.

All students, including those with regular admission status, are required to earn a B or better in their first twelve credits towards their MPA degree. Failure to meet this requirement may result in severance from the program. Please note that basic skills courses do not count toward the MPA Degree.

2. Your University Bulletin

The Bulletin, available on-line at <http://bulletin.binghamton.edu>, presents the academic policies of the University and the MPA Program at the time you matriculate. For students accepted in the Fall 2012 semester, the 2012-13 Bulletin applies and is your contract with the University. In the event that the Bulletin changes, matriculated students have the option to change to the newer bulletin. To do this, a student should notify the MPA Director and the change will be filed.

You are responsible for knowing the policies that apply to you and ensuring that any necessary paperwork is properly completed. This expectation applies to financial aid; course registration; students accounts; continuous registration; leaves of absence; incompletes; adds, drops and withdrawals; declaration of candidacy; internship forms; and any other paperwork directly related to your academic progress.

3. A Normal Academic Load

The Binghamton University Graduate School defines students as full time if they enroll in twelve credits per semester in their first year (24 credits) and in nine credits in their second year. The faculty strongly discourages carrying more than 12 credits per semester.

Part-time students are integral members of the MPA Program, and the faculty will make every effort to facilitate part-time students' progress toward their degrees.

4. Continuous Registration and Leave of Absence

All matriculated students must enroll in at least one credit per Fall and Spring semester until they graduate; this is continuous registration. Summer registration is not required.

Students who fail either to maintain continuous registration or request a leave of absence must reapply to the Program (which means paying an additional application fee to the University) and pay a penalty fee equal to one credit per semester that they did not enroll, up to a maximum of four credits.

A leave of absence is granted for exceptional circumstances of hardship (family illness, etc.) Normally, leaves are granted for up to one year.

Students must be registered during the semester in which they graduate.

5. Adds, Drops, Withdrawals

University deadlines for adding and dropping courses are firm. A student adding a course after the deadline will pay a late fee.

The University has a drop deadline each semester. A course will not appear on a student's transcript if it is dropped before the deadline. If a student drops a course after the drop deadline, but before the withdrawal deadline, a "W" will appear on the student's transcript.

As a matter of policy the Graduate School will not approve late withdrawals after the withdrawal deadline published in the Bulletin.

6. Summer Courses

The MPA Program will normally offer one to two elective courses in the summer. The only core course regularly offered in the summer semester is the 1-credit course Problem Definition (PAFF 591). Summer courses with fewer than 6 fee-paying students will be cancelled, and summer courses with between 6 and 11 fee-paying students may be cancelled at the instructor's discretion. Students should expect that a short summer course to be intensive, with the material normally offered over a full semester assigned in 6 weeks.

7. Independent Study

Matriculated students with good academic standing (a GPA over 3.0) may request up to four credits of independent study, by providing a proposed faculty sponsor with a detailed memorandum outlining the objectives of the study program and an Independent Study Course Registration Form. *Faculty members are not required to accept independent study requests, and it is the faculty member's prerogative to reject, or amend, a student's proposal.* In most cases, faculty members will not approve independent study requests by students in their first year of graduate study or when an appropriate seminar is available to the student. Independent studies cannot be used as a substitute for core courses. Once a faculty member signs an independent study memorandum and a course registration form, and it is approved by the Program, a copy will be filed in the student's record. It will be the contracted agreement between the student and the faculty sponsor. A final copy of the student's completed project will be filed with the student's program records.

8. Academic Honesty

Public administrators are expected to adhere to the highest ethical standards as they are entrusted by the citizenry with the implementation of public policy. Consequently, the Department of Public Administration takes violations of the Academic Honesty Code very seriously. However, the faculty understands the pressures of graduate school and urges students to seek consultation if they feel they are unable to complete assignments properly in a timely fashion. We recognize that most students do not intend to plagiarize, but do so because of concerns that their work will not "make the grade".

The Academic Honesty Code can be reviewed online at <http://bulletin.binghamton.edu/integrity.htm>. In the event a violation of the Honesty Code is suspected, the College of Community and Public Affairs' procedures for resolving academic honesty cases will be followed. The relevant sections of the CCPA by-laws are included in Appendix A of this Handbook.

9. Plagiarism

Students often have questions regarding what constitutes plagiarism. Appendix B provides a handout from Binghamton University's Writing Center that discusses the appropriate uses of sources in academic

writing. Whenever a student any doubt about the appropriateness of a citation, he or she should consult with the instructor.

10. Professional Ethics

In addition to academic integrity, students are expected to be familiar with, and adhere to, the Code of Ethics of the American Society for Public Administration. This Code is provided in Appendix C of this Handbook.

11. APA Style Guide

Documents submitted as course requirements for MPA classes must adhere to the publication manual of the American Psychological Association (APA). As the most frequently used citation style for social science disciplines, a thorough understanding of APA formatting is essential to MPA students' success. In addition to faculty recommended manuals, books, and style guides that will aid students with their academic writing, several software companies have also designed programs for this purpose. Students will greatly improve their capabilities to record notes, save quotations, organize references, and automatically format in-text citations by utilizing bibliographic software. Both the costs and capacities of these programs vary widely, so it is imperative that students familiarize themselves with all available options before purchasing software. Most companies offer free trial downloads as well as student discounts. For a list of recommended software, see Appendix G.

12. Academic Grievances

Clearly defined expectations, professionalism, mutual respect, and integrity among faculty, staff, and students are essential norms contributing to an effective MPA learning environment. The relationship between an instructor and his/her students is of central importance to establishing and cultivating these norms while the Program's formal academic procedures serve to reinforce them.

A grievance occurs when a student believes that another party's actions (or inactions) have caused harm and he or she seeks redress for that perceived harm. The scope of academic grievances may include disagreements over course or Program requirements, the calculation of a grade, intellectual property, unfair treatment, violations of confidentiality or privacy, or other matters in which a student feels harmed. However, interpersonal differences or conflicts cannot be grieved unless they affect a student's grade or performance.

The College of Community and Public Affairs' procedures for addressing academic grievances are outlined in Appendix A of this Handbook.

13. Incompletes

Students are expected to complete all assignments on or before their due dates. In the event of an extraordinary illness or family emergency, a faculty member *may* assign a grade of incomplete. Students are expected to resolve all incompletes as early as possible in the next semester. After one semester, an incomplete grade changes to an "F" for courses with letter grades and a "W" for S/U courses. Students are responsible for initiating all paperwork for extensions of incompletes.

14. Graduation

Master of Public Administration degree candidates are required to complete 42 hours of coursework with a cumulative grade point average of 3.0. In addition, candidates must receive a B or higher grade in all required courses. Students who have received a B or better in their first 12 credits towards their degree may retake any course one time only for credit provided their original grade was a B- or lower.

Students who do not earn a B or better in a required course they have retaken will be severed from the program.

15. Transfer of Credits

Students may request a transfer of up to 12 graduate credits from other institutions or programs (including MPA courses taken as non-matriculated students) when these courses have been taken within five years of the time of entry into the Program. Requests for transfer of credits from institutions other than Binghamton University must be accompanied by an “Application for Transfer Credit” form. Requests to apply credits from other programs at Binghamton University, or from non-matriculated status, must be made in writing to the Director of Graduate Studies.

16. Mid-Semester Reviews of Progress Toward Completion

Appendix D contains a copy of the forms used by the MPA faculty to assess each student’s progress toward degree completion midway through each academic semester (Fall and Spring) as well as a copy of the form provided to the student following those assessments. Students who have one or more concerns identified *are required* to meet with their advisor within two weeks of receipt of the document. Failure to meet with the advisor and to develop an acceptable professional development plan to address the concerns may be grounds for denying the student from registering in the subsequent semester. Additionally, these assessments are used to determine and convey whether a student has demonstrated competencies necessary for an internship placement and the capstone course.

17. Re-Admission After Severance

As noted above, students may be severed from the MPA Program for a variety of reasons, such as academic performance, failure to earn a passing grade in core courses and academic dishonesty. The MPA Program will only consider an application for readmission for a student who has been severed from the MPA three or more years after the semester in which the student was severed.

STUDENT SERVICES

1. The MPA Web page (<http://mpa.binghamton.edu>):

The MPA web page (<http://mpa.binghamton.edu>) is becoming an increasingly important source for information about the program, faculty and students. We will increasingly be using the web page to post important announcements and information about upcoming events. Students are strongly encouraged to review the page frequently and to contact the MPA administrative assistant with items to add to the web page.

2. The MPA Listserv

Timely communications within the Program are important. This is particularly true because a significant number of students are part-time, in-service and work during the day. Thus, part-time students are usually not on-campus during the day and available for the more informal communication net that serves full-time students.

To facilitate communication among faculty and students, the Program maintains a web MPA Listserv. To be on the Listserv, we need your email address. ***Each student must provide our administrative assistant with his or her current email address no later than the end of the second week of the 1st semester.*** If you change your email address during the year, please notify the administrative assistant of your new email address (as well as phone number and mailing address). *Each individual is responsible for checking his or her email at least once every two days.* Often dated announcements with critical deadlines are posted on the MPA Listserv. If an MPA email requests your response, please do so promptly. Use of the MPA Listserv is reserved for content of direct educational relevance to the MPA Program, its faculty and students. Students are encouraged to use the e-mail address provided by Binghamton University because students have had difficulty receiving listserv e-mail with other e-mail providers in the past.

3. Financial Assistance

Graduate Assistantships

Each year the Graduate School allocates a few graduate assistantships to the Department of Public Administration. The Graduate School sets the stipend level and determines whether assistants will qualify for a tuition scholarship. Funding for these positions is provided by the State of New York, and is therefore subject to a degree of uncertainty and change from year to year. Presently, graduate assistants (but not their dependents) qualify for health insurance coverage. Students may receive assistantships for a semester or an academic year.

There are four possible sources of funding for graduate assistants in the MPA Program:

1. University allocations provided on a “formula” basis from the Graduate School. One full-time assistant is equal to one line. One-half line can be used to pay for a student for one semester or half the student’s costs for two semesters.
2. The Clifford D. Clark Graduate Fellowship Program for Diversity. These two year fellowships are fully paid out of a separate account in the first year. In year two, the Program pays ½ of a Clark Fellow’s stipend (or ½ a line) with the balance provided by the Graduate School. The Clifford D. Clark Graduate Fellowship for Diversity is named for a former president of the university (1975-1990), and is funded by the State University of New York and an endowment fund. Clark

Fellowships are merit-based and designed to recruit and support students who have been admitted to graduate study and contribute to the diversity of the student body in the graduate program in which enrollment is sought. The funding package includes an academic year stipend, full tuition scholarship, health insurance, a guaranteed award period (with satisfactory academic progress), research and travel opportunities, and other benefits. Candidates for a Clark Fellowship must:

- Be US citizens or have permanent resident status
 - Be newly admitted to a graduate program
 - Demonstrate how they will contribute to the diversity of the student body in their program
 - For full details (including procedures for nomination, stipend levels, award period, etc.), see <http://gradschool.binghamton.edu/cs/clark.asp>
3. Departmental funding. The Program may award assistantships using its own funds (either a portion of the state account or Income Fund Reimbursable accounts).
 4. Grant and contract funds. These awards are dependent upon the availability of resources created by the successful grant and contract activity of MPA Program faculty.

The MPA Admissions Committee determines recipients of assistantships from University and departmental funding and makes recommendations to the Graduate School for Clark Fellowships. Assistantships funded by grant and contract funds should be awarded by the principal investigator(s) to students in good standing who meet their specific needs.

Selection Process for Graduate Assistants

Continuing Assistants

Each year the Graduate School determines the number of assistantship lines available to the Department of Public Administration. Continuing students with previous support have the highest priority for an assistantship *provided* they:

- have not exceeded their eligibility of four academic year semesters; and
- are in good standing with the Program.

An assistant is in good standing if he or she has earned at least a 3.0 in every course; is making timely progress toward completion of the degree; and has a positive written evaluation from their faculty supervisor(s). The Department's administrative assistant will provide a copy of the faculty evaluation to the student and place the original report in the student's departmental file.

New Assistants

Presently enrolled students not receiving support and newly accepted students must notify the MPA Program assistant of their interest in an assistantship by the due date published by the Graduate School. The MPA admissions committee will review the academic files of all students who have applied for new assistantships and will rank them according to the following criteria:

- Demonstrated ability to meet the academic rigors of graduate school as determined by undergraduate academic transcripts and writing samples
- Demonstrated leadership ability

- Demonstrated intellectual curiosity
- Good citizenship

At the discretion of the Admissions Committee, it (or a subcommittee) may interview applicants to determine who will receive new assistantships.

Job Description for University, Clark Fellowship and Departmental Awards

Graduate assistants must be in good academic standing at all times. Graduate assistants in the Department of Public Administration assist faculty in their research activities including: conducting literature reviews; securing funding for research; collecting, organizing and analyzing data; and writing research papers and reports. Because of their close association with Department faculty, their fellow students will perceive graduate assistants to be leaders within the Program. Therefore, graduate assistants are expected to attend all Department and CCPA sponsored activities such as lectures, colloquia, and social events and will actively support the MPA Graduate Student Organization. Their faculty supervisor may assign other duties.

At the discretion of the admissions committee, it (or a subcommittee) may interview applicants to determine who will receive new assistantships.

Tuition Scholarships for Graduate Assistants

A supported student with less than 24 hours of graduate credits is eligible for a tuition scholarship for up to 12 credit hours (in-state rates) per semester. After 24 credit hours have been taken, a student is qualified for a tuition scholarship of only 9 credit hours per semester (in-state rates).

Work Requirements for Graduate Assistants

Assistants receiving a full tuition scholarship and stipend shall work 20 hours per week. Assistants receiving a half tuition scholarship and stipend shall work 10 hours per week. Assistants are expected to divide their time between their assistantship duties and the pursuit of a graduate degree. Students considering accepting other employment must check with the director of graduate studies or department chair in advance, to insure that such employment does not present a conflict of interest with their graduate assistant appointment. Prior to accepting employment for over 20 hours per week, students must receive Graduate School approval of their "Petition for Approval of TA/GA Dual Employment." ***International students are restricted to no more than 20 hours/week of on-campus employment from all employment sources.***

Research Assistantships

Occasionally faculty members write grants or win contracts to conduct work. The faculty member who is the principal investigator (PI) of a grant or contract may hire research assistants to assist him or her with the project. The PI may fund a research assistant position for a semester, an academic year or a summer. The terms of employment for the research assistant are negotiated between the PI and the assistant and the PI has sole authority for determining whether the RA is making satisfactory progress and should be renewed or not. All RA positions are temporary and contingent upon the availability of grant or contract funds. Financial assistance is available to some qualified applicants. Forms of financial assistance include:

- Research/Teaching Assistantships
- Partial tuition offset
- Fellowships (limited availability)

4. Academic Advising

All students are assigned a faculty advisor during the orientation for new students. Faculty advisors assist students in planning their curriculum and provide additional academic counseling as needed. Students are required to meet with their advisors once a semester. Failure to meet this requirement may result in severance from the program.

5. Jobs and Careers

The Department of Public Administration works closely with the Career Development Center (CDC) to identify career preparation that is appropriate for graduating Master's students. The CDC has identified extensive Internet resources for jobs in public service organizations (both public and nonprofit sector). The CDC has also organized a database of Binghamton University alumni who have volunteered to help new graduates get started in their chosen professions. Additionally, the CDC sponsors excellent workshops with leaders in public service organizations, and offers assistance with resume writing, interviewing techniques and employment strategies. Start your job search by contacting the CDC at 777-2400 or linking to the CDC web page at: <http://cdc.binghamton.edu>.

6. The Graduate Student Lounge

MPA students and other graduate students in the College of Community and Public Affairs have a study lounge available for their use when University Downtown Center is open. The Lounge is located in UDC 358 and your ID will provide keycard access.

ORGANIZATION OF THE DEPARTMENT OF PUBLIC ADMINISTRATION

The Chair

The Chair of the Department of Public Administration is appointed by and reports to the Provost of the University through the Dean of the College of Community and Public Affairs. The Chair works with the faculty, staff, and students to acquire and allocate resources for the Department and to ensure that academic policies and procedures are followed. The Chair also schedules all MPA courses in consultation with the Director of Graduate Studies and the MPA faculty.

The Director of Graduate Studies

The Director of Graduate Studies (DGS) chairs the admissions committee, makes recommendations and nominations for graduate assistantships and fellowships, and certifies candidates for graduation. DGS approval is required for all independent study and international study activities. The DGS is responsible for administrative matters for individual students in accordance with program, Graduate School, College, and University requirements. The DGS is also the primary liaison between the MPA Graduate Student Organization and faculty.

The Faculty

Comprised of full-time, part-time and adjunct members, the Department of Public Administration faculty are committed to professional and academic excellence. Faculty from other units of Binghamton University, including Social Work, Student Affairs, Human Development, Political Science, Education, Geography, Economics, the School of Nursing, the School of Education, and the School of Management enrich our course offerings and intellectual diversity.

The Administrative Assistant

The administrative assistant works closely with all associated faculty to support the mission of the MPA Program. She/he is responsible for: a) maintaining up-to-date records on the progress of all Program applicants, non-matriculated and matriculated students; b) communications (correspondence and telephone) with internship sponsors, colleges and universities interested in developing an association with the Department of Public Administration, with NASPAA, etc., c) maintaining an up-to-date record of the Department budget and of all contract and grant budgets of faculty associated with the Department, and d) maintaining and constantly updating the MPA ListServ.

Advisory Board

The Department of Public Administration Advisory Board consists of MPA graduates and other prominent public and nonprofit administrators; the Board serves in an advisory capacity to the Department Chair. The Advisory Board serves as a resource and sounding board for ideas and initiatives regarding program direction, curriculum content, and decision procedures. Most often the Advisory Board will respond to items brought to their attention by the Chair or MPA Director; it may also raise issues and recommend action on the part of the faculty.

The DPA Graduate Student Organization

Graduate students are the heart, the essence, of the MPA Program. Because a significant number of the students in the Program are “non-traditional” students, i.e., simultaneously work full-or-part-time while pursuing the MPA degree, a major task of the Department of Public Administration Graduate Student Organization is to reach out and include and involve *all* students in the activities of the Program.

Activities of the DPA Graduate Student Organization are determined primarily by the membership and include ensuring that the interests and concerns of the graduate students are represented in faculty and staff search committees and the MPA grievance committee. In the past, the Graduate Student Organization has organized an "After Noon-Time Luncheon Speaker" series, faculty-student coffees, an annual picnic, the Party with a Purpose fundraiser for the Philanthropy Incubator (in collaboration with the MSW Graduate Student Organization) and has participated in Binghamton's Communiversities Fest and the United Way's Day of Caring.

The DPA Graduate Student Organization has its own budget. Funds for that budget are derived from the University Graduate Student Organization. The Department may supplement those funds on an as needed basis.

When funds are available, the Department will provide students with financial support to attend academic and/or professional conferences. Students who wish to present a paper or attend a conference should contact the Department office for proposal requirements.

THE CURRICULUM

Overview

Students admitted into the MPA Program beginning are required to complete 42 hours of coursework with a cumulative grade point average of 3.0. In addition, candidates must receive a B or higher grade in all required (core) courses. Students who have received a B or better in their first 12 credits towards their degree may retake any course one time only for credit provided their original grade was a B- or lower. Students who do not earn a B or better in a required course they have retaken will be severed from the program.

The 42-credit hour MPA program consists of seven “core” or required courses (25 credits), nine credits of electives or specialization courses, a two-credit internship linked to a one-credit problem definition course, and a two-course (5 credit) culminating experience that serves as a competency assessment.

The Program may require conditionally admitted students, or students with identified skill deficiencies, to complete courses in professional writing, basic computing skills, or administrative systems as prerequisites to further MPA coursework. These basic skills courses do not count toward the MPA degree.

Basic Skills Courses

Some students receiving conditional admissions will be notified that completion of one or more of the basic skills courses (PAFF 501 - Introduction to Professional Writing; PAFF 502 - Basic Computer Skills, or PAFF 503 - Introduction to Administrative Systems) may be a prerequisite to regular admission. Additionally, the MPA faculty strongly encourages all students who receive feedback that their background or skills need development to request admission into these courses.

The MPA

The MPA Program is a 42 credit hour program, comprised of: 1) a core of seven courses (25 credits) where students are introduced to the knowledge and skills they need for professional public service; 2) a three-course (9 credits) specialization or set of electives; 3) two courses (3 credits) to practice application of learning; and 4) a culminating experience consisting of two courses (5 credits) to demonstrate competencies.

COURSES

Core Courses

The core courses provide students with an introduction to essential knowledge, skills and abilities and provide a preliminary opportunity to obtain feedback on their competencies in key areas.

1. PAFF 510, **Research Design & Methods** (4 credits)
2. PAFF 521, **Foundations of Public Service** (4 credits)
3. PAFF 520, **21st Century Governance** (4 credits)
4. PAFF 527, **Budgeting & Financial Management** (4 credits)
5. A course from the category: **Evidence-Based Decision Making** (4 credits). To fulfill this requirement, students will complete one of the following courses: PAFF 523 Policy Analysis, PAFF 515 Program Evaluation, PAFF 513 Survey Research, or PAFF 516 Performance Analysis

6. A course from the category: **Managing People in Organization** (3 credits). To fulfill this requirement, students will complete one of the following courses: PAFF 534 Human Resource Management, PAFF 535 Organization Theory, PAFF 537 Organization Behavior, or PAFF 536 Managing Networks
7. PAFF 526, **Managing Information and Technology** (2 credits)

Specialization or Electives (3 courses = 9 credits)

The specialization or elective credits are designed to allow students to have some flexibility to design a program of study that best meets their individual professional aspirations. For students who select one of the two specializations offered within the Department of Public Administration, students will receive advanced training and professional preparation for positions in those sectors. Two specializations are available within the Department of Public Administration:

- **Nonprofit Management & Leadership**
- **Local Government Management & Leadership**

The Department also has relationships with the School of Nursing and the Department of Geography. Students interested in Health Policy Administration can gain expertise in this area by taking Nursing courses, while students interested in Environmental Policy can gain expertise in this area by taking Geography courses. Dual degree students complete specialization/elective courses in the discipline of their other degree. Students are not required to complete a specialization; students may select any combination of graduate electives in consultation with their MPA advisor provided that these electives are clearly related to public and/or nonprofit administration and the student's professional public service goals.

Application of Learning

As a professional degree program, the MPA must certify a students' ability to apply knowledge and to link theories to practice, and we recognize that this takes practice. Two curricular components directly support that goal:

1. **Internship** (2 credits)
2. **Problem Definition** (1 credit)

Culminating Experiences/Demonstration of Competencies

The MPA program – as a condition of continued accreditation and as part of our responsibility to the profession we serve – must assess the competencies of each student before degree completion. Two curricular components support that effort:

1. **Capstone Project** (3 credits)
2. **Praxis through Cases** (2 credits)

Internship

Because the MPA is a professional degree, the faculty has a responsibility to future employers of our graduates and the communities which those graduates will serve to ensure that students have essential competencies and demonstrate a high level of professionalism. To that end, every student will receive an assessment of their competencies midway through each academic semester; this assessment is in addition to feedback and grades received by students during individual courses. This mid-semester

assessment will include input from all faculty and staff. Students are required to discuss concerns identified in the assessments with their advisor to develop a professional development plan to address the issues identified.

Beyond satisfactory completion of the required courses and credit hours (as described elsewhere in this handbook), eligibility for internship placement and registration for the capstone course is contingent upon the student receiving satisfactory assessments and MPA program authorization to proceed to the internship and capstone.

An internship in a public or nonprofit organization provides the student with an opportunity to apply knowledge and skills from their courses to a work setting. It is also a way for the program to demonstrate to professional public service organizations the contributions that MPA students can make to their organizations. Student performance in an internship is a direct reflection on the program. As such, the program has a responsibility to ensure that students have demonstrated not only the acquisition of knowledge and skills, but also a level of professionalism, maturity and reliability expected of an MPA student. Additionally, based on a student's selection of courses and performance within those individual courses, some types of internship placements may be more suitable than others. The assessment is designed to provide both the MPA Internship Coordinator and the student with information on whether the student has demonstrated necessary levels of competence for an internship placement, if there are particular types of internships that would be appropriate for the student, or if there are particular competencies that need to be demonstrated before an internship placement can be authorized.

Following satisfactory completion of 18 credit hours towards the MPA degree (including PAFF 510, 520, 521 plus six additional credits) and contingent upon satisfactory evaluations from the MPA faculty, students complete a 300-hour public administration internship. Students pursuing a department specialization are generally expected to complete an internship in the appropriate sector (nonprofit or local government). Interns are expected to engage in professional tasks and projects in areas such as the development, planning, implementation, and/or analysis/evaluation of policy, finance, management, supervision, strategy, program, and other administrative functions. Students intending to complete their internships must register for the 2-credit PAFF 594 course to earn credit.

It is the student's responsibility to identify and contact possible internship sites. The student may contact the Internship Coordinator for assistance, if needed. After meeting with the Internship Coordinator and the Site Supervisor to discuss possible activities and responsibilities, a Memorandum of Understanding (MOU) defining the scope of work and specifying the goals, expectations, products/outcomes, conditions and relevant policies and procedures will be developed by the student. This MOU must be signed by the student, the Site Supervisor, and the Internship Coordinator prior to the commencement of the semester during which the internship will be completed. The student may not begin his/her internship without the MOU being signed by all parties and submitted to the Internship Coordinator.

The student is responsible for maintaining a journal or log of his/her internship experiences throughout the semester. A group meeting and at least one individual meeting will take place with the Internship Coordinator early in the semester. It is the student's responsibility to raise and address issues with the appropriate supervisor (Internship Coordinator and/or Site Supervisor) as needed. The Internship Coordinator will also have periodic contact with the Site Supervisor.

The intern will be expected to evaluate his/her experience at the end of the internship. The Site Supervisor will also evaluate the intern. Both forms must be completed and submitted by the end of the semester in order to receive a grade (either "Satisfactory" or "Unsatisfactory") for the internship.

It is expected that the Site Supervisor or another designated agency official will maintain involvement past the completion of the internship. He/she may also help facilitate the study/data collection process for the student during the PAFF595 Capstone Seminar course. The Site Supervisor or other agency official will also be expected to read and evaluate the student's capstone paper along with two faculty members in the MPA program.

In-career students such as program managers, caseworkers with supervisory experience, or executive directors with significant professional, policy, or administrative experience may waive the internship with approval from the Internship Coordinator and the Director of Graduate Students. Students who receive waivers will not need to register for the course.

Waivers are granted at the time of admission. To be considered for a waiver of the internship requirement, applicants must show that they possess at least three years of full-time professional work experience in a public and/or nonprofit organization where their responsibilities included some of the following tasks:

- Supervising a program or department
- Strategic planning
- Grant writing
- Facilities management
- Program design, implementation, evaluation
- Organizational development and management
- Financial management and/or long-range financial planning
- Information technology
- Organization, analysis, and evaluation of information
- Acquisition of resources

The Problem Definition, Capstone and Praxis courses are required for all students, regardless of whether they receive an internship waiver. Any student who has received an internship waiver must obtain organizational approval for his/her capstone project site at least one semester prior to taking the Problem Definition course. In the event that a student is not able to receive organizational approval for a capstone project site, the MPA program will require the student to complete an internship.

To obtain a waiver, the student must submit a written request for a waiver, along with documentation of the extent and nature of work experience (e.g., a resume and job description). A copy of the waiver documentation will be maintained in the student's file and the student will receive written notification from the Internship Coordinator regarding whether or not the waiver was granted.

MPA students who are currently working in public or nonprofit administrative positions, but who do not have sufficient professional experience to qualify for an internship waiver, have an option to complete their internship at their place of work. These students will register for the internship course, complete a MOU, and proceed with the process as described above.

International students with J-1 Visas are required to fill out the “Curriculum Practical Training” form prior to beginning an internship. These forms are available from the Office of International Programs and must be approved by the student’s academic advisor. Failure to complete this form will result in the loss the J-1 immigration status.

More in-depth requirements, forms, and additional information regarding the internship are located on the MPA website: <http://www2.binghamton.edu/ccpa/public-administration/current-students/internship-overview/>

Problem Definition

In preparation for the Capstone course, students must complete a 1-credit Problem Definition course in which they identify and clearly articulate the management or policy problem that will serve as the basis for their capstone research project. The problem is to be grounded in the internship organization and must secure the approval of the faculty instructor and the agency supervisor. Students who secure a waiver of the internship requirement are still required to complete the Problem Definition, and will generally focus on an issue in their place of work.

Capstone

The capstone course is the culminating experience of the MPA program and the place where students are required to demonstrate the full range of competencies. Successful completion of the capstone course is the final assessment of the student’s readiness for graduation. Beyond the knowledge and skills required for satisfactory completion of any individual course, the capstone course requires that students be able to: 1) work collaboratively with agency officials and faculty to identify a management or policy problem; 2) place that problem within a broader theoretical framework; 3) work independently to conduct a literature review, gather and analyze data, interpret findings and develop recommendations supported by evidence; 4) bring together knowledge from a variety of courses and integrate that knowledge in unique ways to generate new knowledge, 5) write a professional quality report; and 6) make a professional public presentation. Because the process and the product involve representatives of public or nonprofit organizations whose views of the MPA program will be influenced by the quality of the student’s work, and the timeline is very tight for completion of the research, it is incumbent on the faculty to ensure that students have demonstrated the necessary preparation before enrolling in the capstone course.

Permission to enroll in the capstone course is contingent upon satisfactory completion of at least six of the seven core courses, satisfactory completion of the internship (or evidence of an official waiver), satisfactory completion of the Problem Definition course, and a mid-semester evaluation from the MPA faculty which indicates preparation for the capstone course. If a student has completed only six of the seven core courses prior to enrolling in the capstone course, this may limit the type of capstone projects appropriate for that student.

The program will make every effort to ensure that students who are permitted to enroll in the capstone course have the knowledge and skills to be successful; it is possible that on occasion students who are authorized to enroll in the course will not demonstrate the expected competencies in the capstone course. Students who take the capstone course and then do not demonstrate competence in one or more of the required areas will be counseled on an individual professional development plan and the steps necessary for successful completion of the capstone project. Depending on the individual circumstances, students may have to continue revisions of the report after the end of the capstone semester, make an additional public presentation, repeat the capstone course in a subsequent

semester, or take additional courses or independent studies. In exceptionally rare circumstances, where professional development plans do not result in the required level of competency, a student may fail the capstone course and be unable to complete the MPA degree.

Completion of the Capstone Project requires the approval of the project paper proposal and an oral defense of the completed project before a three-person committee comprised of two faculty members and the internship supervisor, or an appropriate organizational representative.

Praxis through Cases

While the Problem Definition and Capstone course sequence provides students with an opportunity to demonstrate their competencies regarding a specific issue in a particular organizational context, the Praxis through Cases course creates a setting whereby students can demonstrate their abilities to synthesize, integrate and apply theories from their entire MPA studies to a series of cases. Students should enroll in this course after completion of no fewer than six of the seven core courses and either prior to or concurrent with the Capstone course.

Graduation

Following the student's satisfactory completion of coursework (including any required prerequisites), and the Capstone Project, the Program recommends to the Graduate School that the candidate be awarded the Master of Public Administration degree.

Combined (Undergraduate/Graduate) Degree Programs

The Department of Public Administration offers several combined degree programs with undergraduate majors including:

- Political Science (BA) – Public Administration (MPA)
- Asian & Asian-American Studies (BA) – Public Administration (MPA)
- Spanish (BA) – Public Administration (MPA)
- French (BA) – Public Administration (MPA)
- Italian (BA) – Public Administration (MPA)
- Theater (BA) – Public Administration (MPA)
- PPL (BA) – Public Administration (MPA)
- Judaic Studies (BA) – Public Administration (MPA)
- Environmental Studies (BA) – Public Administration (MPA)

These combined degree programs allow exceptional students to complete both the BA and MPA in five years of full-time study. Undergraduate students who are interested in the combined degree should apply for conditional admission to the MPA Program at the end of their junior year after consulting with their academic advisor. To be eligible for admission to a combined degree program, students must possess academic qualifications at the end of their junior year that allow conditional admission into the master's program. Students should begin the application process early in the junior year by submitting the materials required for the standard application for admission to the MPA Program. Because of the challenging nature of combined degree programs, only highly qualified students are admitted (minimum overall undergraduate GPA of 3.2 and minimum undergraduate major GPA of 3.5). During their junior year, students apply formally to the Graduate School. All admissions to combined degree programs are conditional due to the nature of the program; regular admission status as a graduate student is only granted after the senior/4th year is completed satisfactorily.

Dual (Graduate) Degrees

The MPA program currently offers three dual degree opportunities which allow students to pursue two Master's degrees concurrently:

- Public Administration (MPA) – Social Work (MSW)
- Public Administration (MPA) – Nursing (MS)
- Public Administration (MPA) – Student Affairs Administration (MSA)

Students interested in pursuing either of the dual degree programs should contact the Director of Graduate Studies for additional information.

Certificate Programs

There are two graduate certificate programs available at Binghamton University which may be completed independent of a master's degree, as part of the MPA studies or in conjunction with another graduate major:

- Non-Profit Administration
- Local Government Administration

Non-Profit Administration Certificate

The 15 credit Graduate Certificate in Non-Profit Management prepares students for service in the nonprofit sector, specifically professional management positions and volunteer board and community leadership activities. Students are required to satisfactorily complete:

- PAFF 551. Introduction to Management and Leadership in Not-for-Profit Organizations (3 credits)
- PAFF 552. Issues in Not-for-Profit Administration (3 credits)
- PAFF 527, Budgeting and Finance (4 credits)
- PAFF 526, Management of Information and Technology (2 credits)

Students must also satisfactorily complete an additional three (3) credits from the following list:

- PAFF 514. Proposal Preparation and Grant Management (3 credits)
- PAFF 553, Nonprofit Innovation and Social Enterprise (3 credits)
- PAFF 554, Strategy Development in Nonprofit Organizations (3 credits)
- PAFF 555, Introduction to Nongovernmental Organizations (3 credits)
- PAFF 558X Advanced Topics in Not-for-Profit Management (3 credits)
- PAFF 559 Workshop in Not-for-Profit Management (var. credits)
- Courses offered in other departments with a clear nonprofit management focus as approved by the Director of Graduate Studies.

Local Government Administration Certificate

The 15 credit Graduate Certificate in Local Government Management is for individuals interested in positions in cities, counties, towns, or villages. Students are required to satisfactorily complete:

- PAFF 580, Introduction to Local Government Management and Leadership (3 credits)
- PAFF 527, Budgeting and Finance (4 credits)
- PAFF 526, Management of Information and Technology (2 credits)

Students must also satisfactorily complete an additional six (6) credits from the following list:

- PAFF 531, Law for Administrators (3 credits)
- PAFF 532, Intergovernmental Relations (3 credits)
- PAFF 581, Local Government Financial Management (3 credits)
- PAFF 582, Emerging Issues in Local Government Management (topics vary, may be repeated for credit), (3 credits)
- Courses offered in other departments with a clear local government focus as approved by the Director of Graduate Studies (for example, certificate students would be encouraged to complete courses on issues related to Land Use Planning, Economic Development, GIS Mapping and Spatial Analysis)

Budapest Study Abroad Opportunity

The Department of Public Administration at Binghamton University and the Department of Public Policy at Central European University have established a formal semester study abroad program for Binghamton University Masters of Public Administration students. Students will enroll for 12 credits during any semester and take twelve term credits in residence on the CEU campus in Budapest, Hungary. Students will have an option to extend their time in Europe by taking their required 300 hour MPA internship in a public or nonprofit organization in Europe. Central European University's Department of Public Policy offers a challenging comparative and international curriculum on topics related to international public policy, comparative political institutions, decentralized governance and communications (see the Department's webpage at <http://www.ceu.hu/dpp/> for current courses).

Students enroll as visiting students for 12 credits during their study abroad semester at Central European University. Their courses will be determined by the offerings at CEU and their particular interests but the Department of Public Policy will provide a list of offered courses every August. The winter semester extends from the second week in January through the end of March.

Binghamton University MPA students will have an option to extend their European experience by conducting their required 300 hour summer semester internship in Europe. The Central European University will facilitate student's placements, if they have participated in the semester abroad program. BU students will take their required BU Capstone course (and write their capstone project paper) in the following fall (or spring) semester based upon their European internships.

The required sequencing of the internship and capstone course essentially requires that students matriculating in the MPA program in a fall semester would enroll for the Budapest Study Abroad semester in the spring of their first academic year. If students delayed their enrollment to their second year, they probably would need to extend their MPA degree into the third year, enrolling in the capstone course in the third Fall.

Students may also enroll in the semester abroad program for the Fall semester which extends from the last week in September through mid-December.

BU Masters in Public Administration students will be enrolled as visiting students at Central European University. Students will be expected to enroll in 12 credits of study at CEU which will transfer as 12 credits in Binghamton University. Students will register for 12 study abroad program credits at Binghamton University and the Office of International Programs would transfer program costs to Central

European University, after withholding an administrative fee. This arrangement will allow the courses taken in Budapest to appear on the Binghamton University transcript and allow students to receive financial aid for their study abroad courses.

