THE MASTER OF PUBLIC ADMINISTRATION PROGRAM

A PROGRAM OF THE DEPARTMENT OF PUBLIC ADMINISTRATION
College of Community and Public Affairs
Binghamton University

HANDBOOK FOR THE 2016-2017 ACADEMIC YEAR

Kristina Lambright, Chair

Brianna King, Director of Admissions and Student Services

August 2016
INTRODUCTION
This handbook provides students in the Master of Public Administration Program with information and guidance that they need to successfully complete their degree. 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.
# TABLE OF CONTENTS

A Message from the Chair.........................................................................................................................4

Brief History..................................................................................................................................................8

Academic Policies........................................................................................................................................10

Student Services.........................................................................................................................................16

Organization of the Department of Public Administration.................................................................20

Core Competencies.................................................................................................................................22

The Curriculum............................................................................................................................................23

Department of Public Administration Course Offerings........................................................................36

A Typical Two Year Sequence for Full-Time Students........................................................................43

Appendix A: Academic Honesty Policy....................................................................................................46

Appendix B: Writing Center.......................................................................................................................63

Appendix C: Code of Ethics.......................................................................................................................67

Appendix D: Certificate Program Competencies and Portfolios.............................................................69

Appendix E: MPA Progress Worksheet....................................................................................................70

Appendix F: Principal Journals in Public Administration and Public Policy............................................71

Appendix G: Assessment Forms................................................................................................................72

Appendix H: Independent Study Form.....................................................................................................78
A MESSAGE FROM THE CHAIR
August 2016

Dear MPA Students:

Welcome to the Master of Public Administration (MPA) Program with the Department of Public Administration at Binghamton University. As part of the College of Community and Public Affairs based in 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. 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 an “A” you will need to demonstrate exceptional intellectual and analytical abilities, as well as strong communication skills and 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 difficult 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 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 help develop your understanding and appreciation of other cultures, as well as your skills in working with diversity of opinions, norms and experiences.

- **Start reading.** Keeping up with 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. 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 by the MPA program will differ significantly from what you were asked to do as an undergraduate. You should expect 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 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 peers. While most of us naturally want to defend ourselves when our work is judged, we will learn more by addressing weaknesses identified by these 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. Spend 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. Learning from feedback is a critical element of success as a professional in public service.

- **Be an active citizen.** The quality of the MPA Program today is a direct result of students 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. Consider one of our many international opportunities. As they finish the program, many students lament not taking better advantage of the opportunities that were available to them. Learn from their experience and advice. I also encourage you to extend your contributions beyond the walls of the University by offering 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. 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 you progress through the program, and I hope to see you in a class sometime soon.

Regards,

*Kristina Lambright*

Kristina Lambright, 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 a thousand years ago, and prominent Binghamton residents built their homes on our building site during 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 program awarded the academic degree 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 requesting authorization from the State University of New York (SUNY) to award the professional degree Master of Public Administration. 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 SUNY Board of Regents. As one of his final acts in office, Governor Mario M. Cuomo signed the document authorizing Binghamton University to award the Master of Public Administration degree.

From 1999 to 2006, the MPA program 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. On July 1, 2006 the Masters in Public Administration Program became the Department of Public Administration in the 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 was Patricia Wallace Ingraham, one of the most widely respected public administration scholars in the United States. Dean Ingraham retired in 2013 and now serves as Dean Emeritus. She was succeeded by Laura Bronstein, a leading Social Work scholar and formerly chair of the Social Work Department in the College of Community and Public Affairs. In 2006 we received notice that the National Association of Schools of Public Affairs and Administration (NASPAA) had accredited the Masters of Public Administration program for the next 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 were the culmination of years of effort by dedicated faculty, administrators, students, alumni and friends. Their combined passion provided a foundation for a new world of opportunities and growth for our students and communities.

In July 2014, the MPA program received reaccreditation from NASPAA’s Commission on Peer Review and Accreditation (COPRA) for the maximum allowable term of seven years, with no conditions and no monitoring on any standards. COPRA has the authority to reaccredit for shorter periods of time and even when reaccrediting for the full period, and it almost always imposes stringent annual monitoring of one or more individual standards. The strong statement of reaccreditation we received is a tribute to the quality of the education we provide, the commitment of our faculty and staff to conducting meaningful competency-based assessment and the support of the institution in our work.
The University Downtown Center opened in 2007. 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). 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.

Not only are our surroundings designed for the 21st century, so too is our 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.

Our program is known throughout the University for our commitment to excellence. In 2004, MPA student 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 also honored with the Chancellor’s Award for Excellence in Teaching, and in 2011 and 2014, respectively, professors Thomas Sinclair and Nadia Rubaii received the Chancellor’s Award for Excellence in University Service. Even more notable, in 2012 Professor Rubaii served as President of the Network of Schools of Public Policy, Affairs and Administration (NASPAA), the primary professional association for public administration programs across the United States.

Over the years, the people in the MPA program and the Department of Public Administration have created a culture that seeks new challenges and continued growth. We will explore new opportunities in curriculum, program development and service learning. Today, with increasing numbers of both 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 Greater Binghamton 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/, by phone (607) 777-2151, through e-mail gradsch@binghamton.edu or more at the following mailing address:

Graduate School
Binghamton University
PO Box 6000
Binghamton, New York 13902-6000

All students applying to the MPA program must submit their application materials online through the Graduate School. Application materials include an application form, transcripts, two letters of recommendation, a personal statement, and a resume. 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 with English as a native language.

An Admissions Committee reviews application materials. We strongly recommend that prospective students wishing to be considered for a Graduate Assistantship or other departmental funding for the fall semester submit applications in by January 15; however, applications are accepted throughout the year on a rolling space-available basis. Though students applying after that date may still be eligible for an assistantship or other financial support, we will give preference to students who apply by the January 15 deadline. Applications for the fall semester are due April 15 and are considered on a rolling basis; 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.

Applications are reviewed holistically, meaning that each part of the application holds an equal weight in the admissions decision. Each applicant is given a score based on undergraduate GPA, letters of recommendation, personal statement, work experience and GRE scores (if provided). Each applicant’s undergraduate GPA (or graduate GPA if the student has taken more than 12 graduate-level credits) 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 (If submitted, -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 suggest 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 writing abilities. Significant work experience (5 or more years in the public or nonprofit sector) can earn applicants a positive adjustment to their admissions scores; the lack of work experience does not result in a penalty. The MPA program does not require the GRE, but if scores are submitted they are evaluated by averaging the applicant’s quantitative, verbal and analytical scores, then the following scoring system is used:
(1) The GPA of an applicant with an average percentile less than 20% is adjusted by -0.2
(2) The GPA of an applicant with an average percentile between 20%-39% is adjusted by -0.1
(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 +0.1
(5) The GPA of an applicant with an average percentile 80% or higher is adjusted by +0.2

Guaranteed Admission Program
The Guaranteed Admission Program for some SUNY graduates is designed to accommodate the strongest applicants from six of the most competitive SUNY schools. The program is open to students who hold a baccalaureate degree with a GPA of 3.5 or higher from the following institutions:

1. Binghamton University
2. State University of New York at Albany
3. University at Buffalo
4. State University of New York College of Environmental Science and Forestry
5. State University of New York at Geneseo
6. State University of New York at Stony Brook

Students who meet these requirements and apply by the stated deadlines are guaranteed admission into the Master of Public Administration program.

How to Apply:
Individuals who wish to apply to the MPA program through the Guaranteed Admissions process must e-mail dpa@binghamton.edu. Applicants will then receive instructions on submitting an application and their transcripts through Binghamton University's Graduate School application portal.