Students interested in the Budapest Study Abroad Program should speak with the Professor Sinclair

Shenzhen, China Study Abroad Opportunity

The Department of Public Administration has established an intercession study abroad program in collaboration with Shenzhen University in China. Shenzhen University is the only comprehensive university in Shenzhen, a city of over 12 million people that was the first special economic zone in China. Binghamton University students will study Chinese political, social and economic institutions with faculty from Shenzhen University and the program director, Professor Thomas Sinclair. In addition to instruction in a seminar format, Binghamton University students will work on a project related to an issue of concern to local governments or community-based organizations in China. The students' itinerary will also include time in other major Chinese cities. Previous trips have included travel to Hong Kong, Shanghai, Beijing and Guangzhou.

Students enroll for 4 credits in either PAFF 568 (graduate level) or PAFF 361 (undergraduate level). A minimum of 10 students are required. Students will have one month to complete their final project papers after they return to the United States.

DEPARTMENT OF PUBLIC ADMINISTRATION COURSE OFFERINGS

**** Do not count toward the MPA degree.**

PAFF 501 Introduction To Professional Writing-Fall and Spring**

Basic skills of written communication for public administration including: memoranda, reporting writing, creating written summaries. Appropriate use of the American Psychological Association format. Emphasis on skill development through practice. Admission on faculty recommendation only. More than one section possible. 2 credits.

PAFF 502 Basic Computer Skills-Fall and Spring**

Introduction to computing. Word processing, basic statistical packages and introduction to computer use in administration. Emphasis on skill development through practice. Admission on faculty recommendation only. 1 credit.

PAFF 503 Introduction to Administrative Systems-Fall and Spring**

Basic institutions of American government and administration. Essential concepts of American governance and bureaucracy. 1 credit.

PAFF 510 Research Design and Methods-Fall and Spring

This course is intended as an introduction in research methods. It focuses on the “logic of inquiry,” how one goes from theory or research interest to empirical results. Upon completion of this course student will be able to: 1) construct a research hypothesis/research question, 2) identify appropriate quantitative and/or qualitative method(s) for investigating that question, 3) collect and analyze data, and 4) present research results. 4 credits

PAFF 513 Survey Research And Design-Periodically

Development of skills necessary for the design and implementation of survey research. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510. 4 credits

PAFF 514 Proposal Preparation And Grant Management-Periodically

Development of skills necessary for the preparation and submission of funding proposals to government agencies and private foundations. Techniques for grant implementation, operation and closing. 3 credits

PAFF 515 Program Evaluation-Periodically

This course focuses on the basic concepts, challenges, and methods in program evaluation. The primary objectives of the course are to develop: (1) an understanding of the role of evaluation in the policy-making process; (2) an ability to critically analyze various approaches and methods; and (3) an ability to craft an evaluation for an existing public or non-profit program. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510. 4 credits

PAFF 516 Performance Analysis-Periodically

The course emphasizes the importance of performance analysis in government and nonprofit organizations to maintain accountability. It introduces students to tools and techniques for measuring the performance of individuals, organization and/or jurisdictions. The class will focus on the use of performance analysis evidence for making management decisions. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510. 4 credits

PAFF 518 Advanced Topics In Public Administration Research Methods-Periodically

This course provides an in-depth examination of research issues pertaining to public administration. Topics covered may include post-positivist research methods or advanced qualitative/quantitative techniques applied to topics in public administration. May be repeated for credit. Prerequisites: PAFF 510 or the equivalent.

PAFF 519 Workshop In Public Administration Research Methods - Periodically

A workshop addressing skills, issues or problems concerned with the theory and practice of public administration methods. Concentrating on new topics in quantitative or qualitative research methods. 1-2 credits.

PAFF 520 21st Century Governance-Fall and Spring

Governance focuses on leading and managing organizations in public and nonprofit settings. One key aspect of effective public service today involves understanding and successfully navigating across organizational boundaries—essentially functioning within multi-organizational and multi-sectoral networks. In an environment of increased globalization, this requires public administrators possess multiple areas of cultural competency. Skill development will focus on negotiations, project and contract management and oversight. No prerequisites are required. 4 credits

PAFF 521 Foundations of Public Service- Fall and Spring

Concepts and issues of American public organizations and their administration, such as critical thinking and writing, decision-making, public planning, budgeting, human resources, and information management. Also includes political and environmental contexts, and an introduction to international and comparative public administration; administrative practices in other countries. 4 credits

PAFF 522 Policy Process-Periodically

This course examines the policy process from agenda setting through policy adoption, implementation and evaluation. Focus will be placed on the many actors and loci of policy making in the U.S. in comparison to other policymaking systems. 4 credits

PAFF 523 Introduction to Policy Analysis-Periodically

Concepts and tools used in the craft of policy analysis including problem definition, development and analysis of policy alternatives and requirements of reporting the results of analyses. Introduction to economic and political criteria for evaluating policy alternatives. The roles of policy analysis in democratic governance and decision-making are emphasized. Meets the "Evidence-Based Decision Making" requirement. Prerequisite: PAFF 510. 4 credits

PAFF 525 Public Ethics and Democratic Government-Periodically

This course focuses on the basic ethical concepts and challenges facing public administrators. The course will examine two fundamental questions: (1) What are the leading ethical issues that arise in the practice of public administration? and (2) Where should the administrator look for guidance in dealing with these issues? The lectures, readings, and class discussion will be used to identify principles that might guide ethical choice and to show the practical ramifications of these principles. 3 credits

PAFF 526 Managing Information and Technology-Spring and Summer

This course focuses on the evolution of data into information and knowledge and the use of technology to support public service. We discuss establishing and complying with information policies and managing the collection, use and dissemination of information. Issues of privacy, security, access and transparency are considered. 2 credits

PAFF 527 Public and Not-For-Profit Budgeting and Finance-Fall and Spring

Introduction to modeling and problem solving from an economic perspective. Analysis of types of taxes used by local and national governments and the major attributes and consequences of each. Discussion of international financial institutions and market forces influencing the financial systems of not-for-profit organizations. 4 credits

PAFF 531 Administrative Law-Periodically

This course will emphasize how judicial proceedings, including past court decisions, affect public administration. It will examine the legal principles and practical doctrines involved in the work of administrative agencies, vested with quasi-legislative or quasi-judicial powers. Particular attention will be paid to administrative rulemaking. 3 credits

PAFF 533 Intergovernmental Relations-Periodically

An examination of federalism and intergovernmental relations in theory and practice; political, fiscal, and administrative aspects of intergovernmental relations; intergovernmental policymaking and state responses to federal devolution of authority; includes case studies. Focuses on the level of government most appropriate for addressing various policy issues and carrying out government programs and delivering goods and services. 3 credits

PAFF 534 Human Resource Management in Public and Not-For-Profit Organizations-Periodically

This course will examine procedures and problems of governmental and not-for-profit personnel administration. Included in the topics are classification, performance appraisal, hiring practices, affirmative action, and pay equity. Studies of governmental agencies are employed to give the students first-hand knowledge of personnel administration. Meets the "Managing People in Organizations" requirement. 3 credits

PAFF 535 Organizational Theory - Periodically

This course approaches organization theory through individual, organization, systems and institutional levels of analysis. Focus will be placed on choosing the appropriate level of analysis to address current issues in the administration of public and not-for-profit agencies. Key topics include leadership, motivation, group behavior, work environment, power and organizational change. Discussion of the development of organizational theory concepts as well as current literature in the field. Meets the "Managing People in Organizations" requirement. 3 credits

PAFF 536 Managing Networks - Periodically

In public administration, an increasing number of policy objectives are being accomplished through networks of people and/or organizations. This course focuses on both intra- and inter-organizational networks of people, the structure and function of networks, and skills needed for network management. Meets the "Managing People in Organizations" requirement. 3 credits

PAFF 538 Advanced Topics Seminar in Public Administration Management-Periodically

An in depth examination of issues or problems concerned with the theory and practice of public administration management. Topics vary; may be repeated for credit.

PAFF 539 Workshop in Public Administration-Periodically

A workshop focusing on required skills for public administrators. 1-2 credits.

PAFF 541 Health Policy I: Introduction to Health Policy-Periodically

Cross-listed with NURS course. 3 credits

PAFF 542 Health Policy II-Periodically

Cross-listed with NURS 633. 3 credits

PAFF 548 Advanced Topics Seminar in Health Policy/Health Administration-Periodically

Cross-listed with NURS 540. 3 credits

PAFF 551 Introduction to Management and Leadership in Not-For-Profit Organizations-Fall

An overview of management in not-for-profit organizations, with an emphasis on the role of leadership and styles of leadership. Topics include techniques for board development, strategic planning, marketing and other aspects of not-for-profit management. 3 credits

PAFF 552 Issues in Not-For-Profit Administration-Periodically

Addresses the changing role/environment of not-for-profit organizations. Issues may include competition for financial and human resources, advancements in technology, increased mobility in a global environment, and the changing nature of public-private partnerships. 3 credits

PAFF 553 Nonprofit Innovation & Social Enterprise - Periodically

In recent years, the rate at which nonprofit organizations are being created has continued to rise. Those that currently exist face a great deal of competition and financial strain. Many new and evolving organizations reflect innovations in nonprofit practice and embrace entrepreneurial approaches to the creation of public goods. This course examines innovative approaches to nonprofit work, with a focus on social enterprise and the development of new types of relationships with profit-based organizations. Course content includes the philosophical and policy issues associated with innovation and social enterprise as well as practical concerns related to starting a new nonprofit organization, such as tax and legal status, generating resources, sustainability and capacity. 3 credits

PAFF 554 Strategy Development in Nonprofit Organizations - Periodically

The effective nonprofit manager must be able to articulate a clear organizational strategy. This course introduces students to current debates about strategy development in organizations, such as the role and utility of strategic planning, the evolution of strategy in organizations and different approaches for creating and implementing strategy. The course provides an overview of techniques associated with the development of strategy, including situational analysis, developing a theory of change, and strategy monitoring and adaptation. The course also includes a discussion of managing organizational change through strategy development and implementation. 3 credits. Prerequisite: PAFF 551 Introduction to Nonprofit Management & Leadership

PAFF 555 Introduction to Nongovernmental Organizations - Periodically

This course introduces students to the structure and operation of nongovernmental organizations outside the United States. Students will learn how the differences in legal foundations, funding sources, and organization capacities affect mission and performance.

PAFF 558 Advanced Topics Seminar in Not-For-Profit Management - Periodically

An in depth examination of issues or problems concerned with the theory and practice of not-for-profit management. Topics vary; may be repeated for credit. 3 credits

PAFF 559 Workshop in Not-For-Profit Management - Periodically

A workshop addressing skills, issues or problems concerned with the theory and practice of not-for-profit management. 1-2 credits.

PAFF 561 Comparative Public Administration And Policy – Periodically

A study of political institutions across various national settings and the means by which public policies are planned, implemented and changed. Also considers the effects of public administration systems/arrangements on policy outcomes. Places domestic issues in the larger, global political economy context. Covers countries from several geographic zones.

PAFF 562 International Governance – Periodically

The study of supranational governing systems and their effects, and how domestic public administration/policy responds to a new political order and global economy. Topics include NGOs, security arrangements, trade, environmental and labor agreements, international treaties/organizations/governing bodies such as WTO, Kyoto, UN, NAFTA, EU.

PAFF 568 Advanced Topics In Comparative Policy/Administration - Periodically

In-depth examination/analysis of new and current specific issues/problems/developments/theories in the field of comparative policy and administration. Topics vary (institutions, public policies in various contexts). May be repeated for credit. Prerequisite: Instructor's permission.

PAFF 569 Workshop In Comparative Policy/Administration - Periodically

A workshop discussing specific skills, issues, problems, or developments in the field of comparative public policy and administration. Topics vary. Prerequisite: Instructor's permission. 1-2 credits.

PAFF 571 Environmental Policy – Periodically

Cross-listed with ENVI 481T 3 credits

PAFF 580 Introduction to Local Government Management and Leadership- Fall

This course provides an overview of structure and function of local government. Discussion topics include leadership skills, board administration, performance management, strategy development, and public participation. 3 credits

PAFF 581 Local Government Financial Management – Periodically

This course reviews types of taxes, fees and revenues used by local governments and considers the major attributes and consequences of each source. A variety of important financial management tools and topics will be covered including: revenue forecasting, capital planning, debt issuance and management, intergovernmental and inter-organizational fiscal administration, service cost analysis and management, accounting, performance and accountability. 3 credits

PAFF 582 Emerging Issues in Local Government Management - Periodically

This course focuses on current and emerging issues in Local Government Management. It builds on the foundation of PAFF 580. Topics covered will vary and may include forms of government, professionalism, service delivery arrangements, consolidation, intergovernmental relations, local government-nonprofit relations, accountability, leadership, performance management, sustainability, community development, economic revitalization, public works, immigration, human services, public safety and emergency management. 3 credits

PAFF 590 Praxis Through Case Studies – Fall and Spring

The purpose of this course is to provide students with an opportunity to integrate and apply knowledge gained during their tenure in the MPA program. In particular, students will analyze public and nonprofit sector case studies to identify a range of leadership, management and policy issues and develop options for addressing them. Students will be challenged to apply public administration theories and concepts to practice settings. Prerequisites: at least six of the seven core courses, with approval of course instructor. 2 credits

PAFF 591 Problem Definition (1 credit)- Fall, Winter, Spring and Summer

The Problem Definition course provides a bridge between a student's internship and the Capstone course. The successful completion of this course requires that students develop a problem statement that will be the basis for the Capstone research. Prerequisites include the MPA core courses (PAFF 510, 520, 521, 526, 527, and one from course options available under each of two categories) and the successful fulfillment of the internship requirement (PAFF 594). 1 credit

PAFF 592 Practicum: Problems In Administration - Periodically

Exploration of the problems in contemporary administration from the perspective of the practitioner.

PAFF 593 International Project/Study Abroad – Fall, Spring, and Summer

International experience. Prior faculty approval required. 1-12 credits.

***PAFF 594 Public Administration Internship – Fall, Spring, and Summer**

Internship in public or private non-profit agency in area of student's specialization. Practical application and experience; academic analysis of subject area. Prerequisites: 24 credits in the MPA Program, satisfactory mid-semester evaluations, and MPA Faculty approval. 2 credits.

***PAFF 595 Capstone Seminar – Fall and Spring**

Final project for the MPA Program. A synthesis of all previous coursework and professional and/or internship experience directed toward the production of a professional administrative or policy analysis paper. Prerequisites: The MPA core curriculum, successful completion of PAFF 594 (or formal waiver of the internship requirement), successful completion of PAFF 591, and satisfactory mid-semester evaluations. 3 credits

PAFF 697 Independent Study- Variable Credits

PAFF 700 Continuous Registration-1 Credit

A TYPICAL TWO YEAR SEQUENCE FOR FULL-TIME STUDENTS

The full-time student who has allocated two academic years for study would follow a program sequence similar to the one of the two outlined below, depending on whether they were admitted during the fall or spring semester. Part-time students may use these sequences as guides; they may tailor their particular sequence with the advice of their faculty advisor and the Director of Graduate Studies. All students are advised to meet with their faculty advisors to plan their sequence of courses.

A SAMPLE SEQUENCE

For Fall Entrants:

| | |
|---|--|
| Year 1 | |
| <i>Fall</i> | <i>Spring</i> |
| PAFF 520 or 521, 21 st Century or Foundations (4 cr.) PAFF 510, Research Design & Methods (4 cr.) PAFF 551 (nonprofit) or 580 (local government) or elective (3 cr.) | PAFF 521 or 520, Foundations or 21 st Cent. (4 cr.) PAFF (Managing People in Orgs) (3 cr.) PAFF 526, Managing Info & Tech (2 cr.) |
| Total Credits: 11* | Total Credits: 9* |
| <i>Summer</i> PAFF 594 Internship (2 cr.) Total Credits: 2 | |
| Year 2 | |
| <i>Fall</i> | <i>Spring</i> |
| PAFF 527, Budget and Finance (4 cr.) PAFF (Evidence-Based Decision Making) (4 cr.) PAFF 591, Problem Definition (1 cr.) Nonprofit, Local Govt or elective (3 cr.) | PAFF 595, Capstone (3 cr.) PAFF 590, Praxis through Cases (2 cr.) Nonprofit, Local Govt or Elective (3 cr.) |
| Total Credits: 12 | Total Credits: 8* |

***Students may take additional courses or an additional configuration of courses to satisfy the Graduate Schools requirement of 12 credits per semester for full time in year one and nine credits per semester for full time in year two.**

For Spring Entrants:

| | |
|---|--|
| Year 1 | |
| | <i>Spring</i> |
| | PAFF 520 or 521, 21 st Century or Foundations (4 cr) PAFF 510, Research Design & Methods (4 cr) PAFF 526, Managing Info & Tech (2 cr) |
| | Total Credits: 10* |
| Year 2 | |
| <i>Fall</i> | <i>Spring</i> |
| PAFF 521 or 520, Foundations or 21 st Cent (4 cr) PAFF (Managing People in Orgs) (3 cr.) PAFF PAFF 551 (NP), 580 (Local) or Elective (3 cr) | PAFF 527, Budget & Finance (4 cr) PAFF (Evidence Based Decision Making) (4 cr) PAFF 552 (NP), Local Govt or Elective (3 cr) |
| Total Credits: 10* | Total Credits: 11 |
| <i>Summer</i> PAFF 594, Internship (2 cr) PAFF 591, Problem Definition (1 cr) Total Credits: 3 | |
| Year 3 | |
| <i>Fall</i> | |
| PAFF 595, Capstone (3 cr) PAFF 590, Praxis through Cases (2 cr) NP, Local or Elective (3 cr) | |
| Total Credits: 8 | |

***Students may take additional courses or an additional configuration of courses to satisfy the Graduate Schools requirement of 12 credits per semester for full time in year one and nine credits per semester for full time in year two.**

AFTERWORD: THE MPA AND THE Ph.D.

In the process of earning their MPA degree, a number of students consider continuing their education, part or full-time, to earn the Ph.D. We encourage this process. The MPA constitutes sound academic preparation for a Ph.D. Students contemplating such continuation should speak with the Director of Graduate Studies and their faculty advisor as early as possible.

APPENDIX A

ACADEMIC HONESTY POLICY*

*Note: The CCPA Ethics and Integrity Policy included in this Handbook is the policy in place as of August 2012. For the most recent policy reflecting changes since that time, students should visit:

http://www2.binghamton.edu/ccpa/about-the-college/Ethics_and_Integrity_Policies_and_Procedures.pdf.

COLLEGE OF COMMUNITY AND PUBLIC AFFAIRS ETHICS AND INTEGRITY POLICIES AND PROCEDURES

I. Preamble

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Such standards are the core of any community-based or public-affairs profession. As we prepare students for professional practice, we must, in effect, attest to their moral character. We consider it our collective responsibility to articulate our basic values and to engage in activities to ensure that our students, faculty, staff and administrators demonstrate ethics and integrity.

Clearly defined expectations, professionalism, mutual respect, and integrity among faculty, staff, administrators, and students are essential norms which contribute to an effective professional learning environment.

The CCPA Academic Ethics and Integrity Committee (hereafter referred to as the Academic E&I Committee or simply the Committee) shall have primary responsibility for implementing the policies and procedures described below. This document is intended to guide decision making and practice, and to articulate standards which can be used to gauge whether people have engaged in unethical conduct. We acknowledge that no statement of ethical standards can anticipate all situations that have ethical implications. The policies and codes establish values, principles and standards. People must use their judgment in applying these values to specific situations.

The core ethical principles which govern the decisions of the Academic E&I Committee include:

1. ***Individual Rights, Responsibilities and Accountability.*** We are responsible, as individuals and as professionals, to our students, colleagues, institution, community, and society.
2. ***Mutual Respect.*** We recognize and honor the rights and dignity of all individuals and groups.
3. ***Honesty.*** We are guided in all activities for high regard for the truth.
4. ***Integrity.*** We behave in a trustworthy manner to promote ethical practice and maintain the confidence placed in us by the public.
5. ***Professional Competence and Conduct.*** We demonstrate and develop professional knowledge and skills in ourselves, our constituents, and our institution.

II. The CCPA Academic Ethics and Integrity (E&I) Committee

A. Composition.

1. The Academic E&I Committee shall consist of one full-time faculty representative from each academic department and program within the College, and one student from each academic department and program within the College. The faculty representatives shall be selected by their respective departments. The student representatives shall be selected by their respective student associations.

2. Each August an Academic E&I Committee shall be appointed by the process described above to serve for that academic year. In cases of Department-approved absence, which shall include, but not be limited to sabbatical or graduation, the department may select a replacement member for the remainder of the vacant term.

3. The chair of the Academic E&I Committee must be one of the faculty representatives on the committee. In the first year, the chair shall be selected by lot. Thereafter, the chair shall rotate by department in alphabetical order effective on the first day of class in the fall semester.

4. Generally, the Academic E&I Committee will not meet during the summer but will do so if necessary. If Committee action affects a student's ability to graduate and waiting until the fall would constitute an undue burden, the student may submit a written request to the CCPA Dean's Office asking the Committee to conduct business during the summer. If some or all members of the committee are unable to convene, replacements for individual members of the committee or the entire committee will be designated by the Dean on an ad hoc basis for the purpose of a specific case.

B. Quorum.

1. The total size of the Academic E&I Committee shall increase as the number of officially recognized departments and academic programs in the CCPA expands. For purposes of conducting hearings, the committee shall include all faculty members of the Committee and the one student representative from the relevant academic program, that is, the department or program in which the course was offered or grievance submitted.

C. Conflict of Interest.

1. Any member of the Committee who brings a charge (under the professional conduct, academic grievance or academic dishonesty provisions of this policy) is automatically disqualified for that hearing and shall recuse him/herself. Each member of the Committee has a responsibility to recuse him/herself if there is an actual conflict of interest regarding the case or either party. Should the Chair recuse him/herself the Dean will appoint a chair for the purposes of that hearing.

2. A party in a dispute can petition the Committee to have a member of the Committee recuse him/herself for cause. The disputant must specify the nature of the recusal request. The Committee member may then recuse him/herself or offer a rebuttal to the request. If a Committee member does not recuse him/herself, the Committee will vote, by secret ballot, on whether to honor the recusal request. Assertions of prejudice must be substantive and cannot simply be on the basis of a Committee member being in the same academic department or program as a party in the case.

3. In the case where a Committee member is disqualified, the department shall select a replacement for the purposes of that hearing. In situations not anticipated and addressed by this policy, the Academic E&I Committee shall make every effort to proceed in a manner that is equitable to all parties involved. If the chair of the committee is disqualified, the Dean will appoint a chair for the purposes of that hearing.

D. Duties.

1. The Committee has primary responsibility to ensure conformity with the CCPA Academic Ethics and Integrity policies and procedures as well as relevant University-wide policies and procedures. The duties of the Academic E&I Committee can be generally considered to fall into two categories. Specifically the Academic E&I Committee has responsibility to:

- a. Hear and deliberate cases and appeals regarding **academic grievances**; and
- b. Hear and deliberate cases regarding **academic dishonesty**.

2. The policies, procedures and committee responsibilities in each of these areas are described below.
3. Departments and programs in the CCPA may adopt and implement policies and procedures governing professional conduct (III. below); departments offering graduate programs in the CCPA may adopt and implement policies and procedures governing academic grievance (IV. below), and academic honesty (V. below) that are consistent with University and College policies. Departments or programs without formal departmental policies are governed by CCPA Academic Ethics and Integrity Policies and Procedures.

III. Professional Codes of Conduct/Ethics/Professionalism

A. Departments and programs in CCPA may adopt and implement their own policies, procedures, and codes of conduct consistent with professional norms and accreditation standards of their respective disciplines. These policies must be consistent with University and College policies and may contain more stringent professional standards governing conduct in the community/field placements/internships, etc. If a department adopts its own policies, copies must be submitted to the Dean's Office and made available to students in a handbook or online. Departmental standards in graduate programs may articulate academic as well as non-academic grounds for removal of a student from the program as long as this is part of a policy that applies a clearly stated progressive discipline model and uses a process with final review/appeal to the Dean of CCPA. If discipline-specific accreditation standards require policies or procedures other than those articulated in these bylaws, the program will conform to the policies and procedures mandated by the accrediting body. If a student appeals an action taken by a department or program on a code of conduct violation, the appeal will be submitted to the Dean of CCPA following these guidelines:

- a. A student may file an appeal of ruling with the Dean of the CCPA within five (5) business days of receipt of the outcome of the departmental or program code of conduct procedure.
- b. Grounds for appeal may include, but are not limited to, procedural error, new evidence, additional information, action unsupported by evidence, or review of sanction.
- c. An appeal review is conducted on the basis of the written hearing record, unless there is substantial new information; in that case, conduct is at the discretion of the Dean.
- d. The Dean will notify the student within ten (10) business days of receipt of the request, whether the appeal is denied or accepted. If the appeal is accepted, the Dean will also notify the student regarding the course of events to follow, whether there will be modification of the original disposition, an appeal hearing, or a new hearing.

IV. Academic Grievances

A. Definition and Scope of Academic Grievances.

1. A grievance may be filed when a student alleges that another party's actions or inactions have caused and/or resulted in academic harm, and he or she seeks redress for the alleged harm. All parties involved in a grievance are held to the strictest standards of confidentiality throughout the process and after its conclusion.

Note: Throughout this section, the term *petitioner* or *grievant* refers to the student who alleges academic harm and files a grievance. The term *respondent* refers to the faculty member(s), staff, or student(s) accused of causing academic harm to the petitioner.

2. The Scope of Academic Grievances may include:

- a. The process by which a grade was determined;
- b. Unfair treatment regarding program or course requirements, other academic contact, or funding;
- c. Disputes over intellectual property;
- d. Other academic matters in the program or with individual members of the department that may affect the grievant's academic standing.

3. Items not the subject to this grievance procedure:

- a. Personal conduct outside the academic process including, but not limited to, personal disputes between or among members of the department or college; or
- b. Unpleasant or uncivil behavior within the academic components of the department, in- and outside of the classroom, unless the behavior results in some form of academic harm.

B. Procedures for Academic Grievances.

1. Informal Procedures for Academic Grievances

- a. Each department and program in the CCPA is required to establish and implement procedures for informal resolution of academic grievances in keeping with the CCPA minimum requirements outlined below. In the absence of a specific departmental or program process for informal resolution of academic grievances, the following shall apply:
- b. Whenever a student believes that a grievable offense has occurred, he/she must seek resolution informally with the other(s) involved in the dispute beginning no later than 30 days after the incident occurred or grades are posted. Both parties are expected to make a "good faith" effort to resolve the dispute informally. In general, a good faith effort involves the parties meeting to try to resolve the issue. Should one or the other party or parties to the dispute not make such good faith effort as determined by the appropriate Academic E&I Committee, the lack of good faith effort may be considered as aggravating or mitigating in any subsequent formal process.
- c. Either party may request facilitation/mediation through the department chair or program director, although either party may reject such offers of mediation without prejudice in any subsequent informal or formal process.
- d. The informal process ends when both parties reach a mutually acceptable solution to the dispute, or when either or both parties determine they cannot reach an acceptable resolution. In no case shall the informal process extend beyond the end of the academic semester following the semester in which the offense occurred.
- e. Resolutions to informal process must be filed in writing with the department chair or program director.
- f. When any part or the entire grievance leading to failure of informal process involves allegations of academic dishonesty or violation of professional code of conduct they shall be dealt with under the procedures outlined in the CCPA Academic Honesty policies or Professional Code of Conduct policies (see Section V and III respectively). Any other type of grievance should be directed to the appropriate University office.

2. Formal Procedure for Academic Grievances

- a. In the event of failure of informal procedure, the formal process of grievance management begins. Each department or program in CCPA that offers professional graduate degrees may adopt and implement policies and procedures for formal resolution of academic grievances; in these cases, after the departmental process is completed the decision may be appealed as described in IV.8.B In the absence of a specific departmental or program process for formal resolution of academic grievances and in the case of all undergraduate students, the following shall apply:
- b. The petitioner must initiate the formal College procedure within five (5) business days of the end of the informal departmental procedure by filing a written statement of charges with the CCPA Dean's Office.
- c. The statement of charges shall be typewritten and shall clearly state the name of the petitioner, the name of the person(s) who allegedly caused the harm, a 1-2 paragraph explanation of the basis for the grievance, and supporting documentation. Supporting materials (copies of syllabi, assignments, e-mail correspondence, etc.) relevant to the charges must be attached to the statement of charges. Charges must be substantiated to go forward to Committee review.
- d. Within five (5) business days of receipt of the written statement of charges, the CCPA Dean's Office shall confirm with the department chair the failure of departmental informal procedures or completion of departmental formal procedures.
- e. Also within five (5) business days of receipt of the written statement of charges and confirmation of failure of departmental procedures, the CCPA Dean's Office shall notify (in writing or via e-mail) the Chair of the Academic E&I Committee that a grievance has been filed and shall provide the Chair with a copy of the statement of charges and supporting documentation.

3. The Role of the Chair of the Academic E&I Committee in Scheduling a Hearing

- a. Within five (5) business days of notification that a grievance has been filed, the Chair of the Academic E&I Committee will notify all committee members and all involved parties in writing by certified mail that a formal grievance has been filed and will provide the parties with a copy of the charges and supporting materials.
- b. The respondent will have five (5) business days after receiving the notice of grievance to file a written response to the charges with the Committee Chair through submission to the CCPA Dean's Office and to submit materials supporting his/her position.
- c. The Committee may meet prior to any formal hearing to clarify issues, review documents and determine whether the issue falls within the scope of academic grievances as defined in the CCPA policy. Where the issue is deemed to be not within the jurisdiction of the Committee, it shall be dismissed without prejudice.
- d. Subsequent to that meeting and the determination of Committee jurisdiction, should that be decided in the affirmative, the Committee shall schedule a hearing according to the following procedures:
 - (1) A hearing shall be scheduled within twenty (20) business days of the Committee Chair's receipt of the statement of charges.
 - (2) The hearing shall be at a time and location reasonably convenient to all parties. The Dean's secretary shall coordinate the scheduling of the meeting.
 - (3) Notice of the hearing shall be provided via email to all parties and to the department chair or program director, and written acceptances or demur shall be required of all parties no more than five (5) days before the date of the hearing.

- e. Identification of advisors and witnesses for both parties must be made, in writing to the Chair of the Committee through submission to the CCPA Dean's Office, no fewer than seven (7) business days before the scheduled hearing.
- f. If the action in question occurred fewer than thirty (30) business days before the end of the relevant semester and with the approval of both parties the hearing shall be scheduled during the first thirty (30) days of the following semester, but may be scheduled over the summer if the outcome of the hearing could impede the student's standing or progress toward graduation.
- g. No fewer than five (5) business days before the scheduled hearing, the CCPA Dean's Office shall make available to the Committee and all parties to the dispute copies of the complaint, the response, list of committee members, advisors and witnesses, and any other documents relevant to the case.
- h. If a named party does not appear at the hearing, then the hearing is conducted with the party absent. The Committee may make a directed judgment favoring the attending party and the case will be considered closed, or the Committee may hear from the party in attendance and make a decision based on the merits of the case before them. If both parties fail to appear at the hearing, the case shall be dismissed.
- i. The Committee shall have the discretion to allow for rescheduling in cases of emergency, as determined by the Committee.

4. The Academic Grievance Hearing

- a. The hearing shall be closed and all matters discussed kept confidential by all parties. *Ex parte* discussions shall be limited to discussions about policies and procedures, and shall not identify any of the parties to the case.
- b. Only the parties involved and their advisors have the right to attend the hearing before the committee. If legal counsel is obtained, the Committee Chair must be notified immediately. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background, the hearing is suspended and the chair will consult with the University counsel as to how to proceed. A party may bring witnesses, but they may not attend or participate directly in the hearing. Witnesses will be asked to be available at the time of the hearing and will be called in at the request of the committee. If an advisor or witness does not appear at the hearing, then the hearing is conducted with the person absent. All persons attending the hearing are governed by confidentiality requirements.
- c. Each party shall be given a limited time to present any additional material at the hearing, with the Committee Chair allocating the length of time, save that all parties shall receive the same length of time individually. The Committee may elect, at its sole discretion, to have collective presentations made by each side of the dispute, should more than one participant be on any one side.
- d. All parties to the grievance shall be present at the hearing to listen to the presentations made, view the documents presented by, and ask questions of other parties.
- e. Members of the Committee shall have the right to question both the documents and the presentations at the hearing, both during and after any presentations, in an order and manner determined solely by the Committee.
- f. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties to the dispute will retire and the Committee shall determine an appropriate time for its decision, save that in no case may it be later than five (5) business days after the conclusion of the hearing. A written record of the hearing must be kept by the Committee for use by the Assistant Dean or Dean in cases of appeal.

g. In any case, if an informal, mutually agreed upon resolution between all parties is concluded, the formal process shall cease immediately, save that the Committee must be informed of the resolution.

5. The Decision of the Academic E&I Committee

- a. All committee decisions shall be arrived at by simple majority vote.
- b. The majority decision shall be in writing, signed by all members of the Committee, and shall provide the basis for the decision.
- c. Should any Committee member disagree with the decision or with its reasoning, he or she will have the right to file a minority report or concurring report which shall be attached to the decision and distributed as part of that decision.
- d. The decision shall be distributed to all parties of the case and to the department chair or program director, within five (5) business days of that decision via certified mail. In no case shall any party to the dispute be informed of the decision by any other means.
- e. Any penalties recommended by the Committee shall be referred to the appropriate department, College, or University body.

6. Academic E&I Committee Actions Regarding Academic Grievances

- a. The Committee may recommend reprimand or in extreme cases refer the entire matter to the appropriate University body.
- b. The Committee may recommend action by the department chair, program director or the CCPA Dean to correct fault found and presented in the decision.

7. Appeal of Academic E&I Committee Decisions

- a. Students enrolled in graduate programs with a formal departmental or program academic grievance policy may appeal the decision of the departmental or program committee to the Dean of CCPA as described in 9 below.
- b. In cases of undergraduate students and graduate students in programs without formal academic grievance procedures, the decision of the Academic E&I Committee may be appealed by either party to the Assistant Dean of the CCPA. The appeal must be submitted in writing within five (5) business days of receipt of the Academic E&I Committee decision. The written appeal will ordinarily be based on allegations of abrogation of due process. The appeal also may be based upon a claim of new and pertinent information which was not known at the time of the hearing to the party who wishes to have it presented, and which was therefore not available to the Committee at the time of its deliberations.
- c. The Assistant Dean shall review the written records, including the decision of the Academic E&I Committee.
- d. The Assistant Dean will convey a decision via certified mail to all parties within ten (10) business days of receipt of appeal. It shall be the responsibility of the Assistant Dean of the CCPA to inform all parties, at the same time as the decision is conveyed, of the possibility of a final appeal to the Dean within ten (10) business days of the issuance of the Assistant Dean's decision.

8. Final Appeal

- a. If a written appeal is made to the Dean, the Assistant Dean/department/program will provide the Dean with all documents, including the Committee's report, the Assistant Dean's decision, and the written claim of abrogation of due process and/or new information. The Dean will, within twenty (20) business days, make a final decision on the matter. There will be no further recourse after the Dean/department/program's decision.
- b. In cases involving graduate students where the Assistant Dean or Dean of the CCPA recuses themselves from the appeal process, the decision may be appealed to the Assistant Dean of the Graduate School pursuant to the Graduate School's grievance procedures which are specified in the Student Handbook (<http://gradschool.binghamton.edu/cs/handbookgrievance.asp>). In either case, the decision of the Dean (either the Dean of the CCPA or the Dean of the Graduate School) shall be final.

9. Records of Grievances

- a. All documentation relating to the grievance shall be kept in a separate and confidential file in the Dean's office for at least six (6) years. The Dean will have access to this file.

V. Academic Honesty

A. Definitions and Scope of Academic Dishonesty.

1. Honesty and integrity should be the bedrock of academic and professional life. The CCPA takes violations of the Academic Honesty Code very seriously. The Academic Honesty Code for Binghamton University can be reviewed online at <http://bulletin.binghamton.edu/integrity.htm>. Instances of academic dishonesty may include, but are not limited to: plagiarism, cheating on examinations, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, or bribery.

2. Violations of the Code vary in severity, so the appropriate penalties vary. Some violations (Category I) may be handled by the instructor and student(s) involved. However, violations requiring more severe penalties (Category II) are appropriately dealt with by the departmental, program or CCPA Academic Ethics and Integrity Committee.

B. Prevention of Academic Dishonesty.

1. The faculty understands the pressures of school and urges students to seek consultation if they feel they are unable to complete assignments properly in a timely fashion. In cases involving minor violations of the academic honesty code which the faculty member has reason to believe were unintentional, the faculty member has some discretion to pursue a range of options at mediating an academic honesty case before it is channeled formally. All faculty teaching in the College of Community and Public Affairs are expected to engage in efforts to prevent, educate about, and identify instances of plagiarism or academic honesty. Faculty are encouraged to use Turnitin.

C. Responding to Suspected Violations of the Academic Honesty Code.

1. In deciding how to respond to an particular violation of the Code, faculty are expected to keep in mind that they have a responsibility to their students, colleagues, the institution and the profession to treat these matters seriously and to follow University and College policies and procedures. Academic honesty is a college-wide responsibility and, as a general rule, violations of the Code should not be treated as isolated incidents. When a faculty member has a complaint of academic honesty to report, the following procedures are to be followed.

D. Initiation of Informal Action.

1. **Contacting the Student:** When academic dishonesty is suspected, a faculty member may confront the student with his/her suspicions, as soon as possible after the dishonesty is discovered. Although confronting the student is generally the first step, it is not required before bringing a case to the Committee. Examples of situations in which it may not be appropriate to confront the student include: when the student has already left on break prior to the discovery of the dishonesty, when the student already has been warned for a prior incident of academic dishonesty, or when the student already has a record with the Provost's Office.

2. **Informal Sanctions:** If, after confronting the student or investigating the matter, the instructor remains convinced by the preponderance of evidence that a violation has occurred, the instructor should then contact the Dean's Office to see if there is a record of a previous violation by the student.

If there is no previous violation and the infraction is minor and deemed by the faculty member to be unintentional, the faculty member may decide that formal action through the Committee is not warranted and he/she may choose to assign a failing grade for the assignment. In rare cases, these informal sanctions may be appropriate, however, it is the policy of the CCPA that some formal action is necessary in most cases to preserve the integrity of the academic institution. Documenting even minor violations of the Code through the Category I procedures described below allows the student to continue his/her studies without severe penalty, yet ensures that an accurate record is maintained in case the student commits a subsequent offense.

E. Formal Action Regarding Academic Honesty.

1. Each department and program in CCPA that offers professional graduate degrees may adopt and implement policies and procedures for formal resolution of academic honesty violations following University and College policies and procedures as described below for Category I and Category II violations. In the absence of a specific departmental or program process for formal resolution of academic honesty violations and in the case of all undergraduates, the following shall apply:

2. The initiator of an academic honesty complaint should consult the Binghamton University Student Academic Honesty Code to determine whether the student has committed a Category I or Category II violation. Upon receipt of a charge of a category II violation or where a student declines to sign an admission of category I violation form, the Chair of the appropriate E&I committee shall convene the committee within 10 business days.

3. Students who feel they have been unjustly accused of academic dishonesty by a faculty member or a student, or who feel that they have been unjustly penalized for alleged academic dishonesty by a faculty member, may request that the case be heard by the departmental, program or CCPA Committee as specified above. The Committee shall determine whether there is sufficient merit to warrant an Academic Honesty hearing.

F. Category I Violations.

1. The Admission of Dishonesty form, which can only be used in the case of a Category I violation, is like a plea bargain arrangement, whereby the student admits guilt in return for the promise that the case will not be brought before the Committee. Once signed by the student and faculty member, the Admission of Dishonesty form is given to the Chair of the appropriate Academic Ethics and Integrity Committee, to be maintained in a confidential file in the Dean's Office and the Provost's Office.

2. Generally, the Admission of Dishonesty form should be used only with first time offenders. It may be appropriate for a freshman or returning graduate student in his/her first semester, but not for a senior or graduate student nearing degree completion. Similarly, it may be appropriate for small amounts of plagiarized material (or when a student cites his/her sources but does not identify information as a direct quote), but not when large quantities or central ideas are presented without giving credit to the authors.

3. Faculty who are considering using the Academic Dishonesty form should check with the Chair of the appropriate Academic Ethics and Integrity Committee, who will confer with the Assistant Dean to determine if the student has a prior record of academic dishonesty. Because an Admission of Dishonesty is kept on file for six years following a student's departure from the university or until a student graduates, this process helps to inform other faculty members and the Committee if another

incident occurs involving the same student. A student with an admission form already on file will be charged with a Category II offense and will be brought before the appropriate Committee at a hearing.

4. If the student declines to sign the Admission of Dishonesty form, the appropriate Academic E&I Committee will hold a hearing pursuant to the departmental, program or CCPA procedures described below for Category II violations.

G. Category II Violations.

Note: This process also applies for Category I violations where the student declines to sign an Admission of Dishonesty form.

1. If the instructor discovers a Category II violation, the instructor should first communicate with the student regarding the nature of the charge and the evidence on which the instructor has relied in reaching a conclusion that a violation has occurred. If, after communicating with the student, the instructor remains convinced that a violation has occurred, he or she should submit a detailed written charge with supporting evidence to the appropriate Academic Ethics and Integrity Committee. In cases that go to the CCPA Academic E&I Committee, the charge and supporting materials should be submitted to the Dean's Office. The instructor should also contact the Chair of the appropriate Academic Ethics and Integrity Committee who will check with the Assistant Dean to determine if there is a record of a previous violation by the student. Per University policy, when an academic dishonesty case is brought before the committee, the instructor should assign an Incomplete grade for the student's work, pending the outcome of the hearing. If, after the hearing, the committee concludes that the charges were unproven, the faculty member should re-evaluate the student's work in light of that finding.

2. Notification of the Parties

- a. The Committee Chair or his/her designee shall notify all parties of the charges under consideration not less than ten (10) business days prior to the scheduled hearing. This notification shall be in writing and shall become a part of the record. The notice should be delivered by certified mail.
- b. The Dean's Secretary shall schedule a hearing at a time and location reasonably convenient to all parties.
- c. This notification of hearing shall inform all parties of the following, with sufficient particularity and in sufficient time to ensure opportunity to prepare for the hearing.

All parties will be informed of the following:

- (1) The specific charges brought against him/her (allegation, time, place, and brief circumstances of occurrence and parties involved).
- (2) The time and place to appear before the Committee for a hearing.
- (3) His/her right to review documents before a hearing is available or during the hearing.
- (4) Only the parties involved and their advisors have the right to attend the hearing before the committee. If legal counsel is obtained, the Committee Chair must be notified immediately. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background without prior notification of the Committee Chair, the hearing is suspended and the chair will consult with the university counsel as to how to proceed. A party may bring witnesses, but they may not attend or participate directly in the hearing. Witnesses will be asked to be available at the time of the hearing and will

be called in at the request of the committee. If an advisor or witness does not appear at the hearing, then the hearing is conducted with the person absent. All persons attending the hearing are governed by confidentiality requirements.

(5) His/her right to be present at any portion of the meeting when evidence is heard with respect to the case.

(6) His/her right, after the Committee has met and made its recommendation to the Assistant Dean to appeal the decision.

(7) The student's right to plead guilty, in a signed statement, and accept the appropriate penalty.

(8) The student's right to waive the hearing, in a signed statement to the Committee Chair, and to accept the decision of the Committee.

(9) The procedures and policy of the Academic Ethics & Integrity Committee as outlined in the present document.

3. The Academic Honesty Hearing

a. The hearing shall be closed and all matters discussed kept confidential by all parties. *Ex parte* discussions shall be limited to discussions about policies and procedures, and shall not identify any of the parties to the case.

b. Only the parties involved and their advisors have the right to attend the hearing before the committee. If legal counsel is obtained, the Committee Chair must be notified immediately. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background without prior notification of the Committee Chair, the hearing is suspended and the chair will consult with the university counsel as to how to proceed. A party may bring witnesses, but they may not attend or participate directly in the hearing. Witnesses will be asked to be available at the time of the hearing and will be called in at the request of the committee. If an advisor or witness does not appear at the hearing, then the hearing is conducted with the person absent. All persons attending the hearing are governed by confidentiality requirements.

c. As soon as the student appears before the Committee, the chairperson shall review the student's rights and privileges and acquaint him/her with the purpose of the meeting, namely, to assess the evidence in light of the full context in which the alleged honesty violation occurred, in order to render a fair and equitable recommendation.

d. Each party shall be given a limited time to present any additional material at the hearing, with the Committee Chair allocating the length of time, save that all parties shall receive the same length of time individually. The Committee may elect, at its sole discretion, to have collective presentations made by each side of the dispute, should more than one participant be on any one side.

e. All parties to the grievance shall be present at the hearing to listen to the presentations made, view the documents presented by, and ask questions of other parties.

f. Members of the Committee shall have the right to question both the documents and the presentations at the hearing, both during and after any presentations, in an order and manner determined solely by the Committee.

g. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties to the dispute will retire and the Committee shall determine an appropriate time for its decision, save that in no case may it be later than five (5) business days after the conclusion of the hearing. A written record of the hearing must be kept by the Committee for use by the Assistant Dean or Dean in cases of appeal.

h. In any case, if an informal, mutually agreed upon resolution between all parties is concluded, the formal process shall cease immediately, save that the Committee must be informed of the resolution.

4. The Decision of the Committee

a. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties to the dispute will retire, and the Committee shall assess the evidence and formulate its recommendation to the Assistant Dean. During this part of the hearing, no one other than Committee members shall be present and no new evidence may be introduced.

- b. The decision will be based on an open vote by all members hearing the charge. The recommendation shall be based on a vote of the majority of the members. Those members of the Committee who do not concur with the majority decision have the right to append a minority report to the recommendations.
- c. The Committee may recommend to the Assistant Dean any of the following:
 - (1) No action be taken against the student or students involved.
 - (2) A letter of reprimand will be sent to the student, a copy of which will be kept in the Committee's confidential file.
 - (3) The student be placed on disciplinary probation and in the event he/she is found guilty of any other acts of academic dishonesty, a more stringent penalty could result. The record of this would be kept in the Committee's confidential files and used only in the event other charges are brought against the student.
 - (4) Suspension, with denial of registration at Binghamton University for a specified period of time. A record of this shall be kept in the Committee's confidential file.
 - (5) Expulsion, with no opportunity to return to the CCPA. A record of this shall be kept permanently in the Committee's confidential file.
- d. The Committee shall forward its written recommendation to the Assistant Dean of the CCPA within five (5) business days of the conclusion of the hearings.

5. The CCPA Assistant Dean's Review

- a. The Assistant Dean carefully reviews the Committee's written record and recommendations and makes a determination. He/she will notify all parties and the Committee members in writing of the disposition and rationale for each case within ten (10) working days after receiving the Committee's written recommendation. The student is apprised of the appeal process. If the Assistant Dean is a party in the case, the Dean will appoint another individual to decide the case.

6. Appeal Procedure

- a. A student, faculty or staff member may file an appeal of ruling with the Dean within five (5) working days of receipt of hearing outcome from the departmental or program committee in graduate programs with formal procedures or the Assistant Dean in the case of undergraduates and programs without formal procedures.
- b. Grounds for appeal may include, but are not limited to, procedural error, new evidence, additional information, action unsupported by evidence, or review of sanction.
- c. An appeal review may be conducted on the basis of the hearing record, unless there is substantial new information; in that case, conduct is at the discretion of the Dean.
- d. The Dean will notify the person submitting the appeal within ten (10) working days of receipt of the request, whether the appeal is denied or accepted. If the appeal is accepted, the Dean will also notify the person regarding the course of events to follow, whether there will be modification of the original disposition, an appeal hearing, or a new hearing.

7. Reevaluation of Grade

- a. Following completion of all appeals and a determination of whether the charges of academic dishonesty are substantiated, the instructor shall reevaluate the grade(s) of the student(s) accordingly.

H. Records of Academic Dishonesty.

1. Departmental, program and the CCPA Academic Ethics and Integrity Committee shall keep a confidential file in the Dean's office to maintain records of case proceedings. A student's record in the Committee's confidential file shall be destroyed upon the student's graduation or five years after the case is heard, whichever is earlier, except that, in the case of expulsion, no records shall be destroyed. No notation of any disciplinary action of this Committee shall be placed on the student's transcript unless mandated by University policy. Information concerning disciplinary records shall be released to a third party only if a written release signed by the student is produced..

2. All reports of findings of guilt (either by admission or by adjudication) will be submitted by the Chair of the appropriate Academic E&I Committee through the Assistant Dean to the Provost's Office for archival purposes. Whenever feasible, supporting documentation should be submitted electronically via email.

VI. Failure to Meet Deadlines

A. Timelines specific in the procedures for Professional Conduct, Academic Grievances and Academic Honesty cases are designed to ensure that these matters do not get drawn out indefinitely, and to provide the parties to a case with the opportunity to respond while their memories are fresh and materials are still available.

B. In general, failure of any party to meet a specified deadline may result in default and dismissal of the case or a judgment of the merits of the case by the Committee on the basis of information presented.

C. The Committee has the authority/discretion to extend deadlines with documentation of good cause shown.

VII. Distribution of the Policy

A. An electronic copy of this document will be available to all students, faculty, staff and administrators on the CCPA website at:
http://ccpa.binghamton.edu/Ethics_and_Integrity_Policies_and_Procedures.pdf

B. Full-time and adjunct faculty teaching for the CCPA departments shall include the following statement in their syllabi: "As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Academic Honesty Code for Binghamton University (<http://bulletin.binghamton.edu/integrity.htm>). Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity policy on the CCPA website at: http://ccpa.binghamton.edu/Ethics_and_Integrity_Policies_and_Procedures.pdf

VIII. Severability

If any provision of these policies and procedures is held to be illegal, unenforceable, or inconsistent with University rules, that provision shall be automatically severed and removed from these policies, and the remainder of the policies and procedures shall remain in force.

AMENDMENTS

Proposals to amend the Ethics and Integrity Policy and Procedures must be presented to the voting members in writing at least two weeks before discussion at a College meeting. Votes shall be by written ballot and submitted to the Dean within 48 hours of the meeting. Decisions shall be based on the choice of the majority of those voting. Members who abstain shall be treated (for purposes of decision making) as not voting.

Adopted by the faculty and professional staff on December 6, 2006. Final sections approved by a majority faculty vote on April 25, 2007. Revised per Provost's comments, March 15, 2007; January 29, 2008; January 14, 2010. Revised September 12, 2007; April 22, 2008, per President's comments. Revised and approved by faculty and professional staff on April 1, 2009.

1/14/10

APPENDIX B

WRITING CENTER

USE AND ACKNOWLEDGMENT OF SOURCES

Binghamton University
The Writing Center
LN 1209

THE USE AND ACKNOWLEDGMENT OF SOURCES

A primary task of the undergraduate student is to learn how to use sources effectively and acknowledge them appropriately. Like all scholars, you-the beginning scholar-must build upon the work of those who have gone before you, using it to extend your own knowledge and to develop your own thinking; like all scholars, you must acknowledge in your writing any materials which you found in other writings.

Critical Reading

This is your crucial first step, once you have located your printed sources. You need to read actively, asking questions of the text, identifying its main points, noting the point of view or bias, considering the validity of its logic, testing it against other sources and against your own knowledge, and taking notes that will provide an accurate presentation of your reading as you develop your thinking and write your paper.

Taking Notes

Observe that "taking notes" is included above as part of the process of critical reading. Simply xeroxing parts of your texts and/or highlighting important passages cannot serve your purpose adequately. Record your reactions to your reading as you read, for they are essential to your study. Besides your own analysis and critique of your sources, your notes will include summaries of important points, some paraphrase, and, occasionally, exact quotation.

There are various systems for recording notes. Whatever system you use, you must follow two practices meticulously: (1) record clearly and accurately the reference of each note, i.e., the work from which it comes and usually the page number; (2) enclose in quotation marks anything you copy from a source, and copy it exactly in every detail, including punctuation. Be certain to do this for Internet as well as printed sources.

Writing a Draft of Your Paper

As you think about your reading and review your notes, you may be so daunted by the authority and superior prose of the sources you have read that you question your own ability to write an original and worthwhile paper on the subject. But learning to deal with your material in your own language is exactly what mastery of the material entails. At this point you will be glad that you have read critically and kept good, accessible notes, especially of your analysis. If you find it hard to get started, consult your instructor or go to the Writing Center, where tutors will help you explore possible approaches.

Documentation of Sources

In order to make your documentation clear and useful to your reader, you must choose one of the standard forms and follow it consistently. Be guided in your choice of form by your instructor's preference. The MLA Handbook is usually recommended for undergraduate papers in the humanities; the Publication Manual of the American Psychological Association is often used for papers in the social sciences; and A Manual for Writers of Term Papers, Theses and Dissertations, by Kate L. Turabian, is also widely used¹. These reference works and others are stocked by the University Bookstore, and the

¹ The MPA Program requires the use of the Publication Manual of the American Psychological Association.

Writing Center has copies for students to use in the Center as well as a handout from the Library explaining how to document electronic sources.

Plagiarism

Failure to document sources is plagiarism, a serious violation of ethics and a failure to achieve the very purpose of the assignment. Binghamton University's Rules and Expectations defines plagiarism as "the incorporation into one's written or oral reports of any unacknowledged published, unpublished, or oral material from the work of another." In order to avoid even unintentional plagiarism, you should observe the following principles scrupulously:

- 1) Place anything you copy exactly from another writer - whole sentences, phrases, or even a single distinctive critical term - within quotation marks and identify its source, usually in a note.
- 2) Indicate the source, again usually in a note, of any idea or information that you take from another writer and that is not common knowledge. You should do this even though you restate the idea or information in your own words and don't use quotation marks. When in doubt about whether to credit a source, you should err in the direction of too much rather than too little documentation.
- 3) When paraphrasing (restating material in your own words), take care that you actually do restate. Retaining the sentence structure of the original source, substituting some synonyms, and/or deleting some phrases is not true paraphrasing. The following examples demonstrate the difference between appropriate and inappropriate use of a source:

Original: Englishmen of the educated classes today enjoy the reputation for unusual reserve and exceptional self-control under the most provoking circumstances. In the sixteenth and seventeenth centuries tempers were short and weapons to hand. The behavior of the propertied classes, like that of the poor, was characterized by the ferocity, childishness, and lack of self-control of the Homeric age, and unless we can grasp these basic psychological premises we cannot hope to understand the true dimensions of the Tudor problem. Lawrence Stone, The Crises of the Aristocracy: 1558-1641 (London: Oxford University Press, 1967), p. 108.

Version A: Educated Englishmen of today have a reputation for unusual aloofness and self-control, but in the sixteenth and seventeenth centuries men were short-tempered and always had their weapons handy. The propertied classes, like the poor, behaved with the fierceness, childishness, and lack of self-control characteristic of the Homeric age. Unless we understand these psychological principles, we cannot understand the exact nature of the Tudor problem (Stone 108).

(The author of Version A uses a parenthetical note to indicate that the ideas in this passage are not original with him or her, but by not using quotation marks, the author suggests the writing is his or her own. If the author had not cited Stone, this would clearly be plagiarism. However, even with the citation, this passage follows Stone's organization of ideas, sentence structure, and vocabulary too closely to be a true paraphrase.)

Version B: According to Lawrence Stone, in order to understand the "Tudor problem," we must first realize that wealthy sixteenth and seventeenth century Englishmen were quick to anger and lacking in self-control (108).

(This is a more appropriate treatment of the source. The author employs his or her own words to summarize Stone's ideas. The author uses the phrase, "According to Lawrence Stone...," to indicate that what follows was taken from Stone's work and places the one phrase he or she takes directly from Stone, "Tudor problem," within quotation marks. The author places a parenthetical note after the entire sentence in order to indicate the complete source of the information contained in it.)

A final word: Plagiarism is most likely to result when your paper emphasizes the ideas of others rather than your own. Your research papers should never consist of a loosely-connected string of undigested quotations and ideas from other authors. Instead, you must interpret research material, integrate it with your own ideas, and develop your own controlling idea and organizational structure. You should refer to other sources, using them to support and develop your own ideas, rather than rely on them as a substitute for your own thoughts and analyses.

APPENDIX C

CODE OF ETHICS

Code of Ethics

The American Society for Public Administration (ASPA) exists to advance the science, processes, and art of public administration. The Society affirms its responsibility to develop the spirit of professionalism within its membership, and to increase public awareness of ethical principles in public service by its example. To this end, we, the members of the Society, commit ourselves to the following principles:

I. Serve the Public Interest

Serve the public, beyond serving oneself.

ASPA members are committed to:

1. Exercise discretionary authority to promote the public interest.
2. Oppose all forms of discrimination and harassment, and promote affirmative action.
3. Recognize and support the public's right to know the public's business.
4. Involve citizens in policy decision-making.
5. Exercise compassion, benevolence, fairness, and optimism.
6. Respond to the public in ways that are complete, clear, and easy to understand.
7. Assist citizens in their dealings with government.
8. Be prepared to make decisions that may not be popular.

II. Respect the Constitution and the Law

Respect, support, and study government constitutions and laws that define responsibilities of public agencies, employees, and all citizens.

ASPA members are committed to:

1. Understand and apply legislation and regulations relevant to their professional role.
2. Work to improve and change laws and policies that are counter-productive or obsolete.
3. Eliminate unlawful discrimination.
4. Prevent all forms of mismanagement of public funds by establishing and maintaining strong fiscal and management controls, and by supporting audits and investigative activities.
5. Respect and protect privileged information.
6. Encourage and facilitate legitimate dissent activities in government and protect the whistleblowing rights of public employees.
7. Promote constitutional principles of equality, fairness, representativeness, responsiveness, and due process in protecting citizens' rights.

III. Demonstrate Personal Integrity

Demonstrate the highest standards in all activities to inspire public confidence and trust in public service.

ASPA members are committed to:

1. Maintain truthfulness and honesty and not to compromise them for advancement, honor, or personal gain.
2. Ensure that others receive credit for their work and contributions.
3. Zealously guard against conflict of interest or its appearance: e.g., nepotism, improper outside employment, misuse of public resources or the acceptance of gifts.
4. Respect superiors, subordinates, colleagues, and the public.
5. Take responsibility for their own errors.
6. Conduct official acts without partisanship.

IV. Promote Ethical Organizations

Strengthen organizational capabilities to apply ethics, efficiency, and effectiveness in serving the public.

ASPA members are committed to:

1. Enhance organizational capacity for open communication, creativity, and dedication.
2. Subordinate institutional loyalties to the public good.
3. Establish procedures that promote ethical behavior and hold individuals and organizations accountable for their conduct.
4. Provide organization members with an administrative means for dissent, assurance of due process, and safeguards against reprisal.
5. Promote merit principles that protect against arbitrary and capricious actions.
6. Promote organizational accountability through appropriate controls and procedures.
7. Encourage organizations to adopt, distribute, and periodically review a code of ethics as a living document.

V. Strive for Professional Excellence

Strengthen individual capabilities and encourage the professional development of others.

ASPA members are committed to:

1. Provide support and encouragement to upgrade competence.
2. Accept as a personal duty the responsibility to keep up to date on emerging issues and potential problems.
3. Encourage others, throughout their careers, to participate in professional activities and associations.
4. Allocate time to meet with students and provide a bridge between classroom studies and the realities of public service.

Enforcement of the Code of Ethics shall be conducted in accordance with Article II, Section 5 of the 1999 Bylaws. In 1981 the American Society for Public Administration's National Council adopted a set of moral principles. Three years later in 1984, the Council approved a Code of Ethics for ASPA members. In 1994 the Code was revised.



Advancing Excellence in public service..

*American Society for Public Administration 1120 G Street NW, Suite 700 Washington, DC 20005-3885
(202) 393-7878*

(202) 638-4952,Jax

<http://www.aspanet.org>

APPENDIX D

MPA MID-SEMESTER EVALUATIONS

Two documents are included in this section.

The first represents a form that is completed collectively by the faculty and staff of the Department of Public Administration based on a discussion of each student's performance in and outside of class settings midway through each academic semester (fall and spring). The form documents specific concerns and is provided to the advisor for use in face-to-face advising and professional development meetings.

The second form is what is provided to the student to notify them of general areas of concern. If any concern is identified on the form, the student is required to meet with his/her advisor to discuss the concerns and develop a professional development plan to address those concerns. Professional development plans may be as simple as a verbal agreement between the student and advisor that is documented in the student's record or as elaborate as a detailed plan identifying strategies, means of measuring performance, and a timeline for demonstrating improved competencies.

Concerns identified during the mid-semester reviews of student progress that are not adequately and appropriately addressed by the student, in consultation with the advisor, may result in the student being blocked from registering for MPA courses or securing permission to complete an internship and/or the capstone course.

Mid-Semester Assessments of Student Progress – Advisor Form

Student: _____

Date student was contacted: _____

Date of meeting: _____

Areas of Concern (check all that apply)

- _____ Class attendance
- _____ Timely submission of assignments
- _____ Demonstrated enthusiasm for learning and professional development
- _____ Ability to work independently
- _____ Ability to work with other students on teams
- _____ Taking initiative to solve problems
- _____ Professional communication with faculty and staff
- _____ Responsiveness to feedback
- _____ Cultural competence and respect for differences of opinion and experience
- _____ Time management
- _____ Clear, concise and professional written communication
- _____ Active participation in class discussions
- _____ Respectful participation in class discussions
- _____ Communicates well in formal presentations
- _____ Ability to synthesize and integrate material
- _____ Ability to conduct research
- _____ Quantitative analysis skills
- _____ Critical Thinking skills
- _____ Understanding of public service values
- _____ Understanding of the unique characteristics of local government
- _____ Understanding of the unique characteristics of nonprofit organizations
- _____ Ability to apply theory to practice
- _____ Professional integrity, academic honesty and high standards of ethics
- _____ Able to make connections within and across courses
- _____ Able to link course material to current events
- _____ Level of demonstrated maturity

Preparation for Internship Placement

Serious Concerns Minor Concerns No concerns Not applicable yet

Nature of Concerns: _____ Required Actions to Address

Concerns: _____

Recommendations for Types of Placement: _____

Preparation for Capstone Course

Serious Concerns Minor Concerns No concerns Not applicable yet

Nature of Concerns: _____ Required Actions to Address

Concerns: _____

Professional Development Plan Developed during advising meeting:

Mid-Semester Review (for students)

[Date]

Dear

The Department of Public Administration faculty has reviewed your academic performance. The Department has adopted several professional competencies for its graduates, and feedback on these competencies includes both in-class and out of class observations. You should make an appointment with your academic advisor as soon as possible if any areas of concern are indicated. Failure to meet with your academic advisor may result in the Department disenrolling you from any classes for which you register next semester. The MPA Faculty has expressed concerns regarding your performance in the following areas:

- Professional conduct
- Communication
- Analytical skills
- Application of theory to practice
- Absenteeism or incomplete work
- Progress toward degree
- Funding status
- Preparation for internship placement
 - Serious Concerns Minor Concerns

Nature of concerns: _____

Required actions to address concerns: _____

- Preparation for capstone course
 - Serious Concerns Minor Concerns

Nature of Concerns: _____

Required Actions to Address Concerns: _____

- Other areas of weakness that may require remediation: _____

Student Actions (check all that apply):

REQUIRED RECOMMENDED

- | | | |
|--------------------------|--|----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Meet with Advisor |
| <input type="checkbox"/> | <input type="checkbox"/> | Take/Repeat PAFF 501 |
| <input type="checkbox"/> | <input type="checkbox"/> | Take PAFF 502 |
| <input type="checkbox"/> | <input type="checkbox"/> | Take PAFF 503 |
| <input type="checkbox"/> | View the following on-line skills workshop(s): _____ | |

If one of the boxes below is checked, the faculty has not expressed any concerns regarding your performance, and you DO NOT need to make an appointment with your advisor.

- No concerns
- Outstanding Performance

Sincerely,

Professor Kristina Lambright
Director of Graduate Studies

APPENDIX E

MPA PROGRESS WORKSHEET

MPA Progress Worksheet

| | |
|--------------------|-----------|
| Name: | B Number: |
| Date of Admission: | |

| 2011-12 Curriculum Requirements | Date Completed (Grade) |
|---|-------------------------------|
| Basic Skills | |
| PAFF 501 - Introduction to Professional Writing. Required by MPA faculty? No. Yes. 2 credits. | |
| PAFF 502 - Basic Computer Skills. Required by MPA faculty? No. Yes. 1 credit. | |
| PAFF 503 - Introduction to Administrative Systems Required by MPA faculty? No. Yes. 1 credit. | |
| Core Courses | |
| PAFF 510 – Research Design and Methods | |
| PAFF 520 – 21 st Century Governance | |
| PAFF 521 – Foundations of Public Service | |
| PAFF 527 – Budgeting and Finance | |
| Evidence-Based Decision Making (PAFF) | |
| Managing People in Organizations (PAFF) | |
| PAFF 526, Managing Information and Technology | |
| Nonprofit Specialization (if applicable) PAFF 551 PAFF 552 Nonprofit elective (PAFF) | |
| Local Government Specialization (if applicable) PAFF 580 Local Government Elective (PAFF) Local Government Elective (PAFF) | |
| Electives (if no specialization) Course #1 Course #2 Course #3 | |
| PAFF 594, Internship (or formal waiver approved) | |
| PAFF 591, Problem Definition | |
| PAFF 590, Praxis Through Cases | |
| PAFF 595, Capstone | |
| Declaration of Candidacy (Due in Graduate School at beginning of final semester). | |

APPENDIX F

PRINCIPAL JOURNALS IN PUBLIC ADMINISTRATION AND PUBLIC POLICY

Principal Journals in Public Administration and Public Policy

| |
|---|
| Academy of Management Journal |
| Academy of Management Review |
| Administration and Society |
| Administration in Social Work |
| Administrative Science Quarterly |
| American Review of Public Administration |
| Annals of the American Academy of Political and Social Science |
| International Journal of Public Administration |
| Journal of Policy Analysis and Management |
| Journal of Public Administration Research and Theory |
| Journal of Public Management and Social Policy |
| Journal of Public Policy |
| Nonprofit and Voluntary Sector Quarterly |
| Nonprofit Management and Leadership |
| Policy Sciences |
| Policy Studies Journal |
| Review of Policy Research (previously Policy Studies Review) |
| Review of Public Personnel Administration |
| Public Administration |
| Public Administration Review |
| Public Budgeting and Finance |
| Public Performance and Management Review (previously Public Productivity and Management Review) |
| Publius |
| Urban Affairs Review (previously Urban Affairs Quarterly) |
| Voluntas |

For more information about current sources of information available through the Binghamton University Library, please see the following web site:

<http://library.lib.binghamton.edu/subjects/pubadm/index.html/>

Fall 2011 Recruitment Plan

| Activity | Person/people responsible | Timing |
|--|---|----------------------|
| Modify MPA website based on focus group feedback | Kristina Lambright (MPA DGS), Stacy Marrow (MPA Admin Asst), Marcie Paul (Grad School GA and MPA student), and Cheryl Fabrizi (Grad School) | Done |
| Re-record ECHO 360 presentation incorporating program updates | Kristina Lambright | Done |
| Attend BU grad fair | Kristina Lambright | Done |
| Attend SUNY Albany grad fair | Alumnus Alissa Kordrupel | Done |
| Attend SUNY Cortland grad fair | Kristina Lambright | Done |
| Attend SUNY Oneonta grad fair | Marcie Paul | Done |
| Attend SUNY Geneseo grad fair | Marcie Paul | Done |
| Attend Syracuse University/SUNY ESF grad fair | Marcie Paul | Done |
| Attend Cornell grad fair | Marcie Paul | Done |
| Table at Food Court | MPA GSO representatives | Done |
| Add profiles of MPA graduates to website | Kristina Lambright and Marcie Paul | October and November |
| Send program flyer to undergrads majoring in 3-2 program areas and undergrads majoring in PPL | Kristina Lambright | Done |
| Email program flyer to students in all grad programs with MPA dual degree programs | Kristina Lambright | Done |
| Send recruitment email to non-matriculated students with good performance identified in mid-semester reviews | Kristina Lambright | Done |
| Put program announcement in the CCE newsletter | Kristina Lambright and Allison Alden (Center for Civic Engagement) | Done |
| Email program flyer to Tompkins County Human Services listserv | David Campbell (MPA Chair) | Done |
| Host CCPA session on continuing your studies at BU and announce via B-line? | Kristina Lambright, Brian Flynn (Social Work), and Rob Palmer (Student Affairs Admin) | Done |
| Identify MPA students who have demonstrated academic excellence to highlight on the Grad School website | Kristina Lambright and David Campbell | Done |
| Present to SUNY Cortland's Intro to PA class | Kristina Lambright | Done |
| Present to Harpur Advisors staff meeting | Kristina Lambright | Done |

Spring 2012 Recruitment Plan

| Activity | Person/people responsible | Timing |
|--|---|----------------------------|
| Add profiles of MPA graduates to website | Grad School | February and March |
| Email program flyer to faculty in 3-2 majors | Kristina Lambright | Done |
| Email HD majors | Kristina Lambright | Done |
| Send recruitment email to non-matriculated students with good performance identified in mid-semester reviews | Kristina Lambright | Done |
| Put program announcement in the CCE newsletter | Kristina Lambright and Allison Alden | Done |
| Email program flyer to Tompkins County Human Services listserv | David Campbell | February |
| Explore offering an elective that we would market to county employees | Kristina Lambright and Marie Kalka (MPA Alum and County Budget Director) | Done |
| Organize meeting with career services | Kristina Lambright | 1:30 on April 18th |
| Explore developing a SUNY Cortland 3-2 program | Kristina Lambright, David Campbell, Mary McGuire (Cortland Poli Sci), and Bob Spitzer (Cortland Poli Sci) | February, March, and April |
| Meet with current Chinese students to discuss recruiting future Chinese students | Kristina Lambright, Stacy Marrow and Tom Sinclair (MPA) | Done |
| Participate in Harpur Advisor's "Liberal Arts to Public Service" presentation | Kristina Lambright and Ashley Serbonich (Harpur College Advising Center) | Done |
| Send email addresses of prospective Chinese students to current Chinese students | Kristina Lambright | Done |
| Send email addresses of prospective domestic students to current domestic students and faculty | Kristina Lambright | Done |

Fall 2012 Recruitment Plan

| Activity | Person/people responsible | Timing |
|---|---|---------------|
| Attend BU grad fair | Kristina Lambright | Done |
| Attend SU grad fair | Megan Connors (MPA Alum) and Shannon David (MPA Alum) | Done |
| Attend SUNY Geneseo grad fair | Alison O'Brien (MPA Student) | Done |
| Send program info to undergrads majoring in 3-2 program areas | Kristina Lambright | Done |
| Email program info to students in all grad programs with MPA dual degree programs | Kristina Lambright | Done |
| Email program flyer to HD | Kristina Lambright | Done |
| Send recruitment email to non-matriculated students with good performance identified in mid-semester reviews | Kristina Lambright | Done |
| Put program announcement in the CCE newsletter | Kristina Lambright and Allison Alden | Done |
| Host CCPA session on continuing your studies at BU and announce via B-line | Kristina Lambright, Brian Flynn, and Rob Palmer | Done |
| Explore avenues for recruiting state and county employees in partnership with CSEA | Pat Brennan (MPA Alum, MPA Professor of Practice, and former County Executive) and Kristina Lambright | October |
| Continue developing a SUNY Cortland 3-2 program | Kristina Lambright, David Campbell, Mary McGuire, and Bob Spitzer | Fall Semester |
| Explore developing a SUNY Geneseo 3-2 program | Kristina Lambright and David Campbell | Fall Semester |
| Advertise the option of taking a local government elective as a non-matriculated student to county employees? | Kristina Lambright | December |

Spring 2013 Recruitment Plan

| Activity | Person/people responsible | Timing |
|---|---|---|
| Host information session on 3-2 Programs | Kristina Lambright | Done |
| Put program announcement in the CCE newsletter | Kristina Lambright and Allison Alden | Done |
| Send email addresses of prospective students to current students | Kristina Lambright | Done |
| Participate in Harpur Advisor's "Liberal Arts to Public Service" presentation | Kristina Lambright and Ashley Serbonich | Done |
| Send recruitment email to non-matriculated students with good performance identified in mid-semester reviews | Kristina Lambright | None identified in mid-semester reviews |
| Send email addresses of prospective domestic students to faculty | Kristina Lambright | Done |
| Host information session for interested students in David's scholars class | Kristina Lambright and David Campbell | Done |
| Continue developing a SUNY Cortland 3-2 program | Kristina Lambright, David Campbell, Mary McGuire, and Bob Spitzer | Spring Semester |
| Explore developing a SUNY Geneseo 3-2 program | Kristina Lambright and David Campbell | Spring Semester |
| Explore developing BU 3-2 programs in Music, Psychology, Art and Economics | Kristina Lambright and David Campbell | Spring Semester |
| Advertise the option of taking a local government elective as a non-matriculated student to county employees? | Kristina Lambright | August? |

Standard 4b Attachments

Included in this file are the following documents related to Standard 4b:

- 1. MPA Student Handbook 2012-13**
- 2. MPA Diversity Plan**

THE MASTER OF PUBLIC ADMINISTRATION PROGRAM

A PROGRAM OF THE DEPARTMENT OF PUBLIC ADMINISTRATION

HANDBOOK FOR THE 2012-2013 ACADEMIC YEAR

David Campbell, Chair

Kristina Lambright, Director of Graduate Studies

July 2012

BINGHAMTON
UNIVERSITY
STATE UNIVERSITY OF NEW YORK

College of Community
and Public Affairs



The Master of Public Administration Handbook

(AY 2012-2013 EDITION)

INTRODUCTION

This handbook provides students in the Master of Public Administration Program with information and guidance that they need to successfully complete their degree Program. It represents current MPA Program policies and procedures and supplements the policies of the College of Community and Public Affairs, the Graduate School, and the University.

Mission Statement

The mission of the Department of Public Administration is to develop individual and institutional capacity for community-based public practice.

Vision Statement

Our vision is to become a nationally recognized leader in community-based public affairs through integrated research, education and practice.

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A MESSAGE FROM THE CHAIR

July 2011

Dear MPA Students:

Welcome to the Master of Public Administration (MPA) Program within Department of Public Administration at Binghamton University. As part of the College of Community and Public Affairs based on the University Downtown Center, the Department of Public Administration is committed to working in partnership with the community, particularly local governments and nonprofit organizations. Individuals affiliated with the Department of Public Administration continue to make important contributions to the communities in which they live and work, and to the broader public service profession.