2. Your University Bulletin
The Bulletin, available online presents the academic policies of the University and the MPA Program at the time of matriculation. For students accepted in the Fall 2016 semester, the 2016-17 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; student 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 12 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 six fee-paying students will be cancelled, and summer courses with between six and eleven fee-paying students may be cancelled at the instructor’s discretion. Students should expect a short summer course to be intensive, with the material normally offered over a full semester condensed into six 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 (found in appendix H). *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 contractual 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 Performance Requirements
   a. **First 12 PAFF Credits.** All students, including those with regular admission status, are required to earn a 3.0 GPA or better in their first 12 PAFF credits towards their MPA degree. PAFF credits are courses with a PAFF prefix, offered in the MPA Program, that count toward your degree. Failure to meet this requirement will result in severance from the program. **Please note that basic skills courses do not count toward the MPA Degree.**
   
b. **GPA Requirements.** Students must have a cumulative GPA of 3.0 to graduate from the program. Students whose GPA falls below 3.0 after the first 12 PAFF credits must meet with their academic advisor and the Director of Admissions and Student Services to assess their performance in the program. Students whose GPA falls below 3.0 after they have completed their first 12 credits may be severed from the program. Students who remain in the program with a GPA below 3.0 may not be eligible to take Internship, Problem Definition, Praxis or Capstone until their GPA is above 3.0.
   
c. **Repeating Courses.** Students **must** receive a B or higher grade in all required (core) courses. Students who have met the GPA requirements described above and who have received a grade of B- or lower in a core course may retake that course one time only for credit. **Students who do not earn a B or better in a required course they have retaken will be severed from the program.** Students who earn a B- or lower in either an evidence-based decision making course or a managing people in organizations course may use a different evidence-based decision making or managing people in organizations course as their “retake” of the course. Students do not need to retake elective courses in which they earn a grade of B- or lower, unless they plan to use that course as a requirement for the nonprofit or local government certificate or the specialization in sustainable communities.

9. 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 due to concerns that their work will not “make the grade.”

The **Academic Honesty Code** can be reviewed online. 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.

10. 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 you have any doubt about the appropriateness of a citation, consult with your instructor.

11. 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.
12. 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 for success in the MPA program. 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.

13. 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 instructor and 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.

14. 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 pass/fail courses. Students are responsible for initiating all paperwork for extensions of incompletes.

15. Graduation
MPA candidates are required to complete 42 hours of coursework with a cumulative GPA of 3.0. In addition, candidates must receive a B or higher grade in all required (core) courses. Students who have received at least a 3.0 GPA 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. Students are also required to have an overall GPA of at least 3.0 in order to take Internship, Problem Definition, Praxis and Capstone.

16. 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 Admissions and Student Services.
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 program three or more years after the semester in which the student was severed.
STUDENT SERVICES

1. The MPA Web Page
The MPA webpage is the primary source for information about the program, faculty and students. We use the web page to post important announcements and information about upcoming events. Students are strongly encouraged to review the site frequently and to contact the MPA Director of Admissions and Student Services 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 opportunities that serve full-time students.

To facilitate communication among faculty and students, the Program maintains an MPA ListServ. To be on the ListServ, each student must provide the Director of Admissions and Student Services with his or her current e-mail address no later than the end of the second week of the 1st semester. If you change your e-mail address during the year, please notify the Director of Admissions and Student Services of your new e-mail address (as well as phone number and mailing address). Each individual is responsible for checking his/her e-mail at least once every two days. Often dated announcements with critical deadlines are posted on the MPA ListServ. If an MPA e-mail 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 six 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
- See here for full details (including procedures for nomination, stipend levels, award period, etc.)

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.

5. **Graduate Assistantships in the Division of Student Affairs**: The Division of Student Affairs looks for students from a range of fields to serve in positions in offices, centers and departments around the University, such as the Dean of Students office, the Center for Civic Engagement and Campus Recreation. View job descriptions and application information.

6. **Graduate Assistantships in the Graduate School**: The Graduate School seeks talented students from a variety of disciplines to serve as GAs in the Graduate School office. Qualified students will gain professional experience and enhance their résumé while earning their degree. These GAs typically work 20 hours per week and receive a stipend. View job descriptions and application information.

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 MPA Department 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/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 Director of Admissions and Student Services will provide a copy of the faculty evaluation to the student and place the original report in the student’s departmental file.

In order to continue to receive an assistantship, a student must be in good standing. Graduate assistants’ performance will be evaluated at the end of each semester after grades have been submitted, and any
graduate assistant who is no longer in good standing will lose their graduate assistantship even if this change occurs midway through the contract period.

**New Assistants**

Presently enrolled students not receiving support and newly accepted students must notify the Director of Admission and Student Services 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

**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. Students may also visit the Director of Admissions and Student Services in room DC 437 for advising or general questions.

5. Jobs and Careers
The Department of Public Administration works closely with the Fleishman Center for Career and Professional Development to identify career preparation that is appropriate for graduating Master’s students. The Fleishman Center has identified extensive Internet resources for jobs in public service organizations (both public and nonprofit sectors). The Center has also organized a database of Binghamton University alumni who have volunteered to help new graduates get started in their chosen professions. Additionally, the Fleishman Center sponsors excellent workshops with leaders in public service organizations and offers assistance with résumé writing, interviewing techniques and employment strategies. Start your job search by contacting the Fleishman Center at 777-2400 or exploring their website.

Students may also visit the CCPA Office of Career and Professional Services at the University Downtown Center in room 218. This office supports the mission of the College of Community and Public Affairs (CCPA) by providing focused career development for students pursuing degrees in community and public-service, human services and higher education the coordination and promotion of international opportunities to foster global perspectives in CCPA students. Through collaboration with faculty, staff, alumni and community partners, the Office of Career and Professional Services will cultivate career readiness and global outlooks in CCPA students from day one.

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 student 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 Admissions and Student Services and the MPA faculty.

The Director of Admissions and Student Services
The Director of Admissions and Student Services is responsible for three primary support functions for the Public Administration Department: prospective student support, admissions review/support and student advising. He/she is a resource for students if they have questions relating to their course of study. Approval from the Director is required for all independent study and international study activities. The Director oversees individual student matters in accordance with Program, Graduate School, College and University requirements, while also acting as the primary liaison between the MPA Graduate Student Organization and faculty. 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 colleges and universities interested in developing an association with the Department of Public Administration, with NASPAA, etc. c) maintaining and updating the MPA ListServ.

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.

Director of Recruitment and Internship Placement
The Director of Recruitment and Internship Placement is responsible for outreach to prospective students and for overseeing internships for MPA students. This role is critical both for bringing new students into the program and ensuring that current students have internship experiences that contribute to their professional development.

Project Staff Associate
The Staff Assistant to the Department is responsible for administrative support for the MPA department. The primary role of this position is faculty support and management of department operations. He/she is responsible for maintaining an up-to-date record of the Department budget and of all contract and grant budgets of faculty associated with the Department.

Advisory Board
The Department of Public Administration Advisory Board consists of MPA alumni and other prominent public and nonprofit administrators. The Board serves in an advisory capacity to the Department Chair. The Advisory Board is 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 of Admissions and Student Services; it may also raise issues and recommend action on the part of the faculty. From time to time, the Advisory Board participates in networking events for students.
The MPA 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 Program activities.

Activities of the MPA 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 Communiversity Fest and the United Way’s Day of Caring.