In applying to and enrolling in the MPA program, you have indicated a desire to develop and expand your professional knowledge, skills and abilities as they relate to public service. Whether you recently graduated with a baccalaureate degree and have limited experience in public service or you have been working for many years within the public or nonprofit sector, I am confident that you will find the next two or more years of study both challenging and rewarding.

When you complete your MPA degree, you will be prepared to lead public and nonprofit organizations as they tackle the complex challenges of the 21st century. Through formal courses, programmatic activities outside of class, and one-on-one advising, the faculty will help you learn and apply the theories, analytical skills, and ethical values that distinguish public and nonprofit administration. Along the way, the faculty will also evaluate and assess your performance. Successful completion of the MPA degree represents our certification to the world that you have mastered the requirements of leading these critical organizations; please be advised that this certification is not given lightly. You must demonstrate within and outside the classroom that you have the requisite knowledge, skills, and abilities and that you model appropriate professional conduct. Not everyone who starts the program earns the degree. Here are some suggestions that will help improve your opportunities for success.

- **Adjust your expectations.** Just as college is different from high school, a graduate program is different from undergraduate studies. When you were an undergraduate, you could do quite well if you read the book, showed up for class and memorized key concepts; this will not even earn you passing grades in graduate school. Graduate school will demand more from you in terms of the quantity and quality of work you complete. First, the volume of material you will need to absorb is much greater. People sometimes describe the graduate experience as being like “drinking from a fire hose.” More importantly, your teachers will expect you to apply what you learned to novel situations drawn from your work and your community. The problems are more ambiguous, and there are often multiple solutions to them. Your grades will often depend upon both the creativity of your ideas and the quality of your critical analysis. Although there may not be a single “right” answer, the quality of your answer can still be evaluated based on your ability to present a reasoned argument grounded in both theory and empirical analysis. In many cases doing what is expected will only earn you an acceptable “B” grade; if you are striving for “A’s” you will need to demonstrate exceptional intellectual, analytical and communication abilities, as well as strong public service values.

- **You cannot do it alone.** Chances are good that you will find there are times when the work seems overwhelming or circumstances in your personal life become very difficult. Some students respond to these pressures by retreating from contact with other students and faculty. Do not give in to that temptation. Get to know your fellow students right away. When difficult times come, lean on your friends and family and talk to your professors. There are always ways to resolve problems. Remember too that teamwork is essential to solve problems in the modern organization. In many of your classes, you will be required to work with other students on challenging projects. Many students find it challenging to share responsibility for group outcomes. If you are a student who prefers to work alone, use group projects to develop your teamwork and collaboration skills. Be accountable to each other.
- **Conduct yourself professionally.** Treat yourself, your colleagues and your instructors with respect and expect the same from them. Your network of students, organizational leaders, faculty and staff is your first and best career resource. Cultivate your network with your performance. Be prepared and be on time. Manage your time carefully so you can meet deadlines and keep your scheduled appointments. Time and the respect of others are valuable commodities; if you waste someone's time you demonstrate a lack of respect and will probably earn the same in return. Your conduct within and outside the classroom – in both face-to-face and virtual interactions – reflects on you as well as the program; take care to represent both well. In an era of 24-hour access to information, ever-changing technologies, and widespread reliance on electronic media and social networks for communication, it is important to keep in mind that you are in a professional degree program. All communication related to the program should be of a professional in format and tone, appropriate for a work setting.
- **Explore diverse perspectives.** Binghamton University MPA students bring rich personal experiences to the classroom. Take time to learn about your classmates' cultures and backgrounds and you will add depth to your education that you cannot get from any other source. Cultural competence is increasingly essential in the workplace and in society; your time as a student can be used to help develop your understanding and appreciation of other cultures, and your skills in working with diversity of opinions, norms and experiences.
- **Start reading.** Keeping up on your class reading assignments is just a start. If this is truly your chosen profession, demonstrate your interest by being an avid consumer of information related to your career goals. Public administration is a field that is shaped and re-shaped by changes in policy at all levels of government, and by public opinion and developing economic, social, and technological trends. Students who do not read are wasting their educational investments. What should you read? Start with a national newspaper, as well as the *Public Administration Review* and other leading journals which can be accessed through the Binghamton University Library web pages. See Appendix E for a list of commonly referenced public administration journals.
- **Develop your communications skills.** Leading public and nonprofit administrators must connect with many audiences including citizens, supervisors, employees, technical specialists and policy makers. Administrators who speak and write effectively influence opinions and actions. Effective communication occurs with practice. Take every paper presentation and course discussion seriously and be attentive to details. The type of writing required of you as in the MPA program will differ significantly from what you were asked to do as an undergraduate. You

should expect that you will need to learn new communication skills and improve your ability to write for a professional audience.

- **Adopt a critical and empirical perspective.** Few of the problems that public and nonprofit administrators grapple with are simple (and none of the interesting ones are). Question assumptions. Use evidence and data to test hypotheses and ideas. Identify and explore alternatives. Reach your conclusions after you have considered and presented the evidence that supports (and opposes) them. Challenge your longstanding beliefs and seek out individuals and source materials that represent different perspectives.
- **Use evaluations to improve your performance.** The ability to give and receive criticism constructively is an essential skill for people engaged in public service. Much of your work in the MPA Program will be evaluated and critiqued by faculty and your peers. While most of us naturally want to defend ourselves when our work is judged, we will learn more by addressing weaknesses identified by those evaluations. Criticisms of your work are not judgments about you as a person; they are simply a form of feedback intended to help you improve the quality of subsequent work. While it is understandable to be concerned about your grades, this should not be your primary focus. Focus your time and energy on improving your understanding of the material and expectations as well as your analytical and communication skills. Your efforts will lead to improved performance and your grades will reflect your performance. A focus on learning from feedback is a critical element in success as a professional in public service.
- **Be an active citizen.** The quality of the MPA Program today is a direct result of students who came before you who contributed many hours to developing the curriculum, hiring faculty and staff, conducting evaluations and helping students. You can thank your predecessors by contributing to their legacy. Get involved in the Graduate Student Organization, attend special events, and work with your fellow students and faculty. Many students lament as they finish the program that they wish they had taken better advantage of the opportunities that were available to them. As you start the Program, learn from their experience and advice. I also encourage you to extend your contributions beyond the walls of the University by contributing your talents and time to one of the many organizations and events that support and strengthen our community.
- **Hold yourself and those around you to the highest ethical standards.** You have selected to pursue a degree that will prepare you for or allow you to advance within a public service profession. At various times in your professional public service careers you will be responsible for public monies, public programs, and most importantly the public trust. Your activities and conduct within and outside your MPA classes should model the conduct of exemplary public servants, and you should insist that the faculty, staff and fellow students around you do so as well. To this end, you should avoid looking for shortcuts and ways to minimize your work. You will get out of the MPA program in proportion to what you put in. The Academic Honesty Policy (Appendix A) represents the minimum expectations; the ASPA Code of Ethics (Appendix C) is an example of what is expected of you.
- **Expect to make sacrifices.** Pursing a professional degree is a major undertaking. You will have less time for your family and friends and will regularly have to forgo other opportunities or activities in order to give time and attention to your schoolwork. Know that this is a temporary

commitment and that it will pay off in the long run. If you are not prepared to make some sacrifices, you may want to reconsider whether this is the right time to be in the MPA program.

- **Attend the annual banquet and your commencement ceremony.** Take time each spring to recognize the accomplishments of your peers and to network with others who share your commitment to public service. When you complete the MPA Program, you and your family will have earned the accolades with painful sacrifices of time, money, body and soul. Trust me, that mortarboard and robe will look great on you on your graduation day.
- **Help shape the future of the MPA program.** On the subsequent pages is a brief history of the development of the MPA program at Binghamton University. As an incoming student, you have a role to play in shaping the next chapter of that story. Dedicate yourself to playing a positive and constructive role in our present and future.

Again, welcome and I wish you all the best as you start this latest chapter in your life. I look forward to learning about your personal and professional interests as your progress through the program, and I hope to see you in a class sometime soon.

Regards,

David Campbell

David Campbell, PhD

Chair, Department of Public Administration

BRIEF HISTORY

The beautiful University Downtown Center which houses the Department of Public Administration and the College of Community and Public Affairs is located on a site of human activity dating back to 3500-2500 BC. A Native American village was located here over 1000 years ago, and prominent Binghamton residents built their homes on our building site in the 1800s. The Department of Public Administration is proud that our home recognizes those earlier contributions to the area as we contribute our own chapter to the history and culture of the region.

More than 30 years ago, in an effort to serve individuals seeking graduate training for service in the public sector, the Department of Political Science created the Master of Arts in Public Policy Analysis and Administration Program which is commonly referred to as the "MAPPAA" Program. The degree awarded was the *academic* Master of Political Science, although the student could rightfully lay claim to having been trained for public administration, public policy, and public service.

In 1991, Richard Rehberg, Director of the MAPPAA Program, worked closely with Andrew Milnor (Department Chair), Department colleagues and Susan Strehle (Vice Provost for Research and Teaching), to craft the proposal that would request of the State University of New York authorization to award the *professional* Master of Public Administration degree. Once approved by the Binghamton University Faculty Senate and the appropriate administrators of Binghamton University, the proposal was transmitted to "SUNY Central," to the State Department of Education, and to the Board of Regents of the University of the State of New York. As one of his final acts in office, Governor Mario M. Cuomo signed the document authorizing B.U. to award the Master of Public Administration degree.

From 1999 to 2006, the MPA was located in the Graduate School which gave the faculty substantial autonomy to develop the curriculum and academic procedures that were appropriate for an innovative, community-based professional program. As the program grew, we became known throughout the university for our commitment to excellence. In 2004, Melissa Killeleagh gave the student address at the Graduate Commencement ceremony. In 2005, MPA professor Allison Alden received the Chancellor's Award for Excellence in Professional Service. Continuing that pattern, in 2010 MPA professor David Campbell was honored with the Chancellor's Award for Excellence in Teaching, and in 2011, professor Tom Sinclair received the Chancellor's Award for Excellent in University Service. Even more notable, Professor Nadia Rubaii currently serves as President of the National Association of Schools of Public Affairs and Administration (NASPAA), the primary professional association for public administration programs across the United States.

In 2005, the MPA program created an advisory board composed of leaders in public and nonprofit organizations from across the state of New York to provide input on policy and curriculum matters. In 2005, the MPA program working with the School of Education and Human Development created the new Center for Applied Community Research and Development, devoted to promoting community-based research on pressing policy and administration issues. All of these activities contributed to the creation of the College of Community and Public Affairs.

On July 1st, 2006 the Masters in Public Administration Program became the Department of Public Administration in a new College of Community and Public Affairs (joining Social Work and Human

Development and then later Student Affairs Administration). The Founding Dean of the new college is Patricia Wallace Ingraham, one of the most widely respected public administration scholars in the United States. On July 28, 2006 we received notice that the National Association of Schools of Public Affairs and Administration (NASPAA) accredited our Masters of Public Administration program for seven years, an action that affirms the quality of our program and shows confidence in our ability to deliver an outstanding curriculum for many years to come. These institutional changes provided a foundation for a new world of opportunities and growth for our students and our communities and were the culmination of years of effort by dedicated faculty, administrators, students, alumni and friends.

On August 20, 2007 the new University Downtown Center was dedicated. The facility is state-of-the art, completely wireless, and built in accordance with rigorous environmental and energy efficiency standards thus earning a silver rating in Leadership in Energy and Environmental Design (LEED) standards. The classrooms and conference rooms are equipped with the latest classroom technology, including video conferencing and distance learning capacities, extensive natural lighting, and comfortable tables and chairs. Our new home is equipped for the 21st century. The September 2011 flood that affected Binghamton and other Southern Tier communities damaged the Downtown Center and the University closed the building for repairs. We are pleased to begin the 2012-2013 school year back at the Downtown Center.

Not only are our surroundings designed for the 21st century, but so too is the curriculum. Beginning in fall 2010, the faculty adopted a new curriculum that reflects a multi-year process of assessment and improvement. Faculty, students, alumni and members of our practitioner advisory board have all contributed to making the curriculum more focused and relevant so that graduates will be better prepared to address the challenges facing local governments and nonprofit organizations. The emphasis in MPA courses and in the design of the broader MPA program experience is to ensure that students learn essential knowledge and skills, that they have an opportunity to practice those skills, and that they are able to demonstrate competencies in applying those skills.

Over the years, the people making up the MPA program and the Department of Public Administration have created a culture that seeks new challenges and continued growth. We will continue to explore new opportunities in curriculum and program development and service learning. Today, with an increasing number of full- and part-time students and a growing faculty, the MPA Program is making significant contributions to the management of public and nonprofit organizations in the Greater Binghamton area and throughout the world.

ACADEMIC POLICIES

1. Admission

Consideration for admission to the MPA Program is open to all individuals with a B.A. or a B.S. degree from a recognized college or university who meet the admissions requirements of Binghamton University's Graduate School. The Graduate School can be contacted via its webpage: <http://gradschool.binghamton.edu/>, or more traditionally at: Graduate School, Binghamton University, PO Box 6000, Binghamton, New York 13902-6000. (607)-777-2151, gradsch@binghamton.edu.

All students applying to the MPA program must submit their application materials through the Graduate School. Application materials include an application form, transcripts, two letters of recommendation, a personal statement, and a resume. In addition, all applicants are required to submit GRE scores except those who have obtained a bachelor's degree two or more years ago and have been working full-time for two or more years in the public and/or nonprofit sector in the U.S. International applicants must also submit either TOEFL or IELTS scores unless they have received a college or university degree from a U.S. institution or an institution in a country whose native language is English.

An Admissions Committee reviews application materials. Those wishing to be considered for a Graduate Assistantship must have their applications in by January 15; applications for the fall semester are due April 15 and are considered on a rolling basis until the April deadline; any applications received after April 15 are accommodated on a space available basis or are deferred until the spring semester. Applications for the spring semester are due October 15 and are considered on a rolling basis until the October deadline; any applications received after October 15 are accommodated on a space available basis or are deferred until the fall semester.

Each applicant is given a score based on his/her undergraduate GPA, letters of recommendation, personal statement, work experience and GRE scores. Each applicant's undergraduate GPA (or graduate GPA if the student has taken more than 12 credits at the graduate level) may then be "adjusted" based on the letters of recommendation (-0.2 to +0.2 points), personal statement (-0.2 to +0.2 points), work experience (0 – +0.2 points), GRE scores (-0.2 to +0.2 points) and quality of university and/or degree program if known (-0.2 to +0.2 points). The admissions committee can deny admission if an applicant's letters of recommendation and/or personal statement are below an acceptable level. When evaluating the letters of recommendation, the admissions committee looks for evidence of academic achievement, community involvement and personal characteristics that suggests the applicant has the capacity to foster an institutional culture that advances democratic administration and governance. In the personal statement, the committee assesses the student's commitment to public and/or nonprofit administration as well as his/her ability to communicate in writing. Significant work experience (5 or more years in the public or nonprofit sector) can earn applicants a positive adjustment to their admissions scores; however, the lack of work experience does not result in a penalty. The MPA program does not have minimum GRE score requirements. When evaluating the GRE scores, the percentiles for an applicant's quantitative, verbal and analytical scores are averaged, and the following scoring system is used:

- (1) The GPA of an applicant with an average percentile less than 20% is adjusted by -.2.

- (2) The GPA of an applicant with an average percentile between 20%-39% is adjusted by -.1.
- (3) The GPA of an applicant with an average percentile between 40%-59% is not adjusted.
- (4) The GPA of an applicant with an average percentile between 60%-79% is adjusted by +.1.
- (5) The GPA of an applicant with an average percentile 80% or higher is adjusted by +.2.

Students may be admitted conditionally if deficiencies in writing or knowledge of American government are present. Conditionally admitted students are required to successfully complete one or more of our basic skills classes before moving to regular status. All students must meet any additional conditions specified in their admission letters.

All students, including those with regular admission status, are required to earn a B or better in their first twelve credits towards their MPA degree. Failure to meet this requirement may result in severance from the program. Please note that basic skills courses do not count toward the MPA Degree.

2. Your University Bulletin

The Bulletin, available on-line at <http://bulletin.binghamton.edu>, presents the academic policies of the University and the MPA Program at the time you matriculate. For students accepted in the Fall 2012 semester, the 2012-13 Bulletin applies and is your contract with the University. In the event that the Bulletin changes, matriculated students have the option to change to the newer bulletin. To do this, a student should notify the MPA Director and the change will be filed.

You are responsible for knowing the policies that apply to you and ensuring that any necessary paperwork is properly completed. This expectation applies to financial aid; course registration; students accounts; continuous registration; leaves of absence; incompletes; adds, drops and withdrawals; declaration of candidacy; internship forms; and any other paperwork directly related to your academic progress.

3. A Normal Academic Load

The Binghamton University Graduate School defines students as full time if they enroll in twelve credits per semester in their first year (24 credits) and in nine credits in their second year. The faculty strongly discourages carrying more than 12 credits per semester.

Part-time students are integral members of the MPA Program, and the faculty will make every effort to facilitate part-time students' progress toward their degrees.

4. Continuous Registration and Leave of Absence

All matriculated students must enroll in at least one credit per Fall and Spring semester until they graduate; this is continuous registration. Summer registration is not required.

Students who fail either to maintain continuous registration or request a leave of absence must reapply to the Program (which means paying an additional application fee to the University) and pay a penalty fee equal to one credit per semester that they did not enroll, up to a maximum of four credits.

A leave of absence is granted for exceptional circumstances of hardship (family illness, etc.) Normally, leaves are granted for up to one year.

Students must be registered during the semester in which they graduate.

5. Adds, Drops, Withdrawals

University deadlines for adding and dropping courses are firm. A student adding a course after the deadline will pay a late fee.

The University has a drop deadline each semester. A course will not appear on a student's transcript if it is dropped before the deadline. If a student drops a course after the drop deadline, but before the withdrawal deadline, a "W" will appear on the student's transcript.

As a matter of policy the Graduate School will not approve late withdrawals after the withdrawal deadline published in the Bulletin.

6. Summer Courses

The MPA Program will normally offer one to two elective courses in the summer. The only core course regularly offered in the summer semester is the 1-credit course Problem Definition (PAFF 591). Summer courses with fewer than 6 fee-paying students will be cancelled, and summer courses with between 6 and 11 fee-paying students may be cancelled at the instructor's discretion. Students should expect that a short summer course to be intensive, with the material normally offered over a full semester assigned in 6 weeks.

7. Independent Study

Matriculated students with good academic standing (a GPA over 3.0) may request up to four credits of independent study, by providing a proposed faculty sponsor with a detailed memorandum outlining the objectives of the study program and an Independent Study Course Registration Form. *Faculty members are not required to accept independent study requests, and it is the faculty member's prerogative to reject, or amend, a student's proposal.* In most cases, faculty members will not approve independent study requests by students in their first year of graduate study or when an appropriate seminar is available to the student. Independent studies cannot be used as a substitute for core courses. Once a faculty member signs an independent study memorandum and a course registration form, and it is approved by the Program, a copy will be filed in the student's record. It will be the contracted agreement between the student and the faculty sponsor. A final copy of the student's completed project will be filed with the student's program records.

8. Academic Honesty

Public administrators are expected to adhere to the highest ethical standards as they are entrusted by the citizenry with the implementation of public policy. Consequently, the Department of Public Administration takes violations of the Academic Honesty Code very seriously. However, the faculty understands the pressures of graduate school and urges students to seek consultation if they feel they are unable to complete assignments properly in a timely fashion. We recognize that most students do not intend to plagiarize, but do so because of concerns that their work will not "make the grade".

The Academic Honesty Code can be reviewed online at <http://bulletin.binghamton.edu/integrity.htm>. In the event a violation of the Honesty Code is suspected, the College of Community and Public Affairs' procedures for resolving academic honesty cases will be followed. The relevant sections of the CCPA by-laws are included in Appendix A of this Handbook.

9. Plagiarism

Students often have questions regarding what constitutes plagiarism. Appendix B provides a handout from Binghamton University's Writing Center that discusses the appropriate uses of sources in academic

writing. Whenever a student any doubt about the appropriateness of a citation, he or she should consult with the instructor.

10. Professional Ethics

In addition to academic integrity, students are expected to be familiar with, and adhere to, the Code of Ethics of the American Society for Public Administration. This Code is provided in Appendix C of this Handbook.

11. APA Style Guide

Documents submitted as course requirements for MPA classes must adhere to the publication manual of the American Psychological Association (APA). As the most frequently used citation style for social science disciplines, a thorough understanding of APA formatting is essential to MPA students' success. In addition to faculty recommended manuals, books, and style guides that will aid students with their academic writing, several software companies have also designed programs for this purpose. Students will greatly improve their capabilities to record notes, save quotations, organize references, and automatically format in-text citations by utilizing bibliographic software. Both the costs and capacities of these programs vary widely, so it is imperative that students familiarize themselves with all available options before purchasing software. Most companies offer free trial downloads as well as student discounts. For a list of recommended software, see Appendix G.

12. Academic Grievances

Clearly defined expectations, professionalism, mutual respect, and integrity among faculty, staff, and students are essential norms contributing to an effective MPA learning environment. The relationship between an instructor and his/her students is of central importance to establishing and cultivating these norms while the Program's formal academic procedures serve to reinforce them.

A grievance occurs when a student believes that another party's actions (or inactions) have caused harm and he or she seeks redress for that perceived harm. The scope of academic grievances may include disagreements over course or Program requirements, the calculation of a grade, intellectual property, unfair treatment, violations of confidentiality or privacy, or other matters in which a student feels harmed. However, interpersonal differences or conflicts cannot be grieved unless they affect a student's grade or performance.

The College of Community and Public Affairs' procedures for addressing academic grievances are outlined in Appendix A of this Handbook.

13. Incompletes

Students are expected to complete all assignments on or before their due dates. In the event of an extraordinary illness or family emergency, a faculty member *may* assign a grade of incomplete. Students are expected to resolve all incompletes as early as possible in the next semester. After one semester, an incomplete grade changes to an "F" for courses with letter grades and a "W" for S/U courses. Students are responsible for initiating all paperwork for extensions of incompletes.

14. Graduation

Master of Public Administration degree candidates are required to complete 42 hours of coursework with a cumulative grade point average of 3.0. In addition, candidates must receive a B or higher grade in all required courses. Students who have received a B or better in their first 12 credits towards their degree may retake any course one time only for credit provided their original grade was a B- or lower.

Students who do not earn a B or better in a required course they have retaken will be severed from the program.

15. Transfer of Credits

Students may request a transfer of up to 12 graduate credits from other institutions or programs (including MPA courses taken as non-matriculated students) when these courses have been taken within five years of the time of entry into the Program. Requests for transfer of credits from institutions other than Binghamton University must be accompanied by an “Application for Transfer Credit” form. Requests to apply credits from other programs at Binghamton University, or from non-matriculated status, must be made in writing to the Director of Graduate Studies.

16. Mid-Semester Reviews of Progress Toward Completion

Appendix D contains a copy of the forms used by the MPA faculty to assess each student’s progress toward degree completion midway through each academic semester (Fall and Spring) as well as a copy of the form provided to the student following those assessments. Students who have one or more concerns identified *are required* to meet with their advisor within two weeks of receipt of the document. Failure to meet with the advisor and to develop an acceptable professional development plan to address the concerns may be grounds for denying the student from registering in the subsequent semester. Additionally, these assessments are used to determine and convey whether a student has demonstrated competencies necessary for an internship placement and the capstone course.

17. Re-Admission After Severance

As noted above, students may be severed from the MPA Program for a variety of reasons, such as academic performance, failure to earn a passing grade in core courses and academic dishonesty. The MPA Program will only consider an application for readmission for a student who has been severed from the MPA three or more years after the semester in which the student was severed.

STUDENT SERVICES

1. The MPA Web page (<http://mpa.binghamton.edu>):

The MPA web page (<http://mpa.binghamton.edu>) is becoming an increasingly important source for information about the program, faculty and students. We will increasingly be using the web page to post important announcements and information about upcoming events. Students are strongly encouraged to review the page frequently and to contact the MPA administrative assistant with items to add to the web page.

2. The MPA Listserv

Timely communications within the Program are important. This is particularly true because a significant number of students are part-time, in-service and work during the day. Thus, part-time students are usually not on-campus during the day and available for the more informal communication net that serves full-time students.

To facilitate communication among faculty and students, the Program maintains a web MPA ListServ. To be on the ListServ, we need your email address. ***Each student must provide our administrative assistant with his or her current email address no later than the end of the second week of the 1st semester.*** If you change your email address during the year, please notify the administrative assistant of your new email address (as well as phone number and mailing address). *Each individual is responsible for checking his or her email at least once every two days.* Often dated announcements with critical deadlines are posted on the MPA ListServ. If an MPA email requests your response, please do so promptly. Use of the MPA ListServ is reserved for content of direct educational relevance to the MPA Program, its faculty and students. Students are encouraged to use the e-mail address provided by Binghamton University because students have had difficulty receiving listserv e-mail with other e-mail providers in the past.

3. Financial Assistance

Graduate Assistantships

Each year the Graduate School allocates a few graduate assistantships to the Department of Public Administration. The Graduate School sets the stipend level and determines whether assistants will qualify for a tuition scholarship. Funding for these positions is provided by the State of New York, and is therefore subject to a degree of uncertainty and change from year to year. Presently, graduate assistants (but not their dependents) qualify for health insurance coverage. Students may receive assistantships for a semester or an academic year.

There are four possible sources of funding for graduate assistants in the MPA Program:

1. University allocations provided on a “formula” basis from the Graduate School. One full-time assistant is equal to one line. One-half line can be used to pay for a student for one semester or half the student’s costs for two semesters.
2. The Clifford D. Clark Graduate Fellowship Program for Diversity. These two year fellowships are fully paid out of a separate account in the first year. In year two, the Program pays ½ of a Clark Fellow’s stipend (or ½ a line) with the balance provided by the Graduate School. The Clifford D. Clark Graduate Fellowship for Diversity is named for a former president of the university (1975-1990), and is funded by the State University of New York and an endowment fund. Clark

Fellowships are merit-based and designed to recruit and support students who have been admitted to graduate study and contribute to the diversity of the student body in the graduate program in which enrollment is sought. The funding package includes an academic year stipend, full tuition scholarship, health insurance, a guaranteed award period (with satisfactory academic progress), research and travel opportunities, and other benefits. Candidates for a Clark Fellowship must:

- Be US citizens or have permanent resident status
 - Be newly admitted to a graduate program
 - Demonstrate how they will contribute to the diversity of the student body in their program
 - For full details (including procedures for nomination, stipend levels, award period, etc.), see <http://gradschool.binghamton.edu/cs/clark.asp>
3. Departmental funding. The Program may award assistantships using its own funds (either a portion of the state account or Income Fund Reimbursable accounts).
 4. Grant and contract funds. These awards are dependent upon the availability of resources created by the successful grant and contract activity of MPA Program faculty.

The MPA Admissions Committee determines recipients of assistantships from University and departmental funding and makes recommendations to the Graduate School for Clark Fellowships. Assistantships funded by grant and contract funds should be awarded by the principal investigator(s) to students in good standing who meet their specific needs.

Selection Process for Graduate Assistants

Continuing Assistants

Each year the Graduate School determines the number of assistantship lines available to the Department of Public Administration. Continuing students with previous support have the highest priority for an assistantship *provided* they:

- have not exceeded their eligibility of four academic year semesters; and
- are in good standing with the Program.

An assistant is in good standing if he or she has earned at least a 3.0 in every course; is making timely progress toward completion of the degree; and has a positive written evaluation from their faculty supervisor(s). The Department's administrative assistant will provide a copy of the faculty evaluation to the student and place the original report in the student's departmental file.

New Assistants

Presently enrolled students not receiving support and newly accepted students must notify the MPA Program assistant of their interest in an assistantship by the due date published by the Graduate School. The MPA admissions committee will review the academic files of all students who have applied for new assistantships and will rank them according to the following criteria:

- Demonstrated ability to meet the academic rigors of graduate school as determined by undergraduate academic transcripts and writing samples
- Demonstrated leadership ability

- Demonstrated intellectual curiosity
- Good citizenship

At the discretion of the Admissions Committee, it (or a subcommittee) may interview applicants to determine who will receive new assistantships.

Job Description for University, Clark Fellowship and Departmental Awards

Graduate assistants must be in good academic standing at all times. Graduate assistants in the Department of Public Administration assist faculty in their research activities including: conducting literature reviews; securing funding for research; collecting, organizing and analyzing data; and writing research papers and reports. Because of their close association with Department faculty, their fellow students will perceive graduate assistants to be leaders within the Program. Therefore, graduate assistants are expected to attend all Department and CCPA sponsored activities such as lectures, colloquia, and social events and will actively support the MPA Graduate Student Organization. Their faculty supervisor may assign other duties.

At the discretion of the admissions committee, it (or a subcommittee) may interview applicants to determine who will receive new assistantships.

Tuition Scholarships for Graduate Assistants

A supported student with less than 24 hours of graduate credits is eligible for a tuition scholarship for up to 12 credit hours (in-state rates) per semester. After 24 credit hours have been taken, a student is qualified for a tuition scholarship of only 9 credit hours per semester (in-state rates).

Work Requirements for Graduate Assistants

Assistants receiving a full tuition scholarship and stipend shall work 20 hours per week. Assistants receiving a half tuition scholarship and stipend shall work 10 hours per week. Assistants are expected to divide their time between their assistantship duties and the pursuit of a graduate degree. Students considering accepting other employment must check with the director of graduate studies or department chair in advance, to insure that such employment does not present a conflict of interest with their graduate assistant appointment. Prior to accepting employment for over 20 hours per week, students must receive Graduate School approval of their "Petition for Approval of TA/GA Dual Employment." ***International students are restricted to no more than 20 hours/week of on-campus employment from all employment sources.***

Research Assistantships

Occasionally faculty members write grants or win contracts to conduct work. The faculty member who is the principal investigator (PI) of a grant or contract may hire research assistants to assist him or her with the project. The PI may fund a research assistant position for a semester, an academic year or a summer. The terms of employment for the research assistant are negotiated between the PI and the assistant and the PI has sole authority for determining whether the RA is making satisfactory progress and should be renewed or not. All RA positions are temporary and contingent upon the availability of grant or contract funds. Financial assistance is available to some qualified applicants. Forms of financial assistance include:

- Research/Teaching Assistantships
- Partial tuition offset
- Fellowships (limited availability)

4. Academic Advising

All students are assigned a faculty advisor during the orientation for new students. Faculty advisors assist students in planning their curriculum and provide additional academic counseling as needed. Students are required to meet with their advisors once a semester. Failure to meet this requirement may result in severance from the program.

5. Jobs and Careers

The Department of Public Administration works closely with the Career Development Center (CDC) to identify career preparation that is appropriate for graduating Master's students. The CDC has identified extensive Internet resources for jobs in public service organizations (both public and nonprofit sector). The CDC has also organized a database of Binghamton University alumni who have volunteered to help new graduates get started in their chosen professions. Additionally, the CDC sponsors excellent workshops with leaders in public service organizations, and offers assistance with resume writing, interviewing techniques and employment strategies. Start your job search by contacting the CDC at 777-2400 or linking to the CDC web page at: <http://cdc.binghamton.edu>.

6. The Graduate Student Lounge

MPA students and other graduate students in the College of Community and Public Affairs have a study lounge available for their use when University Downtown Center is open. The Lounge is located in UDC 358 and your ID will provide keycard access.

ORGANIZATION OF THE DEPARTMENT OF PUBLIC ADMINISTRATION

The Chair

The Chair of the Department of Public Administration is appointed by and reports to the Provost of the University through the Dean of the College of Community and Public Affairs. The Chair works with the faculty, staff, and students to acquire and allocate resources for the Department and to ensure that academic policies and procedures are followed. The Chair also schedules all MPA courses in consultation with the Director of Graduate Studies and the MPA faculty.

The Director of Graduate Studies

The Director of Graduate Studies (DGS) chairs the admissions committee, makes recommendations and nominations for graduate assistantships and fellowships, and certifies candidates for graduation. DGS approval is required for all independent study and international study activities. The DGS is responsible for administrative matters for individual students in accordance with program, Graduate School, College, and University requirements. The DGS is also the primary liaison between the MPA Graduate Student Organization and faculty.

The Faculty

Comprised of full-time, part-time and adjunct members, the Department of Public Administration faculty are committed to professional and academic excellence. Faculty from other units of Binghamton University, including Social Work, Student Affairs, Human Development, Political Science, Education, Geography, Economics, the School of Nursing, the School of Education, and the School of Management enrich our course offerings and intellectual diversity.

The Administrative Assistant

The administrative assistant works closely with all associated faculty to support the mission of the MPA Program. She/he is responsible for: a) maintaining up-to-date records on the progress of all Program applicants, non-matriculated and matriculated students; b) communications (correspondence and telephone) with internship sponsors, colleges and universities interested in developing an association with the Department of Public Administration, with NASPAA, etc., c) maintaining an up-to-date record of the Department budget and of all contract and grant budgets of faculty associated with the Department, and d) maintaining and constantly updating the MPA ListServ.

Advisory Board

The Department of Public Administration Advisory Board consists of MPA graduates and other prominent public and nonprofit administrators; the Board serves in an advisory capacity to the Department Chair. The Advisory Board serves as a resource and sounding board for ideas and initiatives regarding program direction, curriculum content, and decision procedures. Most often the Advisory Board will respond to items brought to their attention by the Chair or MPA Director; it may also raise issues and recommend action on the part of the faculty.

The DPA Graduate Student Organization

Graduate students are the heart, the essence, of the MPA Program. Because a significant number of the students in the Program are “non-traditional” students, i.e., simultaneously work full-or-part-time while pursuing the MPA degree, a major task of the Department of Public Administration Graduate Student Organization is to reach out and include and involve *all* students in the activities of the Program.

Activities of the DPA Graduate Student Organization are determined primarily by the membership and include ensuring that the interests and concerns of the graduate students are represented in faculty and staff search committees and the MPA grievance committee. In the past, the Graduate Student Organization has organized an "After Noon-Time Luncheon Speaker" series, faculty-student coffees, an annual picnic, the Party with a Purpose fundraiser for the Philanthropy Incubator (in collaboration with the MSW Graduate Student Organization) and has participated in Binghamton's Communiversities Fest and the United Way's Day of Caring.

The DPA Graduate Student Organization has its own budget. Funds for that budget are derived from the University Graduate Student Organization. The Department may supplement those funds on an as needed basis.

When funds are available, the Department will provide students with financial support to attend academic and/or professional conferences. Students who wish to present a paper or attend a conference should contact the Department office for proposal requirements.

THE CURRICULUM

Overview

Students admitted into the MPA Program beginning are required to complete 42 hours of coursework with a cumulative grade point average of 3.0. In addition, candidates must receive a B or higher grade in all required (core) courses. Students who have received a B or better in their first 12 credits towards their degree may retake any course one time only for credit provided their original grade was a B- or lower. Students who do not earn a B or better in a required course they have retaken will be severed from the program.

The 42-credit hour MPA program consists of seven “core” or required courses (25 credits), nine credits of electives or specialization courses, a two-credit internship linked to a one-credit problem definition course, and a two-course (5 credit) culminating experience that serves as a competency assessment.

The Program may require conditionally admitted students, or students with identified skill deficiencies, to complete courses in professional writing, basic computing skills, or administrative systems as prerequisites to further MPA coursework. These basic skills courses do not count toward the MPA degree.

Basic Skills Courses

Some students receiving conditional admissions will be notified that completion of one or more of the basic skills courses (PAFF 501 - Introduction to Professional Writing; PAFF 502 - Basic Computer Skills, or PAFF 503 - Introduction to Administrative Systems) may be a prerequisite to regular admission. Additionally, the MPA faculty strongly encourages all students who receive feedback that their background or skills need development to request admission into these courses.

The MPA

The MPA Program is a 42 credit hour program, comprised of: 1) a core of seven courses (25 credits) where students are introduced to the knowledge and skills they need for professional public service; 2) a three-course (9 credits) specialization or set of electives; 3) two courses (3 credits) to practice application of learning; and 4) a culminating experience consisting of two courses (5 credits) to demonstrate competencies.

COURSES

Core Courses

The core courses provide students with an introduction to essential knowledge, skills and abilities and provide a preliminary opportunity to obtain feedback on their competencies in key areas.

1. PAFF 510, **Research Design & Methods** (4 credits)
2. PAFF 521, **Foundations of Public Service** (4 credits)
3. PAFF 520, **21st Century Governance** (4 credits)
4. PAFF 527, **Budgeting & Financial Management** (4 credits)
5. A course from the category: **Evidence-Based Decision Making** (4 credits). To fulfill this requirement, students will complete one of the following courses: PAFF 523 Policy Analysis, PAFF 515 Program Evaluation, PAFF 513 Survey Research, or PAFF 516 Performance Analysis

6. A course from the category: **Managing People in Organization** (3 credits). To fulfill this requirement, students will complete one of the following courses: PAFF 534 Human Resource Management, PAFF 535 Organization Theory, PAFF 537 Organization Behavior, or PAFF 536 Managing Networks
7. PAFF 526, **Managing Information and Technology** (2 credits)

Specialization or Electives (3 courses = 9 credits)

The specialization or elective credits are designed to allow students to have some flexibility to design a program of study that best meets their individual professional aspirations. For students who select one of the two specializations offered within the Department of Public Administration, students will receive advanced training and professional preparation for positions in those sectors. Two specializations are available within the Department of Public Administration:

- **Nonprofit Management & Leadership**
- **Local Government Management & Leadership**

The Department also has relationships with the School of Nursing and the Department of Geography. Students interested in Health Policy Administration can gain expertise in this area by taking Nursing courses, while students interested in Environmental Policy can gain expertise in this area by taking Geography courses. Dual degree students complete specialization/elective courses in the discipline of their other degree. Students are not required to complete a specialization; students may select any combination of graduate electives in consultation with their MPA advisor provided that these electives are clearly related to public and/or nonprofit administration and the student's professional public service goals.

Application of Learning

As a professional degree program, the MPA must certify a students' ability to apply knowledge and to link theories to practice, and we recognize that this takes practice. Two curricular components directly support that goal:

1. **Internship** (2 credits)
2. **Problem Definition** (1 credit)

Culminating Experiences/Demonstration of Competencies

The MPA program – as a condition of continued accreditation and as part of our responsibility to the profession we serve – must assess the competencies of each student before degree completion. Two curricular components support that effort:

1. **Capstone Project** (3 credits)
2. **Praxis through Cases** (2 credits)

Internship

Because the MPA is a professional degree, the faculty has a responsibility to future employers of our graduates and the communities which those graduates will serve to ensure that students have essential competencies and demonstrate a high level of professionalism. To that end, every student will receive an assessment of their competencies midway through each academic semester; this assessment is in addition to feedback and grades received by students during individual courses. This mid-semester

assessment will include input from all faculty and staff. Students are required to discuss concerns identified in the assessments with their advisor to develop a professional development plan to address the issues identified.

Beyond satisfactory completion of the required courses and credit hours (as described elsewhere in this handbook), eligibility for internship placement and registration for the capstone course is contingent upon the student receiving satisfactory assessments and MPA program authorization to proceed to the internship and capstone.

An internship in a public or nonprofit organization provides the student with an opportunity to apply knowledge and skills from their courses to a work setting. It is also a way for the program to demonstrate to professional public service organizations the contributions that MPA students can make to their organizations. Student performance in an internship is a direct reflection on the program. As such, the program has a responsibility to ensure that students have demonstrated not only the acquisition of knowledge and skills, but also a level of professionalism, maturity and reliability expected of an MPA student. Additionally, based on a student's selection of courses and performance within those individual courses, some types of internship placements may be more suitable than others. The assessment is designed to provide both the MPA Internship Coordinator and the student with information on whether the student has demonstrated necessary levels of competence for an internship placement, if there are particular types of internships that would be appropriate for the student, or if there are particular competencies that need to be demonstrated before an internship placement can be authorized.

Following satisfactory completion of 18 credit hours towards the MPA degree (including PAFF 510, 520, 521 plus six additional credits) and contingent upon satisfactory evaluations from the MPA faculty, students complete a 300-hour public administration internship. Students pursuing a department specialization are generally expected to complete an internship in the appropriate sector (nonprofit or local government). Interns are expected to engage in professional tasks and projects in areas such as the development, planning, implementation, and/or analysis/evaluation of policy, finance, management, supervision, strategy, program, and other administrative functions. Students intending to complete their internships must register for the 2-credit PAFF 594 course to earn credit.

It is the student's responsibility to identify and contact possible internship sites. The student may contact the Internship Coordinator for assistance, if needed. After meeting with the Internship Coordinator and the Site Supervisor to discuss possible activities and responsibilities, a Memorandum of Understanding (MOU) defining the scope of work and specifying the goals, expectations, products/outcomes, conditions and relevant policies and procedures will be developed by the student. This MOU must be signed by the student, the Site Supervisor, and the Internship Coordinator prior to the commencement of the semester during which the internship will be completed. The student may not begin his/her internship without the MOU being signed by all parties and submitted to the Internship Coordinator.

The student is responsible for maintaining a journal or log of his/her internship experiences throughout the semester. A group meeting and at least one individual meeting will take place with the Internship Coordinator early in the semester. It is the student's responsibility to raise and address issues with the appropriate supervisor (Internship Coordinator and/or Site Supervisor) as needed. The Internship Coordinator will also have periodic contact with the Site Supervisor.

The intern will be expected to evaluate his/her experience at the end of the internship. The Site Supervisor will also evaluate the intern. Both forms must be completed and submitted by the end of the semester in order to receive a grade (either "Satisfactory" or "Unsatisfactory") for the internship.

It is expected that the Site Supervisor or another designated agency official will maintain involvement past the completion of the internship. He/she may also help facilitate the study/data collection process for the student during the PAFF595 Capstone Seminar course. The Site Supervisor or other agency official will also be expected to read and evaluate the student's capstone paper along with two faculty members in the MPA program.

In-career students such as program managers, caseworkers with supervisory experience, or executive directors with significant professional, policy, or administrative experience may waive the internship with approval from the Internship Coordinator and the Director of Graduate Students. Students who receive waivers will not need to register for the course.

Waivers are granted at the time of admission. To be considered for a waiver of the internship requirement, applicants must show that they possess at least three years of full-time professional work experience in a public and/or nonprofit organization where their responsibilities included some of the following tasks:

- Supervising a program or department
- Strategic planning
- Grant writing
- Facilities management
- Program design, implementation, evaluation
- Organizational development and management
- Financial management and/or long-range financial planning
- Information technology
- Organization, analysis, and evaluation of information
- Acquisition of resources

The Problem Definition, Capstone and Praxis courses are required for all students, regardless of whether they receive an internship waiver. Any student who has received an internship waiver must obtain organizational approval for his/her capstone project site at least one semester prior to taking the Problem Definition course. In the event that a student is not able to receive organizational approval for a capstone project site, the MPA program will require the student to complete an internship.

To obtain a waiver, the student must submit a written request for a waiver, along with documentation of the extent and nature of work experience (e.g., a resume and job description). A copy of the waiver documentation will be maintained in the student's file and the student will receive written notification from the Internship Coordinator regarding whether or not the waiver was granted.

MPA students who are currently working in public or nonprofit administrative positions, but who do not have sufficient professional experience to qualify for an internship waiver, have an option to complete their internship at their place of work. These students will register for the internship course, complete a MOU, and proceed with the process as described above.

International students with J-1 Visas are required to fill out the “Curriculum Practical Training” form prior to beginning an internship. These forms are available from the Office of International Programs and must be approved by the student’s academic advisor. Failure to complete this form will result in the loss the J-1 immigration status.

More in-depth requirements, forms, and additional information regarding the internship are located on the MPA website: <http://www2.binghamton.edu/ccpa/public-administration/current-students/internship-overview/>

Problem Definition

In preparation for the Capstone course, students must complete a 1-credit Problem Definition course in which they identify and clearly articulate the management or policy problem that will serve as the basis for their capstone research project. The problem is to be grounded in the internship organization and must secure the approval of the faculty instructor and the agency supervisor. Students who secure a waiver of the internship requirement are still required to complete the Problem Definition, and will generally focus on an issue in their place of work.

Capstone

The capstone course is the culminating experience of the MPA program and the place where students are required to demonstrate the full range of competencies. Successful completion of the capstone course is the final assessment of the student’s readiness for graduation. Beyond the knowledge and skills required for satisfactory completion of any individual course, the capstone course requires that students be able to: 1) work collaboratively with agency officials and faculty to identify a management or policy problem; 2) place that problem within a broader theoretical framework; 3) work independently to conduct a literature review, gather and analyze data, interpret findings and develop recommendations supported by evidence; 4) bring together knowledge from a variety of courses and integrate that knowledge in unique ways to generate new knowledge, 5) write a professional quality report; and 6) make a professional public presentation. Because the process and the product involve representatives of public or nonprofit organizations whose views of the MPA program will be influenced by the quality of the student’s work, and the timeline is very tight for completion of the research, it is incumbent on the faculty to ensure that students have demonstrated the necessary preparation before enrolling in the capstone course.

Permission to enroll in the capstone course is contingent upon satisfactory completion of at least six of the seven core courses, satisfactory completion of the internship (or evidence of an official waiver), satisfactory completion of the Problem Definition course, and a mid-semester evaluation from the MPA faculty which indicates preparation for the capstone course. If a student has completed only six of the seven core courses prior to enrolling in the capstone course, this may limit the type of capstone projects appropriate for that student.

The program will make every effort to ensure that students who are permitted to enroll in the capstone course have the knowledge and skills to be successful; it is possible that on occasion students who are authorized to enroll in the course will not demonstrate the expected competencies in the capstone course. Students who take the capstone course and then do not demonstrate competence in one or more of the required areas will be counseled on an individual professional development plan and the steps necessary for successful completion of the capstone project. Depending on the individual circumstances, students may have to continue revisions of the report after the end of the capstone semester, make an additional public presentation, repeat the capstone course in a subsequent

semester, or take additional courses or independent studies. In exceptionally rare circumstances, where professional development plans do not result in the required level of competency, a student may fail the capstone course and be unable to complete the MPA degree.

Completion of the Capstone Project requires the approval of the project paper proposal and an oral defense of the completed project before a three-person committee comprised of two faculty members and the internship supervisor, or an appropriate organizational representative.

Praxis through Cases

While the Problem Definition and Capstone course sequence provides students with an opportunity to demonstrate their competencies regarding a specific issue in a particular organizational context, the Praxis through Cases course creates a setting whereby students can demonstrate their abilities to synthesize, integrate and apply theories from their entire MPA studies to a series of cases. Students should enroll in this course after completion of no fewer than six of the seven core courses and either prior to or concurrent with the Capstone course.

Graduation

Following the student's satisfactory completion of coursework (including any required prerequisites), and the Capstone Project, the Program recommends to the Graduate School that the candidate be awarded the Master of Public Administration degree.

Combined (Undergraduate/Graduate) Degree Programs

The Department of Public Administration offers several combined degree programs with undergraduate majors including:

- Political Science (BA) – Public Administration (MPA)
- Asian & Asian-American Studies (BA) – Public Administration (MPA)
- Spanish (BA) – Public Administration (MPA)
- French (BA) – Public Administration (MPA)
- Italian (BA) – Public Administration (MPA)
- Theater (BA) – Public Administration (MPA)
- PPL (BA) – Public Administration (MPA)
- Judaic Studies (BA) – Public Administration (MPA)
- Environmental Studies (BA) – Public Administration (MPA)

These combined degree programs allow exceptional students to complete both the BA and MPA in five years of full-time study. Undergraduate students who are interested in the combined degree should apply for conditional admission to the MPA Program at the end of their junior year after consulting with their academic advisor. To be eligible for admission to a combined degree program, students must possess academic qualifications at the end of their junior year that allow conditional admission into the master's program. Students should begin the application process early in the junior year by submitting the materials required for the standard application for admission to the MPA Program. Because of the challenging nature of combined degree programs, only highly qualified students are admitted (minimum overall undergraduate GPA of 3.2 and minimum undergraduate major GPA of 3.5). During their junior year, students apply formally to the Graduate School. All admissions to combined degree programs are conditional due to the nature of the program; regular admission status as a graduate student is only granted after the senior/4th year is completed satisfactorily.

Dual (Graduate) Degrees

The MPA program currently offers three dual degree opportunities which allow students to pursue two Master's degrees concurrently:

- Public Administration (MPA) – Social Work (MSW)
- Public Administration (MPA) – Nursing (MS)
- Public Administration (MPA) – Student Affairs Administration (MSA)

Students interested in pursuing either of the dual degree programs should contact the Director of Graduate Studies for additional information.

Certificate Programs

There are two graduate certificate programs available at Binghamton University which may be completed independent of a master's degree, as part of the MPA studies or in conjunction with another graduate major:

- Non-Profit Administration
- Local Government Administration

Non-Profit Administration Certificate

The 15 credit Graduate Certificate in Non-Profit Management prepares students for service in the nonprofit sector, specifically professional management positions and volunteer board and community leadership activities. Students are required to satisfactorily complete:

- PAFF 551. Introduction to Management and Leadership in Not-for-Profit Organizations (3 credits)
- PAFF 552. Issues in Not-for-Profit Administration (3 credits)
- PAFF 527, Budgeting and Finance (4 credits)
- PAFF 526, Management of Information and Technology (2 credits)

Students must also satisfactorily complete an additional three (3) credits from the following list:

- PAFF 514. Proposal Preparation and Grant Management (3 credits)
- PAFF 553, Nonprofit Innovation and Social Enterprise (3 credits)
- PAFF 554, Strategy Development in Nonprofit Organizations (3 credits)
- PAFF 555, Introduction to Nongovernmental Organizations (3 credits)
- PAFF 558X Advanced Topics in Not-for-Profit Management (3 credits)
- PAFF 559 Workshop in Not-for-Profit Management (var. credits)
- Courses offered in other departments with a clear nonprofit management focus as approved by the Director of Graduate Studies.

Local Government Administration Certificate

The 15 credit Graduate Certificate in Local Government Management is for individuals interested in positions in cities, counties, towns, or villages. Students are required to satisfactorily complete:

- PAFF 580, Introduction to Local Government Management and Leadership (3 credits)
- PAFF 527, Budgeting and Finance (4 credits)
- PAFF 526, Management of Information and Technology (2 credits)

Students must also satisfactorily complete an additional six (6) credits from the following list:

- PAFF 531, Law for Administrators (3 credits)
- PAFF 532, Intergovernmental Relations (3 credits)
- PAFF 581, Local Government Financial Management (3 credits)
- PAFF 582, Emerging Issues in Local Government Management (topics vary, may be repeated for credit), (3 credits)
- Courses offered in other departments with a clear local government focus as approved by the Director of Graduate Studies (for example, certificate students would be encouraged to complete courses on issues related to Land Use Planning, Economic Development, GIS Mapping and Spatial Analysis)

Budapest Study Abroad Opportunity

The Department of Public Administration at Binghamton University and the Department of Public Policy at Central European University have established a formal semester study abroad program for Binghamton University Masters of Public Administration students. Students will enroll for 12 credits during any semester and take twelve term credits in residence on the CEU campus in Budapest, Hungary. Students will have an option to extend their time in Europe by taking their required 300 hour MPA internship in a public or nonprofit organization in Europe. Central European University's Department of Public Policy offers a challenging comparative and international curriculum on topics related to international public policy, comparative political institutions, decentralized governance and communications (see the Department's webpage at <http://www.ceu.hu/dpp/> for current courses).

Students enroll as visiting students for 12 credits during their study abroad semester at Central European University. Their courses will be determined by the offerings at CEU and their particular interests but the Department of Public Policy will provide a list of offered courses every August. The winter semester extends from the second week in January through the end of March.

Binghamton University MPA students will have an option to extend their European experience by conducting their required 300 hour summer semester internship in Europe. The Central European University will facilitate student's placements, if they have participated in the semester abroad program. BU students will take their required BU Capstone course (and write their capstone project paper) in the following fall (or spring) semester based upon their European internships.

The required sequencing of the internship and capstone course essentially requires that students matriculating in the MPA program in a fall semester would enroll for the Budapest Study Abroad semester in the spring of their first academic year. If students delayed their enrollment to their second year, they probably would need to extend their MPA degree into the third year, enrolling in the capstone course in the third Fall.

Students may also enroll in the semester abroad program for the Fall semester which extends from the last week in September through mid-December.

BU Masters in Public Administration students will be enrolled as visiting students at Central European University. Students will be expected to enroll in 12 credits of study at CEU which will transfer as 12 credits in Binghamton University. Students will register for 12 study abroad program credits at Binghamton University and the Office of International Programs would transfer program costs to Central

European University, after withholding an administrative fee. This arrangement will allow the courses taken in Budapest to appear on the Binghamton University transcript and allow students to receive financial aid for their study abroad courses.

Students interested in the Budapest Study Abroad Program should speak with the Professor Sinclair

Shenzhen, China Study Abroad Opportunity

The Department of Public Administration has established an intercession study abroad program in collaboration with Shenzhen University in China. Shenzhen University is the only comprehensive university in Shenzhen, a city of over 12 million people that was the first special economic zone in China. Binghamton University students will study Chinese political, social and economic institutions with faculty from Shenzhen University and the program director, Professor Thomas Sinclair. In addition to instruction in a seminar format, Binghamton University students will work on a project related to an issue of concern to local governments or community-based organizations in China. The students' itinerary will also include time in other major Chinese cities. Previous trips have included travel to Hong Kong, Shanghai, Beijing and Guangzhou.

Students enroll for 4 credits in either PAFF 568 (graduate level) or PAFF 361 (undergraduate level). A minimum of 10 students are required. Students will have one month to complete their final project papers after they return to the United States.

DEPARTMENT OF PUBLIC ADMINISTRATION COURSE OFFERINGS

**** Do not count toward the MPA degree.**

PAFF 501 Introduction To Professional Writing-Fall and Spring**

Basic skills of written communication for public administration including: memoranda, reporting writing, creating written summaries. Appropriate use of the American Psychological Association format. Emphasis on skill development through practice. Admission on faculty recommendation only. More than one section possible. 2 credits.

PAFF 502 Basic Computer Skills-Fall and Spring**

Introduction to computing. Word processing, basic statistical packages and introduction to computer use in administration. Emphasis on skill development through practice. Admission on faculty recommendation only. 1 credit.

PAFF 503 Introduction to Administrative Systems-Fall and Spring**

Basic institutions of American government and administration. Essential concepts of American governance and bureaucracy. 1 credit.

PAFF 510 Research Design and Methods-Fall and Spring

This course is intended as an introduction in research methods. It focuses on the “logic of inquiry,” how one goes from theory or research interest to empirical results. Upon completion of this course student will be able to: 1) construct a research hypothesis/research question, 2) identify appropriate quantitative and/or qualitative method(s) for investigating that question, 3) collect and analyze data, and 4) present research results. 4 credits

PAFF 513 Survey Research And Design-Periodically

Development of skills necessary for the design and implementation of survey research. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510. 4 credits

PAFF 514 Proposal Preparation And Grant Management-Periodically

Development of skills necessary for the preparation and submission of funding proposals to government agencies and private foundations. Techniques for grant implementation, operation and closing. 3 credits

PAFF 515 Program Evaluation-Periodically

This course focuses on the basic concepts, challenges, and methods in program evaluation. The primary objectives of the course are to develop: (1) an understanding of the role of evaluation in the policy-making process; (2) an ability to critically analyze various approaches and methods; and (3) an ability to craft an evaluation for an existing public or non-profit program. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510. 4 credits

PAFF 516 Performance Analysis-Periodically

The course emphasizes the importance of performance analysis in government and nonprofit organizations to maintain accountability. It introduces students to tools and techniques for measuring the performance of individuals, organization and/or jurisdictions. The class will focus on the use of performance analysis evidence for making management decisions. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510. 4 credits

PAFF 518 Advanced Topics In Public Administration Research Methods-Periodically

This course provides an in-depth examination of research issues pertaining to public administration. Topics covered may include post-positivist research methods or advanced qualitative/quantitative techniques applied to topics in public administration. May be repeated for credit. Prerequisites: PAFF 510 or the equivalent.

PAFF 519 Workshop In Public Administration Research Methods - Periodically

A workshop addressing skills, issues or problems concerned with the theory and practice of public administration methods. Concentrating on new topics in quantitative or qualitative research methods. 1-2 credits.

PAFF 520 21st Century Governance-Fall and Spring

Governance focuses on leading and managing organizations in public and nonprofit settings. One key aspect of effective public service today involves understanding and successfully navigating across organizational boundaries—essentially functioning within multi-organizational and multi-sectoral networks. In an environment of increased globalization, this requires public administrators possess multiple areas of cultural competency. Skill development will focus on negotiations, project and contract management and oversight. No prerequisites are required. 4 credits

PAFF 521 Foundations of Public Service- Fall and Spring

Concepts and issues of American public organizations and their administration, such as critical thinking and writing, decision-making, public planning, budgeting, human resources, and information management. Also includes political and environmental contexts, and an introduction to international and comparative public administration; administrative practices in other countries. 4 credits

PAFF 522 Policy Process-Periodically

This course examines the policy process from agenda setting through policy adoption, implementation and evaluation. Focus will be placed on the many actors and loci of policy making in the U.S. in comparison to other policymaking systems. 4 credits

PAFF 523 Introduction to Policy Analysis-Periodically

Concepts and tools used in the craft of policy analysis including problem definition, development and analysis of policy alternatives and requirements of reporting the results of analyses. Introduction to economic and political criteria for evaluating policy alternatives. The roles of policy analysis in democratic governance and decision-making are emphasized. Meets the "Evidence-Based Decision Making" requirement. Prerequisite: PAFF 510. 4 credits

PAFF 525 Public Ethics and Democratic Government-Periodically

This course focuses on the basic ethical concepts and challenges facing public administrators. The course will examine two fundamental questions: (1) What are the leading ethical issues that arise in the practice of public administration? and (2) Where should the administrator look for guidance in dealing with these issues? The lectures, readings, and class discussion will be used to identify principles that might guide ethical choice and to show the practical ramifications of these principles. 3 credits

PAFF 526 Managing Information and Technology-Spring and Summer

This course focuses on the evolution of data into information and knowledge and the use of technology to support public service. We discuss establishing and complying with information policies and managing the collection, use and dissemination of information. Issues of privacy, security, access and transparency are considered. 2 credits

PAFF 527 Public and Not-For-Profit Budgeting and Finance-Fall and Spring

Introduction to modeling and problem solving from an economic perspective. Analysis of types of taxes used by local and national governments and the major attributes and consequences of each. Discussion of international financial institutions and market forces influencing the financial systems of not-for-profit organizations. 4 credits

PAFF 531 Administrative Law-Periodically

This course will emphasize how judicial proceedings, including past court decisions, affect public administration. It will examine the legal principles and practical doctrines involved in the work of administrative agencies, vested with quasi-legislative or quasi-judicial powers. Particular attention will be paid to administrative rulemaking. 3 credits

PAFF 533 Intergovernmental Relations-Periodically

An examination of federalism and intergovernmental relations in theory and practice; political, fiscal, and administrative aspects of intergovernmental relations; intergovernmental policymaking and state responses to federal devolution of authority; includes case studies. Focuses on the level of government most appropriate for addressing various policy issues and carrying out government programs and delivering goods and services. 3 credits

PAFF 534 Human Resource Management in Public and Not-For-Profit Organizations-Periodically

This course will examine procedures and problems of governmental and not-for-profit personnel administration. Included in the topics are classification, performance appraisal, hiring practices, affirmative action, and pay equity. Studies of governmental agencies are employed to give the students first-hand knowledge of personnel administration. Meets the "Managing People in Organizations" requirement. 3 credits

PAFF 535 Organizational Theory - Periodically

This course approaches organization theory through individual, organization, systems and institutional levels of analysis. Focus will be placed on choosing the appropriate level of analysis to address current issues in the administration of public and not-for-profit agencies. Key topics include leadership, motivation, group behavior, work environment, power and organizational change. Discussion of the development of organizational theory concepts as well as current literature in the field. Meets the "Managing People in Organizations" requirement. 3 credits

PAFF 536 Managing Networks - Periodically

In public administration, an increasing number of policy objectives are being accomplished through networks of people and/or organizations. This course focuses on both intra- and inter-organizational networks of people, the structure and function of networks, and skills needed for network management. Meets the "Managing People in Organizations" requirement. 3 credits

PAFF 538 Advanced Topics Seminar in Public Administration Management-Periodically

An in depth examination of issues or problems concerned with the theory and practice of public administration management. Topics vary; may be repeated for credit.

PAFF 539 Workshop in Public Administration-Periodically

A workshop focusing on required skills for public administrators. 1-2 credits.

PAFF 541 Health Policy I: Introduction to Health Policy-Periodically

Cross-listed with NURS course. 3 credits

PAFF 542 Health Policy II-Periodically

Cross-listed with NURS 633. 3 credits

PAFF 548 Advanced Topics Seminar in Health Policy/Health Administration-Periodically

Cross-listed with NURS 540. 3 credits

PAFF 551 Introduction to Management and Leadership in Not-For-Profit Organizations-Fall

An overview of management in not-for-profit organizations, with an emphasis on the role of leadership and styles of leadership. Topics include techniques for board development, strategic planning, marketing and other aspects of not-for-profit management. 3 credits

PAFF 552 Issues in Not-For-Profit Administration-Periodically

Addresses the changing role/environment of not-for-profit organizations. Issues may include competition for financial and human resources, advancements in technology, increased mobility in a global environment, and the changing nature of public-private partnerships. 3 credits

PAFF 553 Nonprofit Innovation & Social Enterprise - Periodically

In recent years, the rate at which nonprofit organizations are being created has continued to rise. Those that currently exist face a great deal of competition and financial strain. Many new and evolving organizations reflect innovations in nonprofit practice and embrace entrepreneurial approaches to the creation of public goods. This course examines innovative approaches to nonprofit work, with a focus on social enterprise and the development of new types of relationships with profit-based organizations. Course content includes the philosophical and policy issues associated with innovation and social enterprise as well as practical concerns related to starting a new nonprofit organization, such as tax and legal status, generating resources, sustainability and capacity. 3 credits

PAFF 554 Strategy Development in Nonprofit Organizations - Periodically

The effective nonprofit manager must be able to articulate a clear organizational strategy. This course introduces students to current debates about strategy development in organizations, such as the role and utility of strategic planning, the evolution of strategy in organizations and different approaches for creating and implementing strategy. The course provides an overview of techniques associated with the development of strategy, including situational analysis, developing a theory of change, and strategy monitoring and adaptation. The course also includes a discussion of managing organizational change through strategy development and implementation. 3 credits. Prerequisite: PAFF 551 Introduction to Nonprofit Management & Leadership

PAFF 555 Introduction to Nongovernmental Organizations - Periodically

This course introduces students to the structure and operation of nongovernmental organizations outside the United States. Students will learn how the differences in legal foundations, funding sources, and organization capacities affect mission and performance.

PAFF 558 Advanced Topics Seminar in Not-For-Profit Management - Periodically

An in depth examination of issues or problems concerned with the theory and practice of not-for-profit management. Topics vary; may be repeated for credit. 3 credits

PAFF 559 Workshop in Not-For-Profit Management - Periodically

A workshop addressing skills, issues or problems concerned with the theory and practice of not-for-profit management. 1-2 credits.

PAFF 561 Comparative Public Administration And Policy – Periodically

A study of political institutions across various national settings and the means by which public policies are planned, implemented and changed. Also considers the effects of public administration systems/arrangements on policy outcomes. Places domestic issues in the larger, global political economy context. Covers countries from several geographic zones.

PAFF 562 International Governance – Periodically

The study of supranational governing systems and their effects, and how domestic public administration/policy responds to a new political order and global economy. Topics include NGOs, security arrangements, trade, environmental and labor agreements, international treaties/organizations/governing bodies such as WTO, Kyoto, UN, NAFTA, EU.

PAFF 568 Advanced Topics In Comparative Policy/Administration - Periodically

In-depth examination/analysis of new and current specific issues/problems/developments/theories in the field of comparative policy and administration. Topics vary (institutions, public policies in various contexts). May be repeated for credit. Prerequisite: Instructor's permission.

PAFF 569 Workshop In Comparative Policy/Administration - Periodically

A workshop discussing specific skills, issues, problems, or developments in the field of comparative public policy and administration. Topics vary. Prerequisite: Instructor's permission. 1-2 credits.

PAFF 571 Environmental Policy – Periodically

Cross-listed with ENVI 481T 3 credits

PAFF 580 Introduction to Local Government Management and Leadership- Fall

This course provides an overview of structure and function of local government. Discussion topics include leadership skills, board administration, performance management, strategy development, and public participation. 3 credits

PAFF 581 Local Government Financial Management – Periodically

This course reviews types of taxes, fees and revenues used by local governments and considers the major attributes and consequences of each source. A variety of important financial management tools and topics will be covered including: revenue forecasting, capital planning, debt issuance and management, intergovernmental and inter-organizational fiscal administration, service cost analysis and management, accounting, performance and accountability. 3 credits

PAFF 582 Emerging Issues in Local Government Management - Periodically

This course focuses on current and emerging issues in Local Government Management. It builds on the foundation of PAFF 580. Topics covered will vary and may include forms of government, professionalism, service delivery arrangements, consolidation, intergovernmental relations, local government-nonprofit relations, accountability, leadership, performance management, sustainability, community development, economic revitalization, public works, immigration, human services, public safety and emergency management. 3 credits

PAFF 590 Praxis Through Case Studies – Fall and Spring

The purpose of this course is to provide students with an opportunity to integrate and apply knowledge gained during their tenure in the MPA program. In particular, students will analyze public and nonprofit sector case studies to identify a range of leadership, management and policy issues and develop options for addressing them. Students will be challenged to apply public administration theories and concepts to practice settings. Prerequisites: at least six of the seven core courses, with approval of course instructor. 2 credits

PAFF 591 Problem Definition (1 credit)- Fall, Winter, Spring and Summer

The Problem Definition course provides a bridge between a student's internship and the Capstone course. The successful completion of this course requires that students develop a problem statement that will be the basis for the Capstone research. Prerequisites include the MPA core courses (PAFF 510, 520, 521, 526, 527, and one from course options available under each of two categories) and the successful fulfillment of the internship requirement (PAFF 594). 1 credit

PAFF 592 Practicum: Problems In Administration - Periodically

Exploration of the problems in contemporary administration from the perspective of the practitioner.

PAFF 593 International Project/Study Abroad – Fall, Spring, and Summer

International experience. Prior faculty approval required. 1-12 credits.

***PAFF 594 Public Administration Internship – Fall, Spring, and Summer**

Internship in public or private non-profit agency in area of student's specialization. Practical application and experience; academic analysis of subject area. Prerequisites: 24 credits in the MPA Program, satisfactory mid-semester evaluations, and MPA Faculty approval. 2 credits.

***PAFF 595 Capstone Seminar – Fall and Spring**

Final project for the MPA Program. A synthesis of all previous coursework and professional and/or internship experience directed toward the production of a professional administrative or policy analysis paper. Prerequisites: The MPA core curriculum, successful completion of PAFF 594 (or formal waiver of the internship requirement), successful completion of PAFF 591, and satisfactory mid-semester evaluations. 3 credits

PAFF 697 Independent Study- Variable Credits

PAFF 700 Continuous Registration-1 Credit

A TYPICAL TWO YEAR SEQUENCE FOR FULL-TIME STUDENTS

The full-time student who has allocated two academic years for study would follow a program sequence similar to the one of the two outlined below, depending on whether they were admitted during the fall or spring semester. Part-time students may use these sequences as guides; they may tailor their particular sequence with the advice of their faculty advisor and the Director of Graduate Studies. All students are advised to meet with their faculty advisors to plan their sequence of courses.

A SAMPLE SEQUENCE

For Fall Entrants:

| | |
|---|--|
| Year 1 | |
| <i>Fall</i> | <i>Spring</i> |
| PAFF 520 or 521, 21 st Century or Foundations (4 cr.) PAFF 510, Research Design & Methods (4 cr.) PAFF 551 (nonprofit) or 580 (local government) or elective (3 cr.) | PAFF 521 or 520, Foundations or 21 st Cent. (4 cr.) PAFF (Managing People in Orgs) (3 cr.) PAFF 526, Managing Info & Tech (2 cr.) |
| Total Credits: 11* | Total Credits: 9* |
| <i>Summer</i> PAFF 594 Internship (2 cr.) Total Credits: 2 | |
| Year 2 | |
| <i>Fall</i> | <i>Spring</i> |
| PAFF 527, Budget and Finance (4 cr.) PAFF (Evidence-Based Decision Making) (4 cr.) PAFF 591, Problem Definition (1 cr.) Nonprofit, Local Govt or elective (3 cr.) | PAFF 595, Capstone (3 cr.) PAFF 590, Praxis through Cases (2 cr.) Nonprofit, Local Govt or Elective (3 cr.) |
| Total Credits: 12 | Total Credits: 8* |

***Students may take additional courses or an additional configuration of courses to satisfy the Graduate Schools requirement of 12 credits per semester for full time in year one and nine credits per semester for full time in year two.**

For Spring Entrants:

| | |
|---|--|
| Year 1 | |
| | <i>Spring</i> |
| | PAFF 520 or 521, 21 st Century or Foundations (4 cr) PAFF 510, Research Design & Methods (4 cr) PAFF 526, Managing Info & Tech (2 cr) |
| | Total Credits: 10* |
| Year 2 | |
| <i>Fall</i> | <i>Spring</i> |
| PAFF 521 or 520, Foundations or 21 st Cent (4 cr) PAFF (Managing People in Orgs) (3 cr.) PAFF PAFF 551 (NP), 580 (Local) or Elective (3 cr) | PAFF 527, Budget & Finance (4 cr) PAFF (Evidence Based Decision Making) (4 cr) PAFF 552 (NP), Local Govt or Elective (3 cr) |
| Total Credits: 10* | Total Credits: 11 |
| <i>Summer</i> PAFF 594, Internship (2 cr) PAFF 591, Problem Definition (1 cr) Total Credits: 3 | |
| Year 3 | |
| <i>Fall</i> | |
| PAFF 595, Capstone (3 cr) PAFF 590, Praxis through Cases (2 cr) NP, Local or Elective (3 cr) | |
| Total Credits: 8 | |

***Students may take additional courses or an additional configuration of courses to satisfy the Graduate Schools requirement of 12 credits per semester for full time in year one and nine credits per semester for full time in year two.**

AFTERWORD: THE MPA AND THE Ph.D.

In the process of earning their MPA degree, a number of students consider continuing their education, part or full-time, to earn the Ph.D. We encourage this process. The MPA constitutes sound academic preparation for a Ph.D. Students contemplating such continuation should speak with the Director of Graduate Studies and their faculty advisor as early as possible.

APPENDIX A

ACADEMIC HONESTY POLICY*

*Note: The CCPA Ethics and Integrity Policy included in this Handbook is the policy in place as of August 2012. For the most recent policy reflecting changes since that time, students should visit:

http://www2.binghamton.edu/ccpa/about-the-college/Ethics_and_Integrity_Policies_and_Procedures.pdf.

COLLEGE OF COMMUNITY AND PUBLIC AFFAIRS ETHICS AND INTEGRITY POLICIES AND PROCEDURES

I. Preamble

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Such standards are the core of any community-based or public-affairs profession. As we prepare students for professional practice, we must, in effect, attest to their moral character. We consider it our collective responsibility to articulate our basic values and to engage in activities to ensure that our students, faculty, staff and administrators demonstrate ethics and integrity.

Clearly defined expectations, professionalism, mutual respect, and integrity among faculty, staff, administrators, and students are essential norms which contribute to an effective professional learning environment.

The CCPA Academic Ethics and Integrity Committee (hereafter referred to as the Academic E&I Committee or simply the Committee) shall have primary responsibility for implementing the policies and procedures described below. This document is intended to guide decision making and practice, and to articulate standards which can be used to gauge whether people have engaged in unethical conduct. We acknowledge that no statement of ethical standards can anticipate all situations that have ethical implications. The policies and codes establish values, principles and standards. People must use their judgment in applying these values to specific situations.

The core ethical principles which govern the decisions of the Academic E&I Committee include:

1. ***Individual Rights, Responsibilities and Accountability.*** We are responsible, as individuals and as professionals, to our students, colleagues, institution, community, and society.
2. ***Mutual Respect.*** We recognize and honor the rights and dignity of all individuals and groups.
3. ***Honesty.*** We are guided in all activities for high regard for the truth.
4. ***Integrity.*** We behave in a trustworthy manner to promote ethical practice and maintain the confidence placed in us by the public.
5. ***Professional Competence and Conduct.*** We demonstrate and develop professional knowledge and skills in ourselves, our constituents, and our institution.

II. The CCPA Academic Ethics and Integrity (E&I) Committee

A. Composition.

1. The Academic E&I Committee shall consist of one full-time faculty representative from each academic department and program within the College, and one student from each academic department and program within the College. The faculty representatives shall be selected by their respective departments. The student representatives shall be selected by their respective student associations.

2. Each August an Academic E&I Committee shall be appointed by the process described above to serve for that academic year. In cases of Department-approved absence, which shall include, but not be limited to sabbatical or graduation, the department may select a replacement member for the remainder of the vacant term.

3. The chair of the Academic E&I Committee must be one of the faculty representatives on the committee. In the first year, the chair shall be selected by lot. Thereafter, the chair shall rotate by department in alphabetical order effective on the first day of class in the fall semester.

4. Generally, the Academic E&I Committee will not meet during the summer but will do so if necessary. If Committee action affects a student's ability to graduate and waiting until the fall would constitute an undue burden, the student may submit a written request to the CCPA Dean's Office asking the Committee to conduct business during the summer. If some or all members of the committee are unable to convene, replacements for individual members of the committee or the entire committee will be designated by the Dean on an ad hoc basis for the purpose of a specific case.

B. Quorum.

1. The total size of the Academic E&I Committee shall increase as the number of officially recognized departments and academic programs in the CCPA expands. For purposes of conducting hearings, the committee shall include all faculty members of the Committee and the one student representative from the relevant academic program, that is, the department or program in which the course was offered or grievance submitted.

C. Conflict of Interest.

1. Any member of the Committee who brings a charge (under the professional conduct, academic grievance or academic dishonesty provisions of this policy) is automatically disqualified for that hearing and shall recuse him/herself. Each member of the Committee has a responsibility to recuse him/herself if there is an actual conflict of interest regarding the case or either party. Should the Chair recuse him/herself the Dean will appoint a chair for the purposes of that hearing.

2. A party in a dispute can petition the Committee to have a member of the Committee recuse him/herself for cause. The disputant must specify the nature of the recusal request. The Committee member may then recuse him/herself or offer a rebuttal to the request. If a Committee member does not recuse him/herself, the Committee will vote, by secret ballot, on whether to honor the recusal request. Assertions of prejudice must be substantive and cannot simply be on the basis of a Committee member being in the same academic department or program as a party in the case.

3. In the case where a Committee member is disqualified, the department shall select a replacement for the purposes of that hearing. In situations not anticipated and addressed by this policy, the Academic E&I Committee shall make every effort to proceed in a manner that is equitable to all parties involved. If the chair of the committee is disqualified, the Dean will appoint a chair for the purposes of that hearing.

D. Duties.

1. The Committee has primary responsibility to ensure conformity with the CCPA Academic Ethics and Integrity policies and procedures as well as relevant University-wide policies and procedures. The duties of the Academic E&I Committee can be generally considered to fall into two categories. Specifically the Academic E&I Committee has responsibility to:

- a. Hear and deliberate cases and appeals regarding **academic grievances**; and
- b. Hear and deliberate cases regarding **academic dishonesty**.

2. The policies, procedures and committee responsibilities in each of these areas are described below.
3. Departments and programs in the CCPA may adopt and implement policies and procedures governing professional conduct (III. below); departments offering graduate programs in the CCPA may adopt and implement policies and procedures governing academic grievance (IV. below), and academic honesty (V. below) that are consistent with University and College policies. Departments or programs without formal departmental policies are governed by CCPA Academic Ethics and Integrity Policies and Procedures.

III. Professional Codes of Conduct/Ethics/Professionalism

A. Departments and programs in CCPA may adopt and implement their own policies, procedures, and codes of conduct consistent with professional norms and accreditation standards of their respective disciplines. These policies must be consistent with University and College policies and may contain more stringent professional standards governing conduct in the community/field placements/internships, etc. If a department adopts its own policies, copies must be submitted to the Dean's Office and made available to students in a handbook or online. Departmental standards in graduate programs may articulate academic as well as non-academic grounds for removal of a student from the program as long as this is part of a policy that applies a clearly stated progressive discipline model and uses a process with final review/appeal to the Dean of CCPA. If discipline-specific accreditation standards require policies or procedures other than those articulated in these bylaws, the program will conform to the policies and procedures mandated by the accrediting body. If a student appeals an action taken by a department or program on a code of conduct violation, the appeal will be submitted to the Dean of CCPA following these guidelines:

- a. A student may file an appeal of ruling with the Dean of the CCPA within five (5) business days of receipt of the outcome of the departmental or program code of conduct procedure.
- b. Grounds for appeal may include, but are not limited to, procedural error, new evidence, additional information, action unsupported by evidence, or review of sanction.
- c. An appeal review is conducted on the basis of the written hearing record, unless there is substantial new information; in that case, conduct is at the discretion of the Dean.
- d. The Dean will notify the student within ten (10) business days of receipt of the request, whether the appeal is denied or accepted. If the appeal is accepted, the Dean will also notify the student regarding the course of events to follow, whether there will be modification of the original disposition, an appeal hearing, or a new hearing.

IV. Academic Grievances

A. Definition and Scope of Academic Grievances.

1. A grievance may be filed when a student alleges that another party's actions or inactions have caused and/or resulted in academic harm, and he or she seeks redress for the alleged harm. All parties involved in a grievance are held to the strictest standards of confidentiality throughout the process and after its conclusion.

Note: Throughout this section, the term *petitioner* or *grievant* refers to the student who alleges academic harm and files a grievance. The term *respondent* refers to the faculty member(s), staff, or student(s) accused of causing academic harm to the petitioner.

2. The Scope of Academic Grievances may include:

- a. The process by which a grade was determined;
- b. Unfair treatment regarding program or course requirements, other academic contact, or funding;
- c. Disputes over intellectual property;
- d. Other academic matters in the program or with individual members of the department that may affect the grievant's academic standing.

3. Items not the subject to this grievance procedure:

- a. Personal conduct outside the academic process including, but not limited to, personal disputes between or among members of the department or college; or
- b. Unpleasant or uncivil behavior within the academic components of the department, in- and outside of the classroom, unless the behavior results in some form of academic harm.

B. Procedures for Academic Grievances.

1. Informal Procedures for Academic Grievances

- a. Each department and program in the CCPA is required to establish and implement procedures for informal resolution of academic grievances in keeping with the CCPA minimum requirements outlined below. In the absence of a specific departmental or program process for informal resolution of academic grievances, the following shall apply:
- b. Whenever a student believes that a grievable offense has occurred, he/she must seek resolution informally with the other(s) involved in the dispute beginning no later than 30 days after the incident occurred or grades are posted. Both parties are expected to make a "good faith" effort to resolve the dispute informally. In general, a good faith effort involves the parties meeting to try to resolve the issue. Should one or the other party or parties to the dispute not make such good faith effort as determined by the appropriate Academic E&I Committee, the lack of good faith effort may be considered as aggravating or mitigating in any subsequent formal process.
- c. Either party may request facilitation/mediation through the department chair or program director, although either party may reject such offers of mediation without prejudice in any subsequent informal or formal process.
- d. The informal process ends when both parties reach a mutually acceptable solution to the dispute, or when either or both parties determine they cannot reach an acceptable resolution. In no case shall the informal process extend beyond the end of the academic semester following the semester in which the offense occurred.
- e. Resolutions to informal process must be filed in writing with the department chair or program director.
- f. When any part or the entire grievance leading to failure of informal process involves allegations of academic dishonesty or violation of professional code of conduct they shall be dealt with under the procedures outlined in the CCPA Academic Honesty policies or Professional Code of Conduct policies (see Section V and III respectively). Any other type of grievance should be directed to the appropriate University office.

2. Formal Procedure for Academic Grievances

- a. In the event of failure of informal procedure, the formal process of grievance management begins. Each department or program in CCPA that offers professional graduate degrees may adopt and implement policies and procedures for formal resolution of academic grievances; in these cases, after the departmental process is completed the decision may be appealed as described in IV.8.B In the absence of a specific departmental or program process for formal resolution of academic grievances and in the case of all undergraduate students, the following shall apply:
- b. The petitioner must initiate the formal College procedure within five (5) business days of the end of the informal departmental procedure by filing a written statement of charges with the CCPA Dean's Office.
- c. The statement of charges shall be typewritten and shall clearly state the name of the petitioner, the name of the person(s) who allegedly caused the harm, a 1-2 paragraph explanation of the basis for the grievance, and supporting documentation. Supporting materials (copies of syllabi, assignments, e-mail correspondence, etc.) relevant to the charges must be attached to the statement of charges. Charges must be substantiated to go forward to Committee review.
- d. Within five (5) business days of receipt of the written statement of charges, the CCPA Dean's Office shall confirm with the department chair the failure of departmental informal procedures or completion of departmental formal procedures.
- e. Also within five (5) business days of receipt of the written statement of charges and confirmation of failure of departmental procedures, the CCPA Dean's Office shall notify (in writing or via e-mail) the Chair of the Academic E&I Committee that a grievance has been filed and shall provide the Chair with a copy of the statement of charges and supporting documentation.

3. The Role of the Chair of the Academic E&I Committee in Scheduling a Hearing

- a. Within five (5) business days of notification that a grievance has been filed, the Chair of the Academic E&I Committee will notify all committee members and all involved parties in writing by certified mail that a formal grievance has been filed and will provide the parties with a copy of the charges and supporting materials.
- b. The respondent will have five (5) business days after receiving the notice of grievance to file a written response to the charges with the Committee Chair through submission to the CCPA Dean's Office and to submit materials supporting his/her position.
- c. The Committee may meet prior to any formal hearing to clarify issues, review documents and determine whether the issue falls within the scope of academic grievances as defined in the CCPA policy. Where the issue is deemed to be not within the jurisdiction of the Committee, it shall be dismissed without prejudice.
- d. Subsequent to that meeting and the determination of Committee jurisdiction, should that be decided in the affirmative, the Committee shall schedule a hearing according to the following procedures:
 - (1) A hearing shall be scheduled within twenty (20) business days of the Committee Chair's receipt of the statement of charges.
 - (2) The hearing shall be at a time and location reasonably convenient to all parties. The Dean's secretary shall coordinate the scheduling of the meeting.
 - (3) Notice of the hearing shall be provided via email to all parties and to the department chair or program director, and written acceptances or demur shall be required of all parties no more than five (5) days before the date of the hearing.

- e. Identification of advisors and witnesses for both parties must be made, in writing to the Chair of the Committee through submission to the CCPA Dean's Office, no fewer than seven (7) business days before the scheduled hearing.
- f. If the action in question occurred fewer than thirty (30) business days before the end of the relevant semester and with the approval of both parties the hearing shall be scheduled during the first thirty (30) days of the following semester, but may be scheduled over the summer if the outcome of the hearing could impede the student's standing or progress toward graduation.
- g. No fewer than five (5) business days before the scheduled hearing, the CCPA Dean's Office shall make available to the Committee and all parties to the dispute copies of the complaint, the response, list of committee members, advisors and witnesses, and any other documents relevant to the case.
- h. If a named party does not appear at the hearing, then the hearing is conducted with the party absent. The Committee may make a directed judgment favoring the attending party and the case will be considered closed, or the Committee may hear from the party in attendance and make a decision based on the merits of the case before them. If both parties fail to appear at the hearing, the case shall be dismissed.
- i. The Committee shall have the discretion to allow for rescheduling in cases of emergency, as determined by the Committee.

4. The Academic Grievance Hearing

- a. The hearing shall be closed and all matters discussed kept confidential by all parties. *Ex parte* discussions shall be limited to discussions about policies and procedures, and shall not identify any of the parties to the case.
- b. Only the parties involved and their advisors have the right to attend the hearing before the committee. If legal counsel is obtained, the Committee Chair must be notified immediately. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background, the hearing is suspended and the chair will consult with the University counsel as to how to proceed. A party may bring witnesses, but they may not attend or participate directly in the hearing. Witnesses will be asked to be available at the time of the hearing and will be called in at the request of the committee. If an advisor or witness does not appear at the hearing, then the hearing is conducted with the person absent. All persons attending the hearing are governed by confidentiality requirements.
- c. Each party shall be given a limited time to present any additional material at the hearing, with the Committee Chair allocating the length of time, save that all parties shall receive the same length of time individually. The Committee may elect, at its sole discretion, to have collective presentations made by each side of the dispute, should more than one participant be on any one side.
- d. All parties to the grievance shall be present at the hearing to listen to the presentations made, view the documents presented by, and ask questions of other parties.
- e. Members of the Committee shall have the right to question both the documents and the presentations at the hearing, both during and after any presentations, in an order and manner determined solely by the Committee.
- f. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties to the dispute will retire and the Committee shall determine an appropriate time for its decision, save that in no case may it be later than five (5) business days after the conclusion of the hearing. A written record of the hearing must be kept by the Committee for use by the Assistant Dean or Dean in cases of appeal.

g. In any case, if an informal, mutually agreed upon resolution between all parties is concluded, the formal process shall cease immediately, save that the Committee must be informed of the resolution.

5. The Decision of the Academic E&I Committee

- a. All committee decisions shall be arrived at by simple majority vote.
- b. The majority decision shall be in writing, signed by all members of the Committee, and shall provide the basis for the decision.
- c. Should any Committee member disagree with the decision or with its reasoning, he or she will have the right to file a minority report or concurring report which shall be attached to the decision and distributed as part of that decision.
- d. The decision shall be distributed to all parties of the case and to the department chair or program director, within five (5) business days of that decision via certified mail. In no case shall any party to the dispute be informed of the decision by any other means.
- e. Any penalties recommended by the Committee shall be referred to the appropriate department, College, or University body.

6. Academic E&I Committee Actions Regarding Academic Grievances

- a. The Committee may recommend reprimand or in extreme cases refer the entire matter to the appropriate University body.
- b. The Committee may recommend action by the department chair, program director or the CCPA Dean to correct fault found and presented in the decision.

7. Appeal of Academic E&I Committee Decisions

- a. Students enrolled in graduate programs with a formal departmental or program academic grievance policy may appeal the decision of the departmental or program committee to the Dean of CCPA as described in 9 below.
- b. In cases of undergraduate students and graduate students in programs without formal academic grievance procedures, the decision of the Academic E&I Committee may be appealed by either party to the Assistant Dean of the CCPA. The appeal must be submitted in writing within five (5) business days of receipt of the Academic E&I Committee decision. The written appeal will ordinarily be based on allegations of abrogation of due process. The appeal also may be based upon a claim of new and pertinent information which was not known at the time of the hearing to the party who wishes to have it presented, and which was therefore not available to the Committee at the time of its deliberations.
- c. The Assistant Dean shall review the written records, including the decision of the Academic E&I Committee.
- d. The Assistant Dean will convey a decision via certified mail to all parties within ten (10) business days of receipt of appeal. It shall be the responsibility of the Assistant Dean of the CCPA to inform all parties, at the same time as the decision is conveyed, of the possibility of a final appeal to the Dean within ten (10) business days of the issuance of the Assistant Dean's decision.

8. Final Appeal

- a. If a written appeal is made to the Dean, the Assistant Dean/department/program will provide the Dean with all documents, including the Committee's report, the Assistant Dean's decision, and the written claim of abrogation of due process and/or new information. The Dean will, within twenty (20) business days, make a final decision on the matter. There will be no further recourse after the Dean/department/program's decision.
- b. In cases involving graduate students where the Assistant Dean or Dean of the CCPA recuses themselves from the appeal process, the decision may be appealed to the Assistant Dean of the Graduate School pursuant to the Graduate School's grievance procedures which are specified in the Student Handbook (<http://gradschool.binghamton.edu/cs/handbookgrievance.asp>). In either case, the decision of the Dean (either the Dean of the CCPA or the Dean of the Graduate School) shall be final.

9. Records of Grievances

- a. All documentation relating to the grievance shall be kept in a separate and confidential file in the Dean's office for at least six (6) years. The Dean will have access to this file.

V. Academic Honesty

A. Definitions and Scope of Academic Dishonesty.

1. Honesty and integrity should be the bedrock of academic and professional life. The CCPA takes violations of the Academic Honesty Code very seriously. The Academic Honesty Code for Binghamton University can be reviewed online at <http://bulletin.binghamton.edu/integrity.htm>. Instances of academic dishonesty may include, but are not limited to: plagiarism, cheating on examinations, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, or bribery.

2. Violations of the Code vary in severity, so the appropriate penalties vary. Some violations (Category I) may be handled by the instructor and student(s) involved. However, violations requiring more severe penalties (Category II) are appropriately dealt with by the departmental, program or CCPA Academic Ethics and Integrity Committee.

B. Prevention of Academic Dishonesty.

1. The faculty understands the pressures of school and urges students to seek consultation if they feel they are unable to complete assignments properly in a timely fashion. In cases involving minor violations of the academic honesty code which the faculty member has reason to believe were unintentional, the faculty member has some discretion to pursue a range of options at mediating an academic honesty case before it is channeled formally. All faculty teaching in the College of Community and Public Affairs are expected to engage in efforts to prevent, educate about, and identify instances of plagiarism or academic honesty. Faculty are encouraged to use Turnitin.

C. Responding to Suspected Violations of the Academic Honesty Code.

1. In deciding how to respond to an particular violation of the Code, faculty are expected to keep in mind that they have a responsibility to their students, colleagues, the institution and the profession to treat these matters seriously and to follow University and College policies and procedures. Academic honesty is a college-wide responsibility and, as a general rule, violations of the Code should not be treated as isolated incidents. When a faculty member has a complaint of academic honesty to report, the following procedures are to be followed.

D. Initiation of Informal Action.

1. **Contacting the Student:** When academic dishonesty is suspected, a faculty member may confront the student with his/her suspicions, as soon as possible after the dishonesty is discovered. Although confronting the student is generally the first step, it is not required before bringing a case to the Committee. Examples of situations in which it may not be appropriate to confront the student include: when the student has already left on break prior to the discovery of the dishonesty, when the student already has been warned for a prior incident of academic dishonesty, or when the student already has a record with the Provost's Office.

2. **Informal Sanctions:** If, after confronting the student or investigating the matter, the instructor remains convinced by the preponderance of evidence that a violation has occurred, the instructor should then contact the Dean's Office to see if there is a record of a previous violation by the student.

If there is no previous violation and the infraction is minor and deemed by the faculty member to be unintentional, the faculty member may decide that formal action through the Committee is not warranted and he/she may choose to assign a failing grade for the assignment. In rare cases, these informal sanctions may be appropriate, however, it is the policy of the CCPA that some formal action is necessary in most cases to preserve the integrity of the academic institution. Documenting even minor violations of the Code through the Category I procedures described below allows the student to continue his/her studies without severe penalty, yet ensures that an accurate record is maintained in case the student commits a subsequent offense.

E. Formal Action Regarding Academic Honesty.

1. Each department and program in CCPA that offers professional graduate degrees may adopt and implement policies and procedures for formal resolution of academic honesty violations following University and College policies and procedures as described below for Category I and Category II violations. In the absence of a specific departmental or program process for formal resolution of academic honesty violations and in the case of all undergraduates, the following shall apply:

2. The initiator of an academic honesty complaint should consult the Binghamton University Student Academic Honesty Code to determine whether the student has committed a Category I or Category II violation. Upon receipt of a charge of a category II violation or where a student declines to sign an admission of category I violation form, the Chair of the appropriate E&I committee shall convene the committee within 10 business days.

3. Students who feel they have been unjustly accused of academic dishonesty by a faculty member or a student, or who feel that they have been unjustly penalized for alleged academic dishonesty by a faculty member, may request that the case be heard by the departmental, program or CCPA Committee as specified above. The Committee shall determine whether there is sufficient merit to warrant an Academic Honesty hearing.

F. Category I Violations.

1. The Admission of Dishonesty form, which can only be used in the case of a Category I violation, is like a plea bargain arrangement, whereby the student admits guilt in return for the promise that the case will not be brought before the Committee. Once signed by the student and faculty member, the Admission of Dishonesty form is given to the Chair of the appropriate Academic Ethics and Integrity Committee, to be maintained in a confidential file in the Dean's Office and the Provost's Office.

2. Generally, the Admission of Dishonesty form should be used only with first time offenders. It may be appropriate for a freshman or returning graduate student in his/her first semester, but not for a senior or graduate student nearing degree completion. Similarly, it may be appropriate for small amounts of plagiarized material (or when a student cites his/her sources but does not identify information as a direct quote), but not when large quantities or central ideas are presented without giving credit to the authors.

3. Faculty who are considering using the Academic Dishonesty form should check with the Chair of the appropriate Academic Ethics and Integrity Committee, who will confer with the Assistant Dean to determine if the student has a prior record of academic dishonesty. Because an Admission of Dishonesty is kept on file for six years following a student's departure from the university or until a student graduates, this process helps to inform other faculty members and the Committee if another

incident occurs involving the same student. A student with an admission form already on file will be charged with a Category II offense and will be brought before the appropriate Committee at a hearing.

4. If the student declines to sign the Admission of Dishonesty form, the appropriate Academic E&I Committee will hold a hearing pursuant to the departmental, program or CCPA procedures described below for Category II violations.

G. Category II Violations.

Note: This process also applies for Category I violations where the student declines to sign an Admission of Dishonesty form.

1. If the instructor discovers a Category II violation, the instructor should first communicate with the student regarding the nature of the charge and the evidence on which the instructor has relied in reaching a conclusion that a violation has occurred. If, after communicating with the student, the instructor remains convinced that a violation has occurred, he or she should submit a detailed written charge with supporting evidence to the appropriate Academic Ethics and Integrity Committee. In cases that go to the CCPA Academic E&I Committee, the charge and supporting materials should be submitted to the Dean's Office. The instructor should also contact the Chair of the appropriate Academic Ethics and Integrity Committee who will check with the Assistant Dean to determine if there is a record of a previous violation by the student. Per University policy, when an academic dishonesty case is brought before the committee, the instructor should assign an Incomplete grade for the student's work, pending the outcome of the hearing. If, after the hearing, the committee concludes that the charges were unproven, the faculty member should re-evaluate the student's work in light of that finding.

2. Notification of the Parties

- a. The Committee Chair or his/her designee shall notify all parties of the charges under consideration not less than ten (10) business days prior to the scheduled hearing. This notification shall be in writing and shall become a part of the record. The notice should be delivered by certified mail.
- b. The Dean's Secretary shall schedule a hearing at a time and location reasonably convenient to all parties.
- c. This notification of hearing shall inform all parties of the following, with sufficient particularity and in sufficient time to ensure opportunity to prepare for the hearing.

All parties will be informed of the following:

- (1) The specific charges brought against him/her (allegation, time, place, and brief circumstances of occurrence and parties involved).
- (2) The time and place to appear before the Committee for a hearing.
- (3) His/her right to review documents before a hearing is available or during the hearing.
- (4) Only the parties involved and their advisors have the right to attend the hearing before the committee. If legal counsel is obtained, the Committee Chair must be notified immediately. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background without prior notification of the Committee Chair, the hearing is suspended and the chair will consult with the university counsel as to how to proceed. A party may bring witnesses, but they may not attend or participate directly in the hearing. Witnesses will be asked to be available at the time of the hearing and will

be called in at the request of the committee. If an advisor or witness does not appear at the hearing, then the hearing is conducted with the person absent. All persons attending the hearing are governed by confidentiality requirements.

(5) His/her right to be present at any portion of the meeting when evidence is heard with respect to the case.

(6) His/her right, after the Committee has met and made its recommendation to the Assistant Dean to appeal the decision.

(7) The student's right to plead guilty, in a signed statement, and accept the appropriate penalty.

(8) The student's right to waive the hearing, in a signed statement to the Committee Chair, and to accept the decision of the Committee.

(9) The procedures and policy of the Academic Ethics & Integrity Committee as outlined in the present document.

3. The Academic Honesty Hearing

a. The hearing shall be closed and all matters discussed kept confidential by all parties. *Ex parte* discussions shall be limited to discussions about policies and procedures, and shall not identify any of the parties to the case.

b. Only the parties involved and their advisors have the right to attend the hearing before the committee. If legal counsel is obtained, the Committee Chair must be notified immediately. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background without prior notification of the Committee Chair, the hearing is suspended and the chair will consult with the university counsel as to how to proceed. A party may bring witnesses, but they may not attend or participate directly in the hearing. Witnesses will be asked to be available at the time of the hearing and will be called in at the request of the committee. If an advisor or witness does not appear at the hearing, then the hearing is conducted with the person absent. All persons attending the hearing are governed by confidentiality requirements.

c. As soon as the student appears before the Committee, the chairperson shall review the student's rights and privileges and acquaint him/her with the purpose of the meeting, namely, to assess the evidence in light of the full context in which the alleged honesty violation occurred, in order to render a fair and equitable recommendation.

d. Each party shall be given a limited time to present any additional material at the hearing, with the Committee Chair allocating the length of time, save that all parties shall receive the same length of time individually. The Committee may elect, at its sole discretion, to have collective presentations made by each side of the dispute, should more than one participant be on any one side.

e. All parties to the grievance shall be present at the hearing to listen to the presentations made, view the documents presented by, and ask questions of other parties.

f. Members of the Committee shall have the right to question both the documents and the presentations at the hearing, both during and after any presentations, in an order and manner determined solely by the Committee.

g. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties to the dispute will retire and the Committee shall determine an appropriate time for its decision, save that in no case may it be later than five (5) business days after the conclusion of the hearing. A written record of the hearing must be kept by the Committee for use by the Assistant Dean or Dean in cases of appeal.

h. In any case, if an informal, mutually agreed upon resolution between all parties is concluded, the formal process shall cease immediately, save that the Committee must be informed of the resolution.

4. The Decision of the Committee

a. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties to the dispute will retire, and the Committee shall assess the evidence and formulate its recommendation to the Assistant Dean. During this part of the hearing, no one other than Committee members shall be present and no new evidence may be introduced.

- b. The decision will be based on an open vote by all members hearing the charge. The recommendation shall be based on a vote of the majority of the members. Those members of the Committee who do not concur with the majority decision have the right to append a minority report to the recommendations.
- c. The Committee may recommend to the Assistant Dean any of the following:
 - (1) No action be taken against the student or students involved.
 - (2) A letter of reprimand will be sent to the student, a copy of which will be kept in the Committee's confidential file.
 - (3) The student be placed on disciplinary probation and in the event he/she is found guilty of any other acts of academic dishonesty, a more stringent penalty could result. The record of this would be kept in the Committee's confidential files and used only in the event other charges are brought against the student.
 - (4) Suspension, with denial of registration at Binghamton University for a specified period of time. A record of this shall be kept in the Committee's confidential file.
 - (5) Expulsion, with no opportunity to return to the CCPA. A record of this shall be kept permanently in the Committee's confidential file.
- d. The Committee shall forward its written recommendation to the Assistant Dean of the CCPA within five (5) business days of the conclusion of the hearings.

5. The CCPA Assistant Dean's Review

- a. The Assistant Dean carefully reviews the Committee's written record and recommendations and makes a determination. He/she will notify all parties and the Committee members in writing of the disposition and rationale for each case within ten (10) working days after receiving the Committee's written recommendation. The student is apprised of the appeal process. If the Assistant Dean is a party in the case, the Dean will appoint another individual to decide the case.

6. Appeal Procedure

- a. A student, faculty or staff member may file an appeal of ruling with the Dean within five (5) working days of receipt of hearing outcome from the departmental or program committee in graduate programs with formal procedures or the Assistant Dean in the case of undergraduates and programs without formal procedures.
- b. Grounds for appeal may include, but are not limited to, procedural error, new evidence, additional information, action unsupported by evidence, or review of sanction.
- c. An appeal review may be conducted on the basis of the hearing record, unless there is substantial new information; in that case, conduct is at the discretion of the Dean.
- d. The Dean will notify the person submitting the appeal within ten (10) working days of receipt of the request, whether the appeal is denied or accepted. If the appeal is accepted, the Dean will also notify the person regarding the course of events to follow, whether there will be modification of the original disposition, an appeal hearing, or a new hearing.

7. Reevaluation of Grade

- a. Following completion of all appeals and a determination of whether the charges of academic dishonesty are substantiated, the instructor shall reevaluate the grade(s) of the student(s) accordingly.

H. Records of Academic Dishonesty.

1. Departmental, program and the CCPA Academic Ethics and Integrity Committee shall keep a confidential file in the Dean's office to maintain records of case proceedings. A student's record in the Committee's confidential file shall be destroyed upon the student's graduation or five years after the case is heard, whichever is earlier, except that, in the case of expulsion, no records shall be destroyed. No notation of any disciplinary action of this Committee shall be placed on the student's transcript unless mandated by University policy. Information concerning disciplinary records shall be released to a third party only if a written release signed by the student is produced..

2. All reports of findings of guilt (either by admission or by adjudication) will be submitted by the Chair of the appropriate Academic E&I Committee through the Assistant Dean to the Provost's Office for archival purposes. Whenever feasible, supporting documentation should be submitted electronically via email.

VI. Failure to Meet Deadlines

A. Timelines specific in the procedures for Professional Conduct, Academic Grievances and Academic Honesty cases are designed to ensure that these matters do not get drawn out indefinitely, and to provide the parties to a case with the opportunity to respond while their memories are fresh and materials are still available.

B. In general, failure of any party to meet a specified deadline may result in default and dismissal of the case or a judgment of the merits of the case by the Committee on the basis of information presented.

C. The Committee has the authority/discretion to extend deadlines with documentation of good cause shown.

VII. Distribution of the Policy

A. An electronic copy of this document will be available to all students, faculty, staff and administrators on the CCPA website at:
http://ccpa.binghamton.edu/Ethics_and_Integrity_Policies_and_Procedures.pdf

B. Full-time and adjunct faculty teaching for the CCPA departments shall include the following statement in their syllabi: "As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Academic Honesty Code for Binghamton University (<http://bulletin.binghamton.edu/integrity.htm>). Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity policy on the CCPA website at: http://ccpa.binghamton.edu/Ethics_and_Integrity_Policies_and_Procedures.pdf

VIII. Severability

If any provision of these policies and procedures is held to be illegal, unenforceable, or inconsistent with University rules, that provision shall be automatically severed and removed from these policies, and the remainder of the policies and procedures shall remain in force.

AMENDMENTS

Proposals to amend the Ethics and Integrity Policy and Procedures must be presented to the voting members in writing at least two weeks before discussion at a College meeting. Votes shall be by written ballot and submitted to the Dean within 48 hours of the meeting. Decisions shall be based on the choice of the majority of those voting. Members who abstain shall be treated (for purposes of decision making) as not voting.

Adopted by the faculty and professional staff on December 6, 2006. Final sections approved by a majority faculty vote on April 25, 2007. Revised per Provost's comments, March 15, 2007; January 29, 2008; January 14, 2010. Revised September 12, 2007; April 22, 2008, per President's comments. Revised and approved by faculty and professional staff on April 1, 2009.

1/14/10

APPENDIX B

WRITING CENTER

USE AND ACKNOWLEDGMENT OF SOURCES

Binghamton University
The Writing Center
LN 1209

THE USE AND ACKNOWLEDGMENT OF SOURCES

A primary task of the undergraduate student is to learn how to use sources effectively and acknowledge them appropriately. Like all scholars, you-the beginning scholar-must build upon the work of those who have gone before you, using it to extend your own knowledge and to develop your own thinking; like all scholars, you must acknowledge in your writing any materials which you found in other writings.

Critical Reading

This is your crucial first step, once you have located your printed sources. You need to read actively, asking questions of the text, identifying its main points, noting the point of view or bias, considering the validity of its logic, testing it against other sources and against your own knowledge, and taking notes that will provide an accurate presentation of your reading as you develop your thinking and write your paper.

Taking Notes

Observe that "taking notes" is included above as part of the process of critical reading. Simply xeroxing parts of your texts and/or highlighting important passages cannot serve your purpose adequately. Record your reactions to your reading as you read, for they are essential to your study. Besides your own analysis and critique of your sources, your notes will include summaries of important points, some paraphrase, and, occasionally, exact quotation.

There are various systems for recording notes. Whatever system you use, you must follow two practices meticulously: (1) record clearly and accurately the reference of each note, i.e., the work from which it comes and usually the page number; (2) enclose in quotation marks anything you copy from a source, and copy it exactly in every detail, including punctuation. Be certain to do this for Internet as well as printed sources.

Writing a Draft of Your Paper

As you think about your reading and review your notes, you may be so daunted by the authority and superior prose of the sources you have read that you question your own ability to write an original and worthwhile paper on the subject. But learning to deal with your material in your own language is exactly what mastery of the material entails. At this point you will be glad that you have read critically and kept good, accessible notes, especially of your analysis. If you find it hard to get started, consult your instructor or go to the Writing Center, where tutors will help you explore possible approaches.

Documentation of Sources

In order to make your documentation clear and useful to your reader, you must choose one of the standard forms and follow it consistently. Be guided in your choice of form by your instructor's preference. The MLA Handbook is usually recommended for undergraduate papers in the humanities; the Publication Manual of the American Psychological Association is often used for papers in the social sciences; and A Manual for Writers of Term Papers, Theses and Dissertations, by Kate L. Turabian, is also widely used¹. These reference works and others are stocked by the University Bookstore, and the

¹ The MPA Program requires the use of the Publication Manual of the American Psychological Association.

Writing Center has copies for students to use in the Center as well as a handout from the Library explaining how to document electronic sources.

Plagiarism

Failure to document sources is plagiarism, a serious violation of ethics and a failure to achieve the very purpose of the assignment. Binghamton University's Rules and Expectations defines plagiarism as "the incorporation into one's written or oral reports of any unacknowledged published, unpublished, or oral material from the work of another." In order to avoid even unintentional plagiarism, you should observe the following principles scrupulously:

- 1) Place anything you copy exactly from another writer - whole sentences, phrases, or even a single distinctive critical term - within quotation marks and identify its source, usually in a note.
- 2) Indicate the source, again usually in a note, of any idea or information that you take from another writer and that is not common knowledge. You should do this even though you restate the idea or information in your own words and don't use quotation marks. When in doubt about whether to credit a source, you should err in the direction of too much rather than too little documentation.
- 3) When paraphrasing (restating material in your own words), take care that you actually do restate. Retaining the sentence structure of the original source, substituting some synonyms, and/or deleting some phrases is not true paraphrasing. The following examples demonstrate the difference between appropriate and inappropriate use of a source:

Original: Englishmen of the educated classes today enjoy the reputation for unusual reserve and exceptional self-control under the most provoking circumstances. In the sixteenth and seventeenth centuries tempers were short and weapons to hand. The behavior of the propertied classes, like that of the poor, was characterized by the ferocity, childishness, and lack of self-control of the Homeric age, and unless we can grasp these basic psychological premises we cannot hope to understand the true dimensions of the Tudor problem. Lawrence Stone, The Crises of the Aristocracy: 1558-1641 (London: Oxford University Press, 1967), p. 108.

Version A: Educated Englishmen of today have a reputation for unusual aloofness and self-control, but in the sixteenth and seventeenth centuries men were short-tempered and always had their weapons handy. The propertied classes, like the poor, behaved with the fierceness, childishness, and lack of self-control characteristic of the Homeric age. Unless we understand these psychological principles, we cannot understand the exact nature of the Tudor problem (Stone 108).

(The author of Version A uses a parenthetical note to indicate that the ideas in this passage are not original with him or her, but by not using quotation marks, the author suggests the writing is his or her own. If the author had not cited Stone, this would clearly be plagiarism. However, even with the citation, this passage follows Stone's organization of ideas, sentence structure, and vocabulary too closely to be a true paraphrase.)

Version B: According to Lawrence Stone, in order to understand the "Tudor problem," we must first realize that wealthy sixteenth and seventeenth century Englishmen were quick to anger and lacking in self-control (108).

(This is a more appropriate treatment of the source. The author employs his or her own words to summarize Stone's ideas. The author uses the phrase, "According to Lawrence Stone...", to indicate that what follows was taken from Stone's work and places the one phrase he or she takes directly from Stone, "Tudor problem," within quotation marks. The author places a parenthetical note after the entire sentence in order to indicate the complete source of the information contained in it.)

A final word: Plagiarism is most likely to result when your paper emphasizes the ideas of others rather than your own. Your research papers should never consist of a loosely-connected string of undigested quotations and ideas from other authors. Instead, you must interpret research material, integrate it with your own ideas, and develop your own controlling idea and organizational structure. You should refer to other sources, using them to support and develop your own ideas, rather than rely on them as a substitute for your own thoughts and analyses.

APPENDIX C

CODE OF ETHICS

Code of Ethics

The American Society for Public Administration (ASPA) exists to advance the science, processes, and art of public administration. The Society affirms its responsibility to develop the spirit of professionalism within its membership, and to increase public awareness of ethical principles in public service by its example. To this end, we, the members of the Society, commit ourselves to the following principles:

I. Serve the Public Interest

Serve the public, beyond serving oneself.

ASPA members are committed to:

1. Exercise discretionary authority to promote the public interest.
2. Oppose all forms of discrimination and harassment, and promote affirmative action.
3. Recognize and support the public's right to know the public's business.
4. Involve citizens in policy decision-making.
5. Exercise compassion, benevolence, fairness, and optimism.
6. Respond to the public in ways that are complete, clear, and easy to understand.
7. Assist citizens in their dealings with government.
8. Be prepared to make decisions that may not be popular.

II. Respect the Constitution and the Law

Respect, support, and study government constitutions and laws that define responsibilities of public agencies, employees, and all citizens.

ASPA members are committed to:

1. Understand and apply legislation and regulations relevant to their professional role.
2. Work to improve and change laws and policies that are counter-productive or obsolete.
3. Eliminate unlawful discrimination.
4. Prevent all forms of mismanagement of public funds by establishing and maintaining strong fiscal and management controls, and by supporting audits and investigative activities.
5. Respect and protect privileged information.
6. Encourage and facilitate legitimate dissent activities in government and protect the whistleblowing rights of public employees.
7. Promote constitutional principles of equality, fairness, representativeness, responsiveness, and due process in protecting citizens' rights.

III. Demonstrate Personal Integrity

Demonstrate the highest standards in all activities to inspire public confidence and trust in public service.

ASPA members are committed to:

1. Maintain truthfulness and honesty and not to compromise them for advancement, honor, or personal gain.
2. Ensure that others receive credit for their work and contributions.
3. Zealously guard against conflict of interest or its appearance: e.g., nepotism, improper outside employment, misuse of public resources or the acceptance of gifts.
4. Respect superiors, subordinates, colleagues, and the public.
5. Take responsibility for their own errors.
6. Conduct official acts without partisanship.

IV. Promote Ethical Organizations

Strengthen organizational capabilities to apply ethics, efficiency, and effectiveness in serving the public.

ASPA members are committed to:

1. Enhance organizational capacity for open communication, creativity, and dedication.
2. Subordinate institutional loyalties to the public good.
3. Establish procedures that promote ethical behavior and hold individuals and organizations accountable for their conduct.
4. Provide organization members with an administrative means for dissent, assurance of due process, and safeguards against reprisal.
5. Promote merit principles that protect against arbitrary and capricious actions.
6. Promote organizational accountability through appropriate controls and procedures.
7. Encourage organizations to adopt, distribute, and periodically review a code of ethics as a living document.

V. Strive for Professional Excellence

Strengthen individual capabilities and encourage the professional development of others.

ASPA members are committed to:

1. Provide support and encouragement to upgrade competence.
2. Accept as a personal duty the responsibility to keep up to date on emerging issues and potential problems.
3. Encourage others, throughout their careers, to participate in professional activities and associations.
4. Allocate time to meet with students and provide a bridge between classroom studies and the realities of public service.

Enforcement of the Code of Ethics shall be conducted in accordance with Article II, Section 5 of the 1999 Bylaws. In 1981 the American Society for Public Administration's National Council adopted a set of moral principles. Three years later in 1984, the Council approved a Code of Ethics for ASPA members. In 1994 the Code was revised.



Advancing Excellence in public service..

*American Society for Public Administration 1120 G Street NW, Suite 700 Washington, DC 20005-3885
(202) 393-7878*

(202) 638-4952,Jax

<http://www.aspanet.org>

APPENDIX D

MPA MID-SEMESTER EVALUATIONS

Two documents are included in this section.

The first represents a form that is completed collectively by the faculty and staff of the Department of Public Administration based on a discussion of each student's performance in and outside of class settings midway through each academic semester (fall and spring). The form documents specific concerns and is provided to the advisor for use in face-to-face advising and professional development meetings.

The second form is what is provided to the student to notify them of general areas of concern. If any concern is identified on the form, the student is required to meet with his/her advisor to discuss the concerns and develop a professional development plan to address those concerns. Professional development plans may be as simple as a verbal agreement between the student and advisor that is documented in the student's record or as elaborate as a detailed plan identifying strategies, means of measuring performance, and a timeline for demonstrating improved competencies.

Concerns identified during the mid-semester reviews of student progress that are not adequately and appropriately addressed by the student, in consultation with the advisor, may result in the student being blocked from registering for MPA courses or securing permission to complete an internship and/or the capstone course.

Mid-Semester Assessments of Student Progress – Advisor Form

Student: _____
Date student was contacted: _____
Date of meeting: _____

Areas of Concern (check all that apply)

- _____ Class attendance
- _____ Timely submission of assignments
- _____ Demonstrated enthusiasm for learning and professional development
- _____ Ability to work independently
- _____ Ability to work with other students on teams
- _____ Taking initiative to solve problems
- _____ Professional communication with faculty and staff
- _____ Responsiveness to feedback
- _____ Cultural competence and respect for differences of opinion and experience
- _____ Time management
- _____ Clear, concise and professional written communication
- _____ Active participation in class discussions
- _____ Respectful participation in class discussions
- _____ Communicates well in formal presentations
- _____ Ability to synthesize and integrate material
- _____ Ability to conduct research
- _____ Quantitative analysis skills
- _____ Critical Thinking skills
- _____ Understanding of public service values
- _____ Understanding of the unique characteristics of local government
- _____ Understanding of the unique characteristics of nonprofit organizations
- _____ Ability to apply theory to practice
- _____ Professional integrity, academic honesty and high standards of ethics
- _____ Able to make connections within and across courses
- _____ Able to link course material to current events
- _____ Level of demonstrated maturity

Preparation for Internship Placement

Serious Concerns Minor Concerns No concerns Not applicable yet

Nature of Concerns: _____ Required Actions to Address

Concerns: _____

Recommendations for Types of Placement: _____

Preparation for Capstone Course

Serious Concerns Minor Concerns No concerns Not applicable yet

Nature of Concerns: _____ Required Actions to Address

Concerns: _____

Professional Development Plan Developed during advising meeting:

Mid-Semester Review (for students)

[Date]

Dear

The Department of Public Administration faculty has reviewed your academic performance. The Department has adopted several professional competencies for its graduates, and feedback on these competencies includes both in-class and out of class observations. You should make an appointment with your academic advisor as soon as possible if any areas of concern are indicated. Failure to meet with your academic advisor may result in the Department disenrolling you from any classes for which you register next semester. The MPA Faculty has expressed concerns regarding your performance in the following areas:

- Professional conduct
- Communication
- Analytical skills
- Application of theory to practice
- Absenteeism or incomplete work
- Progress toward degree
- Funding status
- Preparation for internship placement
 - Serious Concerns Minor Concerns

Nature of concerns: _____

Required actions to address concerns: _____

- Preparation for capstone course
 - Serious Concerns Minor Concerns

Nature of Concerns: _____

Required Actions to Address Concerns: _____

- Other areas of weakness that may require remediation: _____

Student Actions (check all that apply):

REQUIRED RECOMMENDED

- | | | |
|--------------------------|--|----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Meet with Advisor |
| <input type="checkbox"/> | <input type="checkbox"/> | Take/Repeat PAFF 501 |
| <input type="checkbox"/> | <input type="checkbox"/> | Take PAFF 502 |
| <input type="checkbox"/> | <input type="checkbox"/> | Take PAFF 503 |
| <input type="checkbox"/> | View the following on-line skills workshop(s): _____ | |

If one of the boxes below is checked, the faculty has not expressed any concerns regarding your performance, and you DO NOT need to make an appointment with your advisor.

- No concerns
- Outstanding Performance

Sincerely,

Professor Kristina Lambright
Director of Graduate Studies

APPENDIX E

MPA PROGRESS WORKSHEET

MPA Progress Worksheet

| | |
|--------------------|-----------|
| Name: | B Number: |
| Date of Admission: | |

| 2011-12 Curriculum Requirements | Date Completed (Grade) |
|---|-------------------------------|
| Basic Skills | |
| PAFF 501 - Introduction to Professional Writing. Required by MPA faculty? No. Yes. 2 credits. | |
| PAFF 502 - Basic Computer Skills. Required by MPA faculty? No. Yes. 1 credit. | |
| PAFF 503 - Introduction to Administrative Systems Required by MPA faculty? No. Yes. 1 credit. | |
| Core Courses | |
| PAFF 510 – Research Design and Methods | |
| PAFF 520 – 21 st Century Governance | |
| PAFF 521 – Foundations of Public Service | |
| PAFF 527 – Budgeting and Finance | |
| Evidence-Based Decision Making (PAFF) | |
| Managing People in Organizations (PAFF) | |
| PAFF 526, Managing Information and Technology | |
| Nonprofit Specialization (if applicable) PAFF 551 PAFF 552 Nonprofit elective (PAFF) | |
| Local Government Specialization (if applicable) PAFF 580 Local Government Elective (PAFF) Local Government Elective (PAFF) | |
| Electives (if no specialization) Course #1 Course #2 Course #3 | |
| PAFF 594, Internship (or formal waiver approved) | |
| PAFF 591, Problem Definition | |
| PAFF 590, Praxis Through Cases | |
| PAFF 595, Capstone | |
| Declaration of Candidacy (Due in Graduate School at beginning of final semester). | |

APPENDIX F

PRINCIPAL JOURNALS IN PUBLIC ADMINISTRATION AND PUBLIC POLICY

Principal Journals in Public Administration and Public Policy

| |
|---|
| Academy of Management Journal |
| Academy of Management Review |
| Administration and Society |
| Administration in Social Work |
| Administrative Science Quarterly |
| American Review of Public Administration |
| Annals of the American Academy of Political and Social Science |
| International Journal of Public Administration |
| Journal of Policy Analysis and Management |
| Journal of Public Administration Research and Theory |
| Journal of Public Management and Social Policy |
| Journal of Public Policy |
| Nonprofit and Voluntary Sector Quarterly |
| Nonprofit Management and Leadership |
| Policy Sciences |
| Policy Studies Journal |
| Review of Policy Research (previously Policy Studies Review) |
| Review of Public Personnel Administration |
| Public Administration |
| Public Administration Review |
| Public Budgeting and Finance |
| Public Performance and Management Review (previously Public Productivity and Management Review) |
| Publius |
| Urban Affairs Review (previously Urban Affairs Quarterly) |
| Voluntas |

For more information about current sources of information available through the Binghamton University Library, please see the following web site:

<http://library.lib.binghamton.edu/subjects/pubadm/index.html/>

The MPA Diversity Plan

The MPA program diversity plan has as its goals to 1) increase the accessibility of the program to minorities, women and persons with disabilities and 2) to broaden and enrich the post-graduate opportunities to these underrepresented groups. These goals require that the diversity plan encompass more than the requisite attention to recruitment practices, or outcomes associated with the number of faculty/student representing any particular group. The plan strives for inclusiveness in both processes and results and should enhance sensitivity and understanding across racial, cultural, religious, or other boundaries.

The Master of Public Administration program utilizes several strategies to promote programmatic diversity, namely:

- Faculty and staff recruitment and development
- Student recruitment and retention
- Curriculum

Faculty and Staff Recruitment

Binghamton University has a strong affirmative action plan for the recruitment of minorities, women and persons with disabilities. It is the *starting point* for all hiring conducted by the Master of Public Administration program. However the program goes beyond the requirements of the University's affirmative action policy. The following specific actions occur when conducting permanent staff or tenure-track faculty searches:

- The MPA Director/Department Chair meets with the University EEO/Affirmative Action Officer to review the draft position announcement and assess whether the description will attract minority candidates. In all cases, the position description is drafted as broadly as possible to maximize the pool of eligible candidates.
- At least once every two years, the University EEO/Affirmative Action Officer meets with the MPA faculty and staff to review both formal and informal actions that they can take to encourage diversity in hiring and promotion decisions.
- The MPA program ensures that all search committees are diverse by including minority MPA students and minority faculty or staff from other units among their members. Minority students have found this service to be particularly beneficial as they prepare for the job market themselves.
- Leaders of NASPAA's diversity committee are routinely involved when searches are forthcoming. (Two MPA faculty members have served on NASPAA's diversity committee, one as its chair)
- The MPA Director or Search Committee Chair consults with the University's EEO/Affirmative Action Officer to review application materials before invitations for interviews are extended. The University's policy requires Affirmative Action approval, but the MPA program actively seeks input and advice to ensure that qualified minority candidates are not overlooked.

Adjunct Faculty

In the past, the Master of Public Administration program has not had a formal plan for the recruitment of adjunct faculty. Program requirements have often forced adjunct faculty to be hired on short notice. To the extent that there is time to plan for adjunct hiring, the MPA program will conduct outreach with minority communities, actively encourage minority and disabled candidates to apply for adjunct positions. The MPA program will provide technical and instructional assistance to all adjunct faculty to help them develop syllabi and course objectives, use the University's Blackboard system, and make decisions regarding course readings and assignments. The Department Chair will observe classes and provide feedback on teaching methods to encourage adjuncts to excel and to feel included in the Department.

The Learning Environment

The benefit of a diverse faculty and student body are strengthened in an inclusive environment where individuals in the program share their various perspectives with each other. Faculty and staff are responsible for creating a program environment that encourages students to discuss and reflect upon potentially divisive issues in ways that foster understanding and growth. Consequently, faculty and staff must be able to model effective approaches with students and appropriately manage conflict when it appears.

Student Recruitment

It is the policy of the Master of Public Administration program to encourage women and minority students to apply for graduate programs (including the MPA), complete their degrees, and consider enrolling in Ph.D. programs and enter academic careers.

For many years, recruitment of minority and international students into the MPA program was largely conducted by word of mouth recommendations of current students and recent alumni. MPA policies that facilitate minority and international student applications address outreach to encourage students to attend, assessments of prospective students, and addressing financial gaps.

Outreach

- The MPA program encourages pre-application meetings with faculty members. Minority or disadvantaged students particularly benefit from these sessions because faculty advise students about to strengthen their applications materials and these meetings often serve to reduce students' anxiety about applying for the program.
- MPA faculty have participated in McNair Scholar activities on campus and have encouraged McNair Scholars to enroll in graduate programs.
- The MPA program has actively participated in preparing the annual application process for Muskie Fellows.

Admission Criteria

- Until required to do so by the Graduate School in 2012, the MPA program did not require the Graduate Record Examination or other standardized test, because these tests often inhibit otherwise qualified minority and in-service students from applying. Although the

GRE is now required per university policy, the MPA program has obtained approval for a waiver for in-service students and has adopted a policy of considering the GRE as just one piece of information along with the rest of the application materials and we have not established a minimum score.

- The program utilizes conditional admissions for students who are close to but not quite at the established admission criteria, but who appear to have the maturity and commitment necessary to succeed in the program and profession.
- Students whose academic credentials do not meet standards for admission but who appear to have the maturity and commitment, are encouraged to enroll in MPA courses as non-matriculated students to demonstrate their preparedness for the program.

Financial Support

- Nominating at least one applicant each year for a Clifford D. Clark Graduate Fellowship. The Clark Fellowships were originally designed to support “the best underrepresented minority students” and was expanded to include any “disadvantaged student.” The Fellowship includes academic year stipends, full tuition scholarships, health insurance, guaranteed award periods, research and travel opportunities, and other benefits.

Student Retention

- Every semester all students receive programmatic mid-semester evaluations, which identify areas of concern. Students then meet with their advisors to discuss the concerns and, where necessary, develop professional development plans.
- Several basic skills courses have been developed for students who lack writing and/or computer skills needed for success in their substantive classes. Every fall and spring semester we offer PAFF 501, Introduction to Professional Writing and PAFF 502, Basic Computer Skills. These courses are credit-bearing so they apply to a student’s full-time load for purposes of financial aid, but they do not count toward the required substantive credit hours for the MPA degree.
- Each year, faculty initiate meetings of minority and international students to encourage deeper ties between the students and the program faculty.

Curriculum and Pedagogy

A Master of Public Administration program cannot assume that its students will have the skills needed to work effectively in a diverse environment. The curriculum – in terms of content and pedagogy – must provide opportunities for students to develop those skills.

- The MPA new student orientation includes a workshop on diversity and cultural competence.
- Required core courses shall address topics of diversity and cultural competence in the context of the subject matter of the course.
- Elective courses shall be offered periodically on topics related to diversity.
- Faculty shall be cognizant of diversity when selecting readings, developing assignments, and leading discussions.
- Faculty are encouraged to invite guest speakers to their classes who represent diversity.
- Faculty are encouraged to use creative pedagogies to develop cultural competencies in MPA students.

Select examples of outcomes and activities based on the MPA Diversity Policy (as of 2013):

- Faculty searches have included at least one person of color or non-US candidate among those interviewed for all searches conducted in the SSY and previous 3 years.
- Faculty have included guest speakers of color from the university and the community.
- The MPA program has regularly had at least one Clark Fellow per year.
- As a result of MPA involvement with the McNair Scholar program, we can point to individual examples of African American and Latino students who have enrolled in the MPA program, both of whom went on to obtain Ph.D.s in public affairs.
- The program has graduated and continues to enroll on a regular basis Muskie fellows from the republics of the former Soviet Union.
- The faculty have agreed that the introductory required MPA courses which include team projects will include instruction on group dynamics, communication and working in a diverse environment.
- In classes with group projects or activities, faculty deliberately form teams to ensure diversity of gender, nationality, work experience, age, and race/ethnicity.
- Professor Rubaii has utilized a Cultures and Languages Across the Curriculum model to promote cross-cultural understanding in her elective course on Managing Immigrant Services.
- The MPA program has hosted two Chinese visiting scholars who have attended MPA courses and exchanged ideas and perspectives with faculty and students.
- Professor Sinclair has incorporated international team projects with students in his MPA class at Binghamton University and students at Shenzhen University in China.
- Professor Sinclair has developed a partnership with the MPA program at Albany State University (an HBCU in Georgia) to provide opportunities for students from both programs to work in teams to research common areas of interest.
- Professor Appe developed a course on Local Development in the Andes and a corresponding service learning and language immersion experience in Peru.
- Several international exchange opportunities have been developed (in Hungary, China and Peru) and others are planned (in Colombia and Turkey) that provide opportunities for MPA students to experience other cultures.
- MPA students have interned and conducted capstone projects with several community organizations that have as their mission serving individuals with disabilities, immigrants and refugees, and persons of color.

Standard 5 Attachments

Included in this file are the following documents related to Standard 5:

- 1. MPA Competency Definitions and Curriculum Map**
- 2. MPA Competency Measures and Assessment Plan**
- 3. Assessment Instruments**
 - a. Mid-semester Student Evaluation**
 - b. Internship Mid-Term Supervisor Evaluation**
 - c. Internship Final Supervisor Evaluation**
 - d. Praxis Evaluation and Feedback Form**
 - e. Capstone Instructor Assessment**
 - f. Capstone Committee Member Assessment**
 - g. Capstone Supervisor Assessment**
 - h. Capstone Presentation Assessment**
 - i. End-of-Program Team/Diversity Survey**

**Binghamton University MPA Program
 Definitions and Competencies and Assessment Tools**

| This mission of the MPA program is to develop individual and institutional capacity for community-based public practice. | | | | | |
|---|--|--|--|--|---|
| NASPAA Competency Area. | To Lead and Manage in Public Governance | To Participate in and Contribute to the Public Policy Process | To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions | To Articulate and Apply a Public Service Perspective | To Communicate and Interact Productively with a Diverse & Changing Workforce & Citizenry |
| <p>MPA Mission-Based Definition.</p> <p>MPA Graduates will be able to...</p> | <p>Demonstrate an appreciation for the complexities of decision making within public service.</p> <p>Effective oral and written communication skills.</p> <p>Demonstrated professionalism in and outside of class.</p> | <p>Take a community-based problem through the policy process.</p> <p>Effective oral and written communication skills</p> | <p>Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization.</p> | <p>Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others.</p> <p>Effective oral and written communication skills</p> | <p>Work effectively as a member of a diverse group in both a leader and follower role.</p> <p>Demonstrate active engagement, curiosity about, and respect for individual and group differences.</p> |

| | | | | | |
|--|--|---|---|--|--|
| <p>Rationale for Competency Definition</p> | <p>To effectively lead and manage, MPA graduates must understand that decision making in the small local government and nonprofit organizations is complex in that it requires consideration of political, economic, and social factors and procedural demands for participation.</p> <p>MPA graduates must be able to communicate their ideas to a various stakeholders in orally and in writing.</p> | <p>Given our emphasis on small local governments and nonprofits, we work from a small "p" definition of policy to include administrative and organizational policy processes more so than legislative processes.</p> <p>To be effectively in any policy process, public service professionals must be able to effectively communicate ideas to a variety of audiences and in a variety of settings.</p> | <p>We expect our graduates to make evidence-based decisions even if they work in an environment with limited financial, technological or staff resources.</p> | <p>We expect our MPA graduates to appreciate that the traditional values of efficiency and effectiveness, while important, are not value neutral, and that they must be balanced with other values when working in a public service capacity.</p> <p>In communicating the rationale for decisions, public service professionals must be able to articulate the importance of public service values and advocate for their consideration in the face of pressures to rely on purely economic factors.</p> | <p>The work of small local and nonprofit organizations often requires that work be completed in teams and these teams will increasingly be diverse in terms of demographic characteristics, as well as diversity of other types (learning style, communication style, profession/discipline, knowledge, skills and abilities, etc.). An effective public servant needs to appreciate diversity and have the competence to leverage that diversity for the benefit of the team, organization and community.</p> |
| <p>MPA Courses</p> | <p>See separate table for curriculum mapping</p> | | | | |

| | | | | | |
|-----------------------------------|---|---|--|--|--|
| <p>Measures (Conceptual)</p> | <p>Demonstration of understanding of the complexities in public service in MPA culminating experiences.</p> <p>Professionalism and effective communication demonstrated in MPA culminating experiences</p> <p>Oral communication skills.</p> <p>Written communication skills.</p> | <p>Ability to identify a policy or management problem or opportunity within an organization</p> <p>Ability to present evidence-based recommendations that address a problem or opportunity</p> <p>Oral communication skills</p> <p>Written communication skills</p> | <p>Ability to frame a problem or issue within a broader conceptual framework and literature</p> <p>Ability to design and implement an appropriate data collection and analysis process.</p> <p>Ability to interpret findings and present evidence-based recommendations.</p> | <p>The ability to present public problems, processes, and proposed solutions in terms of how they advance or impede democratic processes/communi ty engagement, accountability, equity, transparency, & sustainability (financial, environmental, cultural sustainability)</p> | <p>Having a more sophisticated understanding of collaborative leadership and the value of diversity at the end of the program compared to when they entered the program.</p> <p>Having an appreciation for the value of diversity in solving complex problems.</p> |
| <p>Assessment Tools</p> | <p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)</p> | <p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)</p> | <p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, and Supervisor)</p> | <p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, Supervisor)</p> | <p>Internship Supervisor, Praxis Evaluation, Capstone Assessment Rubrics (Instructor, Faculty Committee Member, Supervisor) Team Composition Exercise/Diversity Assessment</p> |
| <p>Measures (Operational)</p> | <p>See separate table linking rubric items to competencies</p> | | | | |

Specialization Competencies

| Specialization | Nonprofit Management & Leadership | Local Government Management & Leadership |
|---|---|---|
| Competency | Advanced knowledge and skill of distinctiveness of nonprofit organization mission, stakeholders, structure, theory and operation. | Advanced knowledge and skill in the substantive, procedural and structural aspects of local government organization |
| Mission-Based Definition of Competency | We expect students who complete the Nonprofit Management and Leadership specialization to have the ability to: 1) analyze an organization's funding model and identify its strengths and limitations, 2) assess the relative effectiveness of a nonprofit board in carrying out its role, 3) apply theories of nonprofit organization to the mission of individual nonprofit organizations, 4) analyze a nonprofit organization in its environment, and the management and leadership implications. | We expect students who complete the Local Government Management and Leadership specialization to be able to demonstrate advanced knowledge and skills in one or more of the substantive areas of economic development, land use planning, law enforcement/public safety, and emergency preparedness and response. We expect them to be able to work effectively within procedural aspects of public participation, civil service systems, and democratic elections. Structural competencies relate to their understanding of how accountability to elected officials, intergovernmental mandates and revenue options impact local government professionals. |
| Courses | Foundation knowledge is provided in the core (required) MPA curriculum. PAFF 551 (Introduction to Nonprofit Management and Leadership) introduces these concepts and skills at a more advanced level and PAFF 552 (Issues in Nonprofit Administration) provides an opportunity to practice them. The remaining Nonprofit elective provides some specialized knowledge or skill unique to the course. | Foundation knowledge is provided in the core (required) MPA curriculum. PAFF 580 (Introduction to Local Government Management) introduces these concepts and skills at a more advanced level. The two remaining nonprofit electives provide specialized skills and opportunities to practice skills from PAFF 580. |
| Assessment Tools | Internship Supervisor Final Evaluation Rubric Praxis Evaluation Rubric Capstone Assessment Rubrics Portfolio of select assignments from PAFF 551 and 552 (To be implemented in 2013-14) | Internship Supervisor Final Evaluation Rubric Praxis Evaluation Rubric Capstone Assessment Rubrics Portfolio of exemplary assignments (designed in 2012-13; to be implemented in 2013-14) |

Note: Advanced competencies in Social Work, Nursing, or Student Affairs Administration for students in one of our dual degree programs are not assessed by the MPA program except through the internship placement (students must have a placement that meets the requirements of both programs) and capstone project (the capstone committees include an extra faculty member from the dual degree department). Specific competencies in the other professional area are assumed to exist by virtue of the degree certification offered by the partner department.

**Binghamton University MPA Curriculum Map
 Linking Courses and Competencies**

| | To Lead and Manage in Public Governance | To Participate in and Contribute to the Public Policy Process | To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions | To Articulate and Apply a Public Service Perspective | To Communicate and Interact Productively with a Diverse & Changing Workforce & Citizenry |
|--|---|--|---|--|---|
| | Demonstrate an appreciation for the complexities of decision making within public service. Effective communication. Professionalism | Take a community-based problem through the policy process. Effective communication. | Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization. | Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others. Effective communication. | Work effectively as a member of a diverse group in both a leader and follower role. Demonstrate active engagement, curiosity about, and respect for individual and group differences. |
| Research Design and Methods (PAFF 510) | x INTRO | X INTRO | X INTRO, PRACTICE | X INTRO | X INTRO, PRACTICE |
| 21st Century Governance (PAFF 520) | X INTRO | x INTRO | | X INTRO | x INTRO |
| Foundations of Public Service (PAFF 521) | X INTRO, PRACTICE | X INTRO | | X INTRO | X INTRO, PRACTICE |
| Public and Nonprofit Budget and Finance (PAFF 521) | X PRACTICE | X PRACTICE | x PRACTICE | X PRACTICE | |
| Managing People in Organizations ¹ | X PRACTICE | X PRACTICE | | X PRACTICE | X PRACTICE |
| Evidence-Based Decision Making ² | x PRACTICE | X PRACTICE | X PRACTICE | x PRACTICE | x PRACTICE |
| Managing Information and Technology (PAFF 526) | x PRACTICE | X PRACTICE | X PRACTICE | X PRACTICE | |
| Praxis through Cases (PAFF 590) | X PRACTICE, ASSESS | X PRACTICE, ASSESS | X PRACTICE, ASSESS | X PRACTICE, ASSESS | x PRACTICE, ASSESS |
| Internship (PAFF 594) | x PRACTICE, ASSESS | x PRACTICE, ASSESS | x PRACTICE, ASSESS | x PRACTICE, ASSESS | x PRACTICE, ASSESS |
| Problem Definition (PAFF 591) | x ASSESS | X ASSESS | | X ASSESS | |
| Capstone (PAFF 595) | X ASSESS | X ASSESS | X ASSESS | X ASSESS | X PRACTICE, ASSESS |

X indicates this competency is a major focus of the course; x indicates it is a component, element, or topic in the course

INTRO indicates that the concepts, knowledge and skills are introduced to students in the course; PRACTICE indicates that students are provided with opportunities to practice and apply the concepts, knowledge and skills in the course; and ASSESS indicates that competencies are assessed in the course

¹The Managing People in Organizations (MPO) requirement can be fulfilled by any one of the following courses: Human Resource Management (PAFF 534), Organizational Theory (PAFF 535), Networks and Public Management (PAFF 536), or Organizational Behavior (PAFF 537). PAFF 534 is offered every fall. Each spring one of the other three MPO courses is offered on a rotating basis.

²The Evidence-Based Decision Making (EBDM) requirement can be fulfilled by taking any one of the following courses: Survey Research (PAFF 513), Program Evaluation (PAFF 515), Performance Analysis (PAFF 516), or Policy Analysis (PAFF 523). Each semester one EBDC course is offered on a rotating basis over a 2-year cycle.

Other Curriculum Design Elements

- All required courses include both the public sector and nonprofit sector in the definition of public service/public affairs. The emphasis is on non-urban local governments and community-based nonprofit organizations.
- The definition of community used for all aspects of the program includes, but is not limited to, the Greater Binghamton community. The majority of class-based service projects and internships/capstones are based in the upstate New York, northern Pennsylvania area, but students and faculty also have opportunities to direct their attention to communities in other states and other nations.
- Required MPA courses are 4-, 3-, 2- and 1-credit, depending on the extent of work required. Four- and three-credit courses are full semester courses; 1- and 2-credit courses are generally short courses.
- Service projects are an intentional design element of multiple required courses and are generally reflected by 4-credit hour designations.
- The sequencing of courses is intended to provide opportunities for students to develop skills in three stages:
 1. full-class or small group community-based service projects designed by and service partners arranged by the instructor (introductory required courses)
 2. small group projects and individual projects with instructor guidelines, considerable student choice, and student responsibility for interaction with service partners (MPO and EBDM courses, specialization courses)
 3. individual student-defined and student-led projects (capstone).
- The sequencing of courses is intended to prepare students for greater and greater synthesis of material through the use of common cases and current issues across multiple required courses within an academic year to ensure that students experience the analysis of a single case or issue through multiple lenses/perspectives in preparation for the Praxis course.
- Required courses are coordinated to ensure a balance of individual and team work in each semester.
- Teams are assigned randomly or with deliberate attention to diversity of team composition. When introductory required courses (510, 520, 521) include team projects, time is devoted to issues of group dynamics, effective teams, and conflict resolution.
- To accommodate the schedules of working professionals, all core courses are offered at least once per year in the evening time slot.
- To allow students flexibility of site selection for the internship, only elective (not required) courses are offered in the summer.
- Sufficient specialization and elective courses are offered during the academic year so that no student is required to enroll in the summer.
- Specializations require some common knowledge and skills (provided by the required course or courses in the specialization) and also should allow students to focus on particular interests within that specialization area.

Specific Rubric Assessment Items – Formative Assessments

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism | | |
|---|--------------------------|--------------------|---------------|----------------|---------------------|----------------|-----------|-----------------|---|---|
| Class attendance | Mid-Semester Evaluations | Faculty as a group | | | | | | X | | |
| Timely submission of assignments | | | X | | | | | | X | |
| Demonstrated enthusiasm for learning and professional development | | | X | | | | X | | X | |
| Ability to work independently | | | X | | | | | | X | |
| Ability to work with other students on teams | | | X | | | | | X | | |
| Taking initiative to solve problems | | | | | | X | | | X | |
| Professional communication with faculty and staff | | | X | | | | | | X | |
| Responsiveness to feedback | | | X | | | | | | | |
| Cultural competence and respect for differences of opinions and experiences | | | | | | | | X | X | |
| Time management | | | | | | | | | | X |
| Clear, concise and professional written communication | | | X | | X | | | X | | X |
| Active participation in class discussions | | | | | | | | | X | X |
| Respectful participation in class discussions | | | | | | | | | | X |
| Communicates well in formal presentations | | | | | X | | | | | |
| Ability to synthesize and integrate material | | | | | | | X | | | |
| Ability to conduct research | | | | | | | X | | | |
| Quantitative analysis skills | | | | | | | X | | | |
| Critical thinking skills | | | | | | | X | | | |
| Understanding of public service values | | | | | | | | X | | |
| Understanding of the unique characteristics of local government | | | | | X | | | X | | |
| Understanding of the unique characteristics of nonprofit organizations | | | | | X | | | X | | |
| Ability to apply theory to practice | | | | | X | X | X | | | |
| Professional integrity, academic honesty and high standards of ethics | | | | | X | | | X | | X |
| Able to make connections within and across courses | | | | | | | X | | | |
| Able to link course material to current events | | | | | | | X | | | |
| Level of demonstrated maturity | | | | | | | | | | X |

Note regarding scoring: Mid-semester evaluations simply identify areas where faculty consider an individual student to have some shortcomings.

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism | |
|--|-------------------|--------------------------------------|---------------|----------------|---------------------|----------------|-----------|-----------------|---|
| Demonstrated strong work ethic | Internship | Practitioner (Internship Supervisor) | X | | | X | | X | |
| Was punctual and reliable | | | | | | | | X | |
| Showed initiative and enthusiasm | | | X | | | | X | | X |
| Was willing to learn | | | | | | | | | X |
| Completed tasks on time | | | | | | | | | X |
| Worked well with other staff in office | | | | | | | | X | |
| Worked effectively on teams | | | | | | | | X | |
| Demonstrated cultural competence | | | | | | | | X | |
| Worked well independently | | | | | X | | | | |
| Followed through with all tasks | | | | | | | | X | X |
| Took responsibility for problems and worked effectively toward solutions | | | | | X | | | | X |
| Demonstrated effective time management | | | | | | | | | X |
| Worked effectively within the organizational structure | | | | | X | | | | |
| Completed all tasks identified in the MOU | | | | | | | | | X |
| Came well-prepared with skills/knowledge from courses | | | | | | | X | | |
| Writes clear and concise communications | | | | | | X | | | |
| Organizes thought and evidence in a logical sequence | | | | | | X | X | | |
| Articulates ideas well | | | | | | X | | | |
| Communicates at a level appropriate for the intended audience | | | | | | X | | | |
| Communicates well through formal presentations | | | | | | X | | | |
| Conducts a thorough literature review | | | | | | X | X | | |
| Effectively applies research/theory to public problems | | | | | X | X | X | | |
| Understands and interprets trends and debates in administration | | | | | X | X | X | | |
| Develops clear problem statements | | | | | X | | X | X | |
| Gathers information from a variety of sources | | | | | | | X | | X |
| Distinguishes between sources of information on the basis of quality | | | | | | | X | | |
| Identifies and applies appropriate analytical techniques | | | | | | | X | | |
| Interprets results effectively | | | | | | | X | | |
| Prepares appropriate graphical representations of data | | | | | | X | X | | |

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

Specific Rubric Assessment Items – Summative Assessments

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism | |
|--|----------------------|---------------------------------------|---------------|----------------|---------------------|----------------|-----------|-----------------|---|
| Clear, concise, professional writing | Praxis through Cases | Faculty member teaching Praxis course | X | X | | X | | X | |
| Analyses reflects understanding of and respect for diverse perspectives | | | X | X | | X | X | | |
| Understanding of the complexities of organizational and policy problems | | | X | X | | | | | |
| Ability to frame issues within the context of public service values | | | X | X | | | X | | |
| Ability to integrate concepts and theories from multiple areas | | | | X | X | | | | |
| Ability to apply material from a variety of courses/areas | | | | X | | | | | |
| Ability to apply specific theories to a practical case | | | X | | | X | | | |
| Accepts feedback professionally and responds to it appropriately | | | X | | | | | | X |
| Demonstrates the ability to assess and apply at least three of our five core public service values to the case | | | X | | | | X | | |
| Demonstrates the ability to balance public service values against purely economic/monetary concerns | | | | X | X | X | | | |
| Understands and is able to apply concepts from.... | | | | | | X | | | |
| ...Research Design and Methods (510) | | | | | | X | | | |
| ...Foundations of Public Service (521) | | | X | X | X | X | X | X | |
| ...21 st Century Governance (520) | | | X | X | | | X | X | |
| ...Managing People in Organizations (MPO) | | | X | X | | | | X | |
| ...Budgeting and Finance (527) | | | X | X | X | X | X | | |
| ...Evidence-Based Decision Making (EBDM) | | | | X | X | | | | |
| ...Managing Information and Technology (526) | | | X | X | X | X | X | | |
| Demonstrates advanced understanding in declared specialization or dual degree area | | | X | X | X | X | X | X | |

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism | |
|--|-------------------|---|-------------------------------|----------------|---------------------|----------------|-----------|-----------------|---|
| Ability to accept feedback from the instructor | Capstone course | Faculty (Capstone Instructor and Capstone Committee Member) | X | | | | | X | |
| Articulation of an organizational policy problem or opportunity | | | X | | X | X | | | |
| Ability to place the problem within a broader conceptual framework | | | X | | X | X | | | |
| Ability to prepare an appropriate literature review | | | | | X | | | | |
| Selection of appropriate data collection methodology given time and resource constraints | | | | | X | | | | |
| Ability to implement data collection methodology | | | | | X | | | | |
| Selection of appropriate data analysis techniques | | | | | X | | | | |
| Ability to analyze data | | | | | X | | | | |
| Ability to interpret results of analysis | | | | | X | | | | |
| Application of theory to practice | | | X | X | X | X | | | |
| Identification of specific evidence-based recommendations | | | | | X | | | | |
| Recommendations address organizational policy problem or opportunity | | | X | X | X | | | | |
| Logical organization of ideas and evidence | | | | | X | X | | | |
| Clear and concise writing | | | | | X | | | | |
| Integration and synthesis of knowledge | | | | | | X | | | |
| Understanding of public service values | | | | | | | X | | |
| Understanding of organizational characteristics | | | X | | | | | | |
| Oral presentation skills | | | X | X | | | X | | |
| Use of PPT or other presentation techniques | | | X | X | | | | | |
| Response to audience questions | | | | | X | | X | | X |
| Ability to accept feedback from peers | | | | | | | X | X | |
| Ability to provide constructive feedback to peers | | | | | | | X | X | |
| Seeks feedback at appropriate times | | | | | | | | X | |
| Takes initiative to solve problems | | X | | | X | X | | X | |
| Ability to meet deadlines | | X | | | | | | X | |
| Ability to work independently | | X | | | | | | X | |
| | | | Faculty (Capstone Instructor) | | | | | | |

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism |
|---|---|---|---------------|----------------|---------------------|----------------|-----------|-----------------|
| The problem definition clearly articulates who is affected by the current problem | Capstone: New items piloted for the first time in spring 2013 | Capstone instructor and capstone committee member | X | | | X | X | |
| Student articulates/justifies public service values guiding decisions made regarding the research methodology | | | | | X | X | | |
| The student articulates and justifies public service values guiding recommendation | | | | X | X | X | | |
| Recommendations address the originally stated problem | | | | X | | | | |

Note on rating scale: 1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, NA=I have no basis on which to judge.

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism |
|--|-------------------|---|---------------|----------------|---------------------|----------------|-----------|-----------------|
| The student conducted him/herself professionally in conducting the capstone project | Capstone | Practitioner (Capstone Agency Supervisor) | | | | | | X |
| I had an opportunity to review a draft of the report and provide feedback | | | X | | | X | | X |
| The student clearly defined a policy problem or opportunity faced by my organization | | | X | | X | | | |
| The student collected appropriate data given time and resource constraints | | | | | X | | | |
| The findings presented by the student are easy to understand and are based on the evidence gathered. | | | | | X | X | | |
| The recommendations presented by the student are based on the evidence gathered and analyzed | | | | | X | X | | |
| The recommendations clearly address the policy problem or opportunity defined | | | X | X | X | | | |
| The report is well written (accessible, clear and concise) | | | X | X | | | | X |
| The written report is well organized | | | X | X | | | | X |
| The written report reflects an understanding of our organization's mission, values and priorities. | | | X | X | | | X | |
| The presentation was well organized | | | X | X | | | | |
| The presentation was professionally delivered | | | X | X | | | | X |
| The student was able to respond to my questions/concerns following the presentation | | | | | | | | |

Note on rating scale: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge.

| | Course or Context | Who Assesses | Lead & Manage | Policy Process | Analyze, Synthesize | Public Service | Diversity | Professionalism | |
|---|-----------------------|--|---------------|----------------|---------------------|----------------|-----------|-----------------|---|
| Diversity factors considered in team composition | End of program survey | Student (Team Composition Exercise, Self-Assessment, Program Assessment) | | | | | X | | |
| Strengths and challenges of the team composition (narrative) | | | | | | | X | | |
| Extent to which <i>the MPA program</i> contributed to my effectiveness as a team member | | | | | | | | X | |
| Extent to which <i>the MPA program</i> contributed to my understanding of and appreciation for diversity | | | | | | | X | X | |
| Extent to which <i>the MPA program</i> improved my ability to apply the concepts of diversity to improve a team process | | | | | X | | | | X |
| <p>Rating scale of team diversity: List of diversity characteristics (demographic as well as skill and style factors) students indicate: I intentionally excluded all people with this characteristic, I intentionally included some and excluded others with this characteristic, I intentionally included all people with this characteristic, or It was not a factor in my selection</p> <p>Rating scale for program contributions: 4 = A great deal, 3 = Somewhat, 2 = Very little, 1 = Not at All, NA = Not applicable (only use this response if you did not partake in any such activities as an MPA student). Note: Rather than evaluate the MPA program as a whole, students are asked to assess the extent to which the following MPA program components contributed to each of the above competencies: MPA Core Courses, MPA Specialization, Certificate or Elective Courses, Readings Assigned in MPA Courses, Assignments for MPA Courses, In-Class Activities in MPA Courses, Team Projects in MPA Courses, Use of Cases in MPA Courses (including Praxis), The MPA Internship, MPA GSO or Other MPA Community Activities, MPA International Experiences or Study Abroad, MPA Capstone Project, Other (please specify).</p> | | | | | | | | | |

Development of Competency Definitions, Assessment Processes and Instruments

The current competency definitions and assessment instruments have developed over time and through iterations of input from faculty and members of the MPA Advisory Board, and experience utilizing and interpreting the results. These are living documents in the sense that almost every year we either add questions or modify phrasing to better capture our intended interests. The most recent changes were made in 2011-12 (SSY-1) and implemented in 2012-13 (SSY), although we have made some additional changes in the SSY that will be implemented in the coming year.

At a retreat held in 2011-12, the faculty reviewed and refined our definitions of competencies in each of the universal competency areas and for the two MPA specialization areas. We also identified the points within the curriculum when these competencies would be assessed. Faculty worked in teams and consulted the most appropriate Advisory Board members to determine if existing rubrics and assessment tools were adequate and to recommend changes as needed.

Assignments for reviewing the competency definitions and assessment tools in this cycle are provided below:

| COMPETENCY AREA | LEAD FACULTY | OTHER FACULTY | MPA ADVISORY BOARD LIAISONS |
|---|--------------------|-----------------------------------|---------------------------------------|
| Lead and Manage in Public Governance | Tom Sinclair | Susan Appe | Marsha Weber, Tim O'Hearn |
| Participate and Contribute to the Policy Process | Pam Mischen | Kristina Lambright Pat Brennan | Donna Lupardo, Jeff Davis, Ken Kamlet |
| Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions | Kristina Lambright | Pam Mischen Joann Lindstrom | Mark Rykman, Elaine Miller |
| Articulate and Apply a Public Service Perspective | Nadia Rubaii | David Campbell | Diane Brown, Donna Lupardo |
| Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry | Nadia Rubaii | Tom Sinclair | Kathy Bunnell, Elaine Miller |
| Local Government Specialization | Tom Sinclair | Nadia Rubaii Pat Brennan | Tim O'Hearn, Mark Rykman |
| Nonprofit Specialization | David Campbell | Susan Appe Joann Lindstrom | Diane Brown, Shawn Hartnett |

Examples of Changes Made to Assessment Processes and Tools

RE: Policy Process Competency

With valuable input from the Advisory Board members (practitioners) of group working on the competency related to Participating in and Contributing to the Policy Process, the following changes were made:

- Clarification that verbal and written communication skills are essential for this competency area and should not be used only to assess general “professionalism.” (The rubrics had items rating oral and written communication, but previously these had not been included as part of assessing this particular competency area)
- Changing the phrasing regarding identification of a “policy problem” to “policy problem or opportunity” to reflect that many of the capstone projects address opportunities for new and innovative approaches to delivering public services and not necessarily limited to addressing problems. Phrasing changed on Capstone Instructor and Capstone Faculty Committee Member forms:
 - Previous phrasing: Articulation of an organizational problem
 - Revised phrasing: Articulation of an organizational policy problem or opportunity
- Addition of new items on the Capstone instructor form and Capstone Faculty Committee Member form:
 - Recommendations address policy problem or take advantage of opportunity
- Addition of new items on Capstone Supervisor Assessment form
 - The student clearly defined a policy problem or opportunity faced by my organization
 - The recommendations clearly address the policy problem or opportunity defined

RE: Public Service Values

To supplement existing rubric questions, additional questions were added to assessment forms to more precisely define the expectations regarding public service values.

- Praxis Instructor form:
 - Demonstrates the ability to assess and apply at least three of our five core public service values to the case
 - Demonstrates the ability to balance public service values against purely economic/monetary concerns
- Capstone Instructor form:
 - The problem definition clearly articulates who (what group or what segment of the public) is affected
 - The student articulates and justifies one or more of our core public service values as guiding the decisions made regarding the chosen research methodology
 - The student articulates and justifies one or more of our core public service values as guiding his/her recommendations.

RE: Diversity, Cultural Competency

To supplement the existing rubric questions, a survey was developed for students which included an exercise where each student had to comprise a team from among a list of possible individuals of various demographic, technical abilities and work style characteristics. The survey also included self-assessments of student strengths and weaknesses related to teamwork, diversity, and cultural competence, and student assessments of the program's contributions to their competencies in these areas.

RE: Specializations

To go beyond the general questions on the Praxis and Capstone rubrics, portfolios of exemplary assignments will be required by students to demonstrate knowledge and skills in particular areas related to their specialization.

Performance Targets for Student Learning Competencies

Rubrics scales are either rating degree of competence (1=no apparent competence, 2=a small degree of competence, 3=a moderate degree of competence, 4=a significant degree of competence, 5=full competence, or NA=I have no basis on which to judge) or statements about competencies with Likert scale responses (1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Disagree nor Agree, 4=Somewhat Agree, 5=Strongly Agree, NA=No basis on which to judge). In either case, the performance target is that no students will score 1 or 2, and will have few if any scores of 3. All scores should be at least at the level of a 3, and a majority of scores on any evaluation should be at least at the level of a 4.

Analysis and Interpretation of Assessments

Because the MPA program is relatively small and only 10-25 students graduate in any given semester, even though we collect quantitative ordinal level data, the analysis is largely informal and qualitative in nature.

- If one or two students score below the performance target on any given measure of competence, the faculty discuss how we could have done a better job in formative assessments for that student and we consider ways to identify and remediate lack of competencies *before* a student reaches the capstone or how we could prevent a student lacking those competencies from reaching the end of the program.
- If several students in any given cohort score below the performance targets, we consider that more of a programmatic failing that needs to be addressed through modifications of the curriculum.

Process

Faculty meet every two weeks throughout the academic year and hold one day-long retreat each year. One faculty meeting each semester is devoted to mid-semester evaluations, which provide the basis for informing advising of individual students about areas of concern and for determining if there are more systemic concerns across the program. The Internship, Praxis and Capstone instructors (Lindstrom, Campbell, and

Lambright, respectively, during the Self-Study Year) are responsible for reviewing the assessments (completed by themselves, practitioners and/or other faculty) in their respective courses and bringing to the attention of the full MPA faculty any areas of concern.

The diversity/team survey instrument and the specialization area portfolios are new additional assessments beyond the rubrics used for several years. The diversity/team survey was piloted during the self-study year and the specialization portfolios will be implemented in the site visit year to supplement the assessment data gathered through the Internship, Praxis and Capstone assessments. Professor Rubaii will be responsible for conducting the initial review of the diversity/team assessments; Professors Campbell will take the lead in reviewing Nonprofit specialization portfolios, and Professor Sinclair will take the lead in reviewing the Local Government specialization portfolios.

Once areas of concern are identified by the faculty responsible for each area, the full faculty discuss what programmatic changes could address the concerns. Minor curriculum changes (such as adding a particular topic or type of assignment to an individual class) are decided upon by the faculty. More substantial program changes are brought to the MPA Advisory Board for practitioner input.

Assessment Plan Schedule and Responsible Parties

| Competency Area | Person with Primary Responsibility | Frequency |
|--|--|---------------|
| Lead and Manage in Public Governance | Capstone Instructor Praxis Instructor | Annually |
| Participate in and Contribute to Policy Process | Capstone Instructor Praxis Instructor | Annually |
| Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions | Capstone Instructor Praxis Instructor | Annually |
| Articulate and Apply Public Service Values | Capstone Instructor Praxis Instructor | Annually |
| Interact and Communicate Effectively with a Diverse and Changing Workforce | Professor Rubaii | Annually |
| Nonprofit Specialization | Professor Campbell | Every 3 years |
| Local Government Specialization | Professor Sinclair | Every 3 years |

The person with primary responsibility is to review the specific measures used for that competency area and bring to the attention of faculty any scores or trends that suggest the need for programmatic improvements. Initial identification of issues will occur at department meetings in the fall semester for the previous academic year, and then will be addressed by the faculty (and Advisory Board, if appropriate) before the conclusion of the spring semester.

Mid-Semester Assessments of Student Progress – Advisor Form

Student: _____
Date student was contacted: _____
Date of meeting: _____

Areas of Concern (check all that apply)

- _____ Class attendance
- _____ Timely submission of assignments
- _____ Demonstrated enthusiasm for learning and professional development
- _____ Ability to work independently
- _____ Ability to work with other students on teams
- _____ Taking initiative to solve problems
- _____ Professional communication with faculty and staff
- _____ Responsiveness to feedback
- _____ Cultural competence and respect for differences of opinion and experience
- _____ Time management
- _____ Clear, concise and professional written communication
- _____ Active participation in class discussions
- _____ Respectful participation in class discussions
- _____ Communicates well in formal presentations
- _____ Ability to synthesize and integrate material
- _____ Ability to conduct research
- _____ Quantitative analysis skills
- _____ Critical Thinking skills
- _____ Understanding of public service values
- _____ Understanding of the unique characteristics of local government
- _____ Understanding of the unique characteristics of nonprofit organizations
- _____ Ability to apply theory to practice
- _____ Professional integrity, academic honesty and high standards of ethics
- _____ Able to make connections within and across courses
- _____ Able to link course material to current events
- _____ Level of demonstrated maturity

Preparation for Internship Placement

Serious Concerns Minor Concerns No concerns Not applicable yet

Nature of Concerns: _____ Required Actions to Address

Concerns: _____

Recommendations for Types of Placement: _____

Preparation for Capstone Course

Serious Concerns Minor Concerns No concerns Not applicable yet

Nature of Concerns: _____ Required Actions to Address

Concerns: _____

Professional Development Plan Developed during advising meeting:

MPA Internship
Mid-Semester Intern Assessment

Rvsd. 3/09

Intern name: _____ Date: _____

Site Supervisor: _____ Phone #: _____

Organization: _____ Coordinator: _____

Instructions: To be completed by Internship Coordinator over phone or in person with Site Supervisor by 5-7 weeks into the internship and placed in student's file.

Overall, how successful has the internship been so far?

Is the student meeting expectations and requirements?

What are some of the intern's strengths?

In your opinion, where can the intern focus efforts to improve?

Do you have any questions regarding the capstone project?

Do you have any other question/concerns?

Do you need any additional information/support from the coordinator?

Need for a follow-up assessment or contact? ____yes ____ no

**MPA Internship
Final Intern Evaluation**

Intern Name _____

Date _____

Site Supervisor _____

Agency _____

Total # of hours Completed _____

Instructions: Please use this form to evaluate the performance of the student intern you supervised over the last semester. The questions ask you to assess the student in the competency areas that are core to the MPA program: professional conduct, communication, integration of public administration theory into practice, and application of analytical skills to solve problems. This evaluation is used to conduct the student’s overall course assessment and must be submitted in order for the student to receive a grade. Please share your assessment with the student during the final performance evaluation session.

Professional Conduct: Using the rating scale below, please indicate the degree of competence the student has demonstrated in each skill area during the internship experience.

- 1 = No apparent competence**
- 2 = A small degree of competence**
- 3 = A moderate degree of competence**
- 4 = A significant degree of competence**
- 5 = Full competence**
- NA = I have no basis on which to judge**

| Intern’s Professional Conduct | 1 | 2 | 3 | 4 | 5 | NA |
|---|----------|----------|----------|----------|----------|-----------|
| Demonstrated strong work ethic | | | | | | |
| Was punctual and reliable | | | | | | |
| Showed initiative and enthusiasm | | | | | | |
| Was willing to learn | | | | | | |
| Completed tasks on time | | | | | | |
| Worked well with other staff in office | | | | | | |
| Worked effectively on teams | | | | | | |
| Demonstrated cultural competence | | | | | | |
| Worked well independently | | | | | | |
| Followed through with all tasks | | | | | | |
| Took responsibility for problems and worked effectively toward solutions | | | | | | |
| Demonstrated effective time management | | | | | | |
| Worked effectively within the organizational structure | | | | | | |
| Completed all assignments identified in the MOU | | | | | | |
| Came well-prepared with skills/knowledge from course work | | | | | | |

MPA Core Competencies: Using the rating scale below, please indicate the degree of competence the student has demonstrated for each of the skills.

- 1 = No apparent competence**
- 2 = A small degree of competence**
- 3 = A moderate degree of competence**
- 4 = A significant degree of competence**
- 5 = Full competence**
- NA = I have no basis on which to judge**

| MPA Core Competencies | 1 | 2 | 3 | 4 | 5 | NA |
|--|---|---|---|---|---|----|
| Writes clear and concise communications | | | | | | |
| Organizes thought and evidence in a logical sequence | | | | | | |
| Articulates ideas well | | | | | | |
| Communicates at a level appropriate for the intended audience | | | | | | |
| Communicates well through formal presentations | | | | | | |
| Conducts a thorough literature review | | | | | | |
| Effectively applies research/theory to public problems | | | | | | |
| Understands and interprets trends and debates in administration | | | | | | |
| Develops clear problem statements | | | | | | |
| Gathers information from a variety of sources | | | | | | |
| Distinguishes between sources of information on the basis of quality | | | | | | |
| Identifies and applies appropriate analytical techniques | | | | | | |
| Interprets results effectively | | | | | | |
| Prepares appropriate graphical representations of data | | | | | | |

Were you adequately informed of your responsibilities regarding this internship? yes no
 Were you satisfied with the communications with and responsiveness of the department staff/faculty?
yes no

Additional Comments:

 (Site Supervisor Signature) (Date) (Internship Coord. Signature) (Date)

Submit this completed evaluation form by FAX to (607) 777-2414 OR by mail to:

MPA Internship Coordinator
 Dept. of Public Administration
 CCPA, PO Box 6000
 Binghamton University
 Binghamton, NY 13902-6000

Thank you

Praxis through Cases Assessment and Feedback Form

Name: _____

Case: _____

1 = No apparent competence (F)

2 = A small degree of competence (C)

3 = A moderate degree of competence (B-)

4 = A significant degree of competence (B)

5 = Full competence (A)

NA = No basis on which to judge at this time or not applicable to this case

- | | |
|---|---|
| 1—2—3—4—5—NA | Clear, concise, professional writing |
| 1—2—3—4—5—NA | Analyses reflect understanding of and respect for diverse perspectives |
| 1—2—3—4—5—NA | Understanding of the complexities of organizational and policy problems |
| 1—2—3—4—5—NA | Ability to frame issues within the context of public service values |
| 1—2—3—4—5—NA | Ability to integrate concepts and theories from multiple areas |
| 1—2—3—4—5—NA | Ability to apply material from a variety of courses/areas |
| 1—2—3—4—5—NA | Ability to apply specific theories to a practical case |
| 1—2—3—4—5—NA | Accepts feedback professionally and responds to it appropriately |
| | |
| 1—2—3—4—5—NA | Understands and is able to apply Research Design & Methods (510) |
| 1—2—3—4—5—NA | Understands and is able to apply Foundations of Public Service (521) |
| 1—2—3—4—5—NA | Understands and is able to apply 21 st Century Governance (520 or 522) |
| 1—2—3—4—5—NA | Understands and is able to apply Managing People in Orgs (534 or 525) |
| 1—2—3—4—5—NA | Understands and is able to apply Budgeting and Finance (527) |
| 1—2—3—4—5—NA | Understands and is able to apply Evidence-Based Decision Making (523) |
| 1—2—3—4—5—NA | Understands and is able to apply Managing Info. & Tech. (526) |
| | |
| 1—2—3—4—5—NA | Demonstrates the ability to assess and apply at least three of our five core public service values to the case. |
| 1—2—3—4—5—NA | Demonstrates the ability to balance public service values against purely economic/monetary concerns. |
| | |
| 1—2—3—4—5—NA | Demonstrates advanced understanding in specialization area |
| <input type="checkbox"/> Nonprofit Mgt & Leadership | <input type="checkbox"/> Local Government Mgt & Leadership |
| <input type="checkbox"/> Health Policy Administration | <input type="checkbox"/> Environmental Policy |
| <input type="checkbox"/> Social Work | <input type="checkbox"/> Student Affairs |
| | <input type="checkbox"/> Nursing |

Comments:

Notable strengths in the professional memo

Weaknesses or areas of concern in the professional memo

Notable strengths in the annotated comments

Weaknesses or areas of concern in the annotated comments

Capstone Instructor Assessment Form

Student Name:

Rating Scale:

- 1 = No apparent competence
- 2 = A small degree of competence
- 3 = A moderate degree of competence
- 4 = A significant degree of competence
- 5 = Full competence
- NA = No basis on which to judge

- 1—2—3—4—5—NA Ability to accept feedback from peers
- 1—2—3—4—5—NA Ability to provide constructive feedback to peers
- 1—2—3—4—5—NA Ability to accept feedback from the instructor
- 1—2—3—4—5—NA Seeks feedback at appropriate times
- 1—2—3—4—5—NA Takes initiative to solve problems
- 1—2—3—4—5—NA Ability to meet deadlines
- 1—2—3—4—5—NA Ability to work independently
- 1—2—3—4—5—NA Articulation of an organizational policy problem or opportunity
- 1—2—3—4—5—NA Ability to place the problem within a broader conceptual framework
- 1—2—3—4—5—NA Ability to prepare an appropriate literature review
- 1—2—3—4—5—NA Selection of appropriate methodology

- 1—2—3—4—5—NA Selection of appropriate data collection methodology given time and resource constraints
- 1—2—3—4—5—NA Ability to implement data collection methodology
- 1—2—3—4—5—NA Selection of appropriate data analysis techniques
- 1—2—3—4—5—NA Ability to analyze data
- 1—2—3—4—5—NA Ability to interpret results of analysis
- 1—2—3—4—5—NA Application of theory to practice
- 1—2—3—4—5—NA Identification of specific evidence-based recommendations
- 1—2—3—4—5—NA Recommendations address policy problem or take advantage of opportunity
- 1—2—3—4—5—NA Logical organization of ideas and evidence
- 1—2—3—4—5—NA Clear and concise writing
- 1—2—3—4—5—NA Integration and synthesis of knowledge
- 1—2—3—4—5—NA Understanding of public service values
- 1—2—3—4—5—NA Understanding of organization characteristics
- 1—2—3—4—5—NA Oral presentation skills
- 1—2—3—4—5—NA Use of PPT or other presentation technologies
- 1—2—3—4—5—NA Response to audience questions

Capstone Supervisor Assessment of Student Work

You are receiving this survey because you supervised a student enrolled in the Capstone Seminar. The Capstone Seminar is the defining step in our student's work toward the MPA degree. In order for us to continue to improve our program, we need your input about the capstone project the student with whom you worked. Please complete the short survey below. Indicate the answers to the survey on a scale of 1 to 5, with one being strongly disagree and 5 being strongly agree. If you have no basis to judge, please select NA.

Supervisor Name:

Organization:

Student Name:

Scale

1 = Strongly Disagree

2 = Somewhat disagree

3 = Neither Disagree or Agree

4 = Somewhat Agree

5 = Strongly Agree

NA = No basis on which to judge

- | | |
|--------------|---|
| 1—2—3—4—5—NA | I was closely involved with the design of the capstone project |
| 1—2—3—4—5—NA | I was in close contact with the student while s/he was working on the capstone project |
| 1—2—3—4—5—NA | I was in close contact with the faculty members overseeing the capstone project |
| 1—2—3—4—5—NA | This capstone project was one of my top priorities |
| 1—2—3—4—5—NA | The student conducted him/herself professionally in conducting the capstone project |
| 1—2—3—4—5—NA | I had the opportunity to review a draft of the report and provide feedback |
| 1—2—3—4—5—NA | The student clearly defined a policy problem or opportunity faced by my organization |
| 1—2—3—4—5—NA | The student collected appropriate data given time and resource constraints |
| 1—2—3—4—5—NA | The findings presented by the student are easy to understand and are based on the evidence gathered |
| 1—2—3—4—5—NA | The recommendations presented by the student are based on the evidence gathered and analyzed |
| 1—2—3—4—5—NA | The recommendations clearly address the policy problem or opportunity defined |
| 1—2—3—4—5—NA | The written report is well written (accessible, clear and concise) |
| 1—2—3—4—5—NA | The written report is well organized |
| 1—2—3—4—5—NA | The written report reflects an understanding of our organization's mission, values and priorities |
| 1—2—3—4—5—NA | I am satisfied with the written report I received |
| 1—2—3—4—5—NA | The presentation was well organized |
| 1—2—3—4—5—NA | The presentation was professionally delivered |

- 1—2—3—4—5—NA The student was able to respond to my questions/concerns following the presentation
- 1—2—3—4—5—NA The capstone project achieved the goals that I hoped it would achieve
- 1—2—3—4—5—NA My organization/department learned useful information from the written report that will help my organization/department's ability to accomplish its core mission
- 1—2—3—4—5—NA Participating in the capstone project strengthened my organization/department's relationship with Binghamton University

Faculty Capstone Committee Member Assessment Form

This survey is for faculty to assess student competence at the end of the capstone project. Please complete the survey only for the students on whose capstone committee you served.

Student Name:

Rating Scale:

- 1 = No apparent competence
- 2 = A small degree of competence
- 3 = A moderate degree of competence
- 4 = A significant degree of competence
- 5 = Full competence
- NA = No basis on which to judge

- 1—2—3—4—5—NA Ability to accept feedback from the instructor
- 1—2—3—4—5—NA Articulation of an organizational policy problem or opportunity
- 1—2—3—4—5—NA Ability to place the problem within a broader conceptual framework
- 1—2—3—4—5—NA Ability to prepare an appropriate literature review
- 1—2—3—4—5—NA Selection of appropriate data collection methodology given time and resource constraints
- 1—2—3—4—5—NA Ability to implement data collection methodology
- 1—2—3—4—5—NA Selection of appropriate data analysis techniques
- 1—2—3—4—5—NA Ability to analyze data
- 1—2—3—4—5—NA Ability to interpret results of analysis
- 1—2—3—4—5—NA Application of theory to practice
- 1—2—3—4—5—NA Identification of specific evidence-based recommendations
- 1—2—3—4—5—NA Recommendations address organizational policy problem or opportunity
- 1—2—3—4—5—NA Logical organization of ideas and evidence
- 1—2—3—4—5—NA Clear and concise writing
- 1—2—3—4—5—NA Integration and synthesis of knowledge
- 1—2—3—4—5—NA Understanding of public service values
- 1—2—3—4—5—NA Understanding of organization characteristics
- 1—2—3—4—5—NA Oral presentation skills
- 1—2—3—4—5—NA Use of PPT or other presentation technologies
- 1—2—3—4—5—NA Response to audience questions

Faculty Assessment of Student Capstone Presentation

Student Name:

Other MPA Faculty – Assessment of Capstone Presentation

- 1 = No apparent competence
- 2 = A small degree of competence
- 3 = A moderate degree of competence
- 4 = A significant degree of competence
- 5 = Full competence
- NA = No basis on which to judge

1—2—3—4—5—NA Articulation of an organizational problem

1—2—3—4—5—NA Framing the problem within a broader conceptual framework

1—2—3—4—5—NA Explanation of research and analytical methods

1—2—3—4—5—NA Application of theory to practice

1—2—3—4—5—NA Identification of specific evidence-based recommendations

1—2—3—4—5—NA Oral presentation skills

1—2—3—4—5—NA Organization of ideas

1—2—3—4—5—NA Use of PPT or other presentation technologies

1—2—3—4—5—NA Response to audience questions

Instructions for Capstone Instructor:

Please distribute only Question #1 and the Profiles page to students at first with the following instructions.

We are asking students in the capstone course to complete a survey related to team work. The survey is not being used to assess individual students and your responses are anonymous. There are no right answers to the questions. We simply want your honest responses. Once you complete question #1 and return it to me, I will give you the remainder of the questions.

When students return Question #1, please give them the survey that corresponds to the ID number at the top of the pages so the answers can be matched.

Questionnaire # _____

1. Imagine that the Master of Public Administration (MPA) program at Binghamton University has asked you, along with a team of five (5) of your classmates to evaluate how effective the MPA Internship Program is in preparing students to obtain jobs in the public or nonprofit sector upon graduation and to be successful in their public service careers. Together with the team you put together you will need to evaluate the strengths and weaknesses of the program, and present your findings and recommendations to the faculty and the MPA Practitioner Advisory Board in the form of a succinct and persuasive written report and a polished professional presentation. Your first task is to select the five students you want to work with to accomplish this important task that will require research, analysis, a written report and an oral presentation. Select five individuals from the 10 profiles provided on a separate page.

Indicate in the space below which five students you have picked to be part of your team. Make sure you select five and no more.

- Student #1 Tara
- Student #2 Malik
- Student #3 Sheu-fuh
- Student #4 Arthur
- Student #5 Susan
- Student #6 Huifang
- Student #7 Sarah
- Student #8 Alexa
- Student #9 Frank
- Student #10 Marissa

Keep the profile page for your reference and turn this page in to receive the remaining questions.

Questionnaire # _____

PROFILES: Select your FIVE (5) team members:

- Student #1: Tara** is a second year student. She is very experienced professionally and personally in the field of international nonprofit management. Well-rounded, wise, and disciplined, she has high standards. From past experience working with her in a group, you found she does well at motivating people toward her own perspective. She is often pessimistic and impatient, and is imperfect in written and spoken English skills. However, she excels at identifying and critically analyzing policy issues. Tara is always early, expects meetings to start and end on time, and believes no one should ever miss a group meeting as it lowers morale. Her focus area is International NGOs working with children in Turkey and the U.S. She was unhappy with her internship experience working with a local immigrant services organization last summer in which she translated workshop materials into her own first language.
- Student #2: Malik** is an intuitive, and creative, part-time commuter student who is graduating this semester. He shares information, and is good at facilitating discussion and participation. He has basic computer skills, including Microsoft Word and email. At home, out of town, he has 2 children. Malik often has group meeting conflicts. Although he has poor quantitative and data analysis skills, including Excel, he is interested in learning. A prayer leader (Imam) in the African-American Masjid, you find him inspiring as a speaker. His internship was also out of town, with an Islamic Cultural Center. His brief presentation in the Capstone class on increasing visibility and improving public perception was succinct, impressive, and his recommendations promise to be cutting edge.
- Student #3: Sheu-fuh** is efficient at completing tasks and submitting assignments. Highly skilled in Excel and SPSS, she follows direction and is a good foot soldier. In a past group project you perceived that she does not always share information which sometimes causes duplication of work efforts. A first year student, she is sometimes late to meetings because she relies on the bus for transportation. Also, she lacks Internet access at home so she is sometimes slow to respond to emails. She works best alone. Sheu-fuh doesn't often speak up unless called upon but the two of you share a language in addition to English and sometimes speak in this language outside of the classroom setting.
- Student #4: Arthur** is intelligent, takes charge, and is a second year full time dual MPA/MSW student. He has high standards, a disciplined work ethic, and is very practical and realistic. In your experience with group work he is not the best communicator, gets impatient, and talks over others. He also tends to text and check email on his phone during meetings and conversations. He had 4 years of management experience prior to starting this program and is very good with Excel. Born and raised in Endicott, Arthur has aspirations in local government and excelled in his planning internship at the Mayor's office.
- Student #5: Susan** is a first year, non-traditional student. She learns and adapts quickly, and thinks outside of the box. A deep listener, she takes extra time out to help bring others up to speed. To you she seems like a caring person and seems to truly enjoy group work. She admits she has poor delegation skills, but is working to develop competency in this area. She hopes to intern with the Veteran's Association and is interested in advocating for increased accessibility for those who require wheelchairs and wheel-based mobility support, which she uses.

Questionnaire # _____

- Student #6: Huifang** is the same age as you and has an edgy, energetic personality. She is extremely intelligent and has a keen understanding of American Public Service. Although English is her second language, she likely has the highest GPA in your cohort. Her organizational, Power Point, and writing skills are excellent although she doesn't project her voice well when presenting. In a group she usually takes notes and adds something when she feels strongly; otherwise she tends to go with consensus. Outside of class she dances and sings but rarely attends department social functions or gathers for informal discussions.

- Student #7: Sarah** is a highly motivated, ambitious, and hardworking second year student. She has the same religious views as you and was raised in a community much like your own. She has a dominant personality because of her intense style of work, and competitive nature. This is evidenced by her having led every MPA group project she has been involved in. In a group with her last semester, she made sure that all deadlines were met, and that the work products were superior; however, she unapologetically alienated the two male students in the group in the process. At one point she referred to them as "full of opinions, but dead weight when it comes down to it" during a meeting. She is a co-founder of the Graduate Lesbian Gay Bisexual Transgender Queer (LGBTQ) Association which started this year.

- Student #8: Alexa** is an older, part-time, first year student with a husband and children. She had a long career in the Broome County local government Security Division, and is back in school for the first time in over 20 years. Her strengths include adherence to a code of ethics, applying new tools she's learning, and communicating, especially in groups or teams. A pragmatic decision-maker, she likes to push work to move along quickly, as she has many commitments, but sometimes struggles with deadlines. Her internship was waived, but she helped three other students connect with successful internship experiences, and many others seek her advice. She is known publicly and at her church, as a staunch advocate of traditional marriage. She believes that local governments should only employ people who are US citizens and who reside in the local community.

- Student #9: Frank** is the hardest working student in your graduating class and spends considerable time on campus researching and writing. He is always prepared and gets his work done ahead of time. He has similar professional interests as you. He has the tendency to conform to the ideas of the group rather than putting forth new ideas and often struggles with group members who don't speak English well. Frank is unhappy with the internship program as he was unable to secure a paid summer internship in Emergency Management. He believes all graduate level internships should be paid positions.

- Student #10: Marissa** is an extremely intelligent and well-spoken student in your graduating class. She has B.A. in English and Medieval Renaissance Studies. A stickler for errors, she spent her undergraduate evenings working part-time as a proofreader, and was a star on the swim, crew, and track teams. She is seeking an internship at Campus Recreational Services this coming summer. Not a big proponent of lengthy discussions, at times she can appear to be distracted and disinterested in group work. She is willing to take on any task, and complete them on time.

Questionnaire # _____

2. How did each of the following characteristics factor into your selection of the team?

| Characteristic | I <i>intentionally excluded</i> all people with this characteristic | I <i>intentionally included some and excluded others</i> with this characteristic | I <i>intentionally included</i> all people with this characteristic | It was <i>not a factor</i> in my selection |
|----------------------------------|---|---|---|--|
| Computer Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presentation Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Team leadership skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to communicate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to listen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analytical skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quantitative skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Past academic experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Past work experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Had a good internship experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Had a poor internship experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Received an internship waiver | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Questionnaire # _____

3. In the selection of your team, how important was it to you that ***at least one*** of your team members have the following attributes?

| Attribute | Not at all important | Somewhat important | Very important |
|---|--------------------------|--------------------------|--------------------------|
| Gender that is different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gender that is the same as your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual orientation that is different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual orientation that is the same as your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personality that is different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personality that is similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perspectives that are different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perspectives that are similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Racial and ethnic background that are different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Racial and ethnic background that are similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cultural background that is different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cultural background that is similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaks a first language that is different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaks a first language that is the same as your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work ethic different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work ethic that is similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quantitative analytical skills that are different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quantitative analytical skills that are similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Qualitative analytical skills that are different from your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Qualitative analytical skills that are similar to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internship experience in a different area than your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internship experience in a similar area to your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional work experience in the nonprofit sector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional work experience in the government sector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional work experience in the private sector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Questionnaire # _____

4. How would you **evaluate yourself** as a team member?

| | Strongly Agree/ Almost Always | Somewhat Agree/ Frequently | Neither Agree nor Disagree | Somewhat Disagree/ Infrequently | Strongly Disagree/ Almost Never |
|---|----------------------------------|----------------------------------|-------------------------------|---------------------------------------|--|
| I often take a leadership role during group meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I complete tasks on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I prefer that someone else takes the lead | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I share responsibility for decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I facilitate dialogue and problem solving among group members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I take a supportive role to encourage and motivate others during group meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I appreciate the diversity of opinions and perspectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I bring new or innovative ideas to the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident with the use of technology to support group activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. How important were the following in the selection of your team?

| | I intentionally tried to include as many as possible | I intentionally tried to include a few team members | I intentionally tried to avoid team members | I did not consciously consider this when selecting team members |
|---|--|---|---|---|
| Teammates who share my team behaviors, strengths, and weaknesses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teammates who would bring different behaviors, strengths, and weaknesses to the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Questionnaire # _____

6. Please briefly respond to the following questions.

How would you characterize the **diversity of your team**?

What do you consider to be the **strengths and advantages** of your team composition?

What do you consider to be the **likely challenges** of your team composition?

7. Please provide the following **demographic information** about yourself.

What is your age? 20 or under 21-25 26-30 Over 30

What was your student status in the MPA program?

Entirely Part-Time Mix of Part-Time and Full-Time Entirely Full-Time

What is your gender? Male Female Prefer Not to Answer

During your MPA studies, what was your work status?

Worked Full-Time Worked Part-Time Did Not Work

Are you an international student?

Yes No

How do you describe/define your race/ethnicity?

Questionnaire # _____

8. Use the following scale to indicate to what extent the following aspects of the MPA program helped you develop competencies related to teams and diversity.

4 = A great deal

3 = Somewhat

2 = Very little

1 = Not at All

NA = Not applicable (only use this response if you did not partake in any such activities as an MPA student)

| | Improve my <u>effectiveness as a team member</u> | Improve my <u>understanding of and appreciation for diversity</u> | Improve my <u>ability to apply the concepts of diversity to improve a team process</u> |
|---|--|---|--|
| MPA Core Courses | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| MPA Specialization, Certificate or Elective Courses | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Readings Assigned in MPA Courses | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Assignments for MPA Courses | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| In-Class Activities in MPA Courses | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Team Projects in MPA Courses | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Use of Cases in MPA Courses (including Praxis) | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| The MPA Internship | 4 3 2 1 NA | 4 3 2 1 NA | 4 3 2 1 NA |
| MPA GSO or Other MPA Community Activities | 4 3 2 1 NA | 4 3 2 1 NA | 4 3 2 1 NA |
| MPA International Experiences or Study Abroad | 4 3 2 1 NA | 4 3 2 1 NA | 4 3 2 1 NA |
| MPA Capstone Project | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |
| Other (please specify) | 4 3 2 1 | 4 3 2 1 | 4 3 2 1 |

Standard 6 Attachments

Included in this file are the following documents related to Standard 6:

Department of Public Administration Budget

SSY-2 2010-11

SSY-1 2011-12

SSY 2012-13

Department of Public Administration Budget

| | 2010-11 | 2011-12 | 2012-13 |
|--|--------------|--------------|--------------|
| Annual State Allocation | \$575,261.00 | \$585,197.00 | \$602,702.00 |
| IFR Funds | \$78,786.00 | \$66,089.00 | \$61,476.00 |
| Faculty Salaries | \$471,134.00 | \$487,019.00 | \$498,424.00 |
| Adjuncts and PT Instructors | \$26,000.00 | \$24,000.00 | \$20,000.00 |
| Faculty Travel – State allocation | \$2,800.00 | \$0.00 | \$3,000.00 |
| Faculty Travel – IFR Expenditures | \$3,405.00 | \$8,988.00 | \$1,611.00 |
| Faculty Travel—Dean’s Office Commitment | \$0.00 | \$3,585.00 | \$1,875.00 |
| Assistantships - # of full time lines | 4.00 | 5.00 | 4.00 |
| Assistantships – Stipends | \$40,000.00 | \$50,000.00 | \$40,000.00 |
| Assistantships – Tuition | \$33,480.00 | \$41,850.00 | \$35,480.00 |