The MPA Graduate Student Organization has its own budget, with funding 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.
CORE COMPETENCIES

We have designed a curriculum so that students graduating from the MPA Program are well prepared to become effective public service professionals. As noted, our mission is to develop individual and institutional capacity for community-based public practice. One way we have interpreted that mission is to organize the MPA Program so that students acquire five core competencies through the program. Several other distinct competencies have been identified for students pursuing certificate programs in Nonprofit Leadership and Management or Local Government Leadership and Management. The Network of Schools of Public Affairs and Administration, our accrediting body, has identified five core competencies that provide the foundation for all accredited MPA Programs. Those competencies indicate that all students graduating from MPA Programs must be able to:

- Lead and manage in public governance;
- Participate in and contribute to the public policy process
- Analyze, synthesize, think critically, solve problems and make decisions;
- Articulate and apply a public service perspective;
- Communicate and interact productively with a diverse and changing workforce and citizenry.

Our MPA Program, like many others, has adapted those competencies to reflect our mission. The competencies which we want students to acquire (and which we use as the basis for assessing our program’s effectiveness) are provided below.

Students graduating from the Binghamton MPA Program must be able:

- Demonstrate an appreciation for the complexities of decision-making within public service;
- Take a community-based problem through the policy process;
- Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local government or nonprofit organization;
- Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others;
- Work effectively as a member of a diverse group in both a leader and a follower role.

At the end of students’ tenure in the program, the faculty assess whether students have acquired these competencies. We make these assessments in the Praxis and Capstone courses. In those courses, faculty assess each student individually. These assessments are separate from the instructor’s evaluation of student performance in the class. Instead, we use these assessments to evaluate program performance overall, to learn whether students are acquiring the competencies we want to acquire. In short, competency assessments provide a foundation for analysis of results and program improvement.

**The assessment forms are located in Appendix G.**
THE CURRICULUM

Curriculum Overview
Students admitted into the MPA Program 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 at least a 3.0 GPA or higher 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.

Basic Skills Courses
The MPA Program offers two basic skills classes for students who enter the MPA Program with the need to strengthen their skills in certain key areas (PAFF 502 - Basic Computer Skills, or PAFF 503 - Introduction to Administrative Systems). The MPA faculty strongly encourages all students who receive feedback that their background or skills need development in either of these areas to enroll in these courses. For example, if you have not had any previous course work in American government, we strongly recommend you enroll in the Introduction to Administrative Systems courses. In addition, the Basic Computer Skills course provides an introduction to Excel and PowerPoint.

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, or PAFF 516 Performance Analysis. These courses are offered on a rotating basis.
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 532 Project Management, PAFF 534 Human Resource Management, 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 in designing a program of study that best meets their individual professional aspirations. Students who select one of the three specializations offered within the Department of Public Administration will receive advanced training and professional preparation for positions in those sectors. The following three specializations are available within the Department of Public Administration:

- Nonprofit Management & Leadership (Students completing this specialization receive a certificate in non-profit administration.)
- Local Government Management & Leadership (Students completing this specialization receive a certificate in local government administration.)
- Sustainable Communities

The Department also has relationships with many other departments on campus, for example: Student Affairs Administration, Social Work, 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.

If students are interested in completing two specializations or certificates, a minimum of 51 total credits must be completed. If a student is interested in completing three specializations or certificates, a minimum of 60 total credits must be completed. Credits cannot be “double counted” for more than one specialization or certificate.

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 that those graduates will serve to ensure that students have essential competencies and demonstrate a high level of professionalism.

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. Students are required to complete their internships on site; telecommuting is not permitted. Immersion in the organization is an integral part of the experiential learning experience.

Internships must be at least 300 hours, spanning over a minimum of 8 weeks. Students are not permitted to work over 40 hours each week.

Dual degree students in the Nursing, Social Work and Student Affairs Administration programs do not register for PAFF-594; their internship requirement is fulfilled through each respective department. Dual Student Affairs Administration students will register for SAA 595, but must complete 300 hours to receive their MPA.

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 Director 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 Director for assistance, if needed. After meeting with the Director of Internship 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 Director 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 Director.

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 Director early in the semester. It is the student’s responsibility to raise and address issues with the appropriate supervisor (Internship Director and/or Site Supervisor) as needed.

*The intern will be expected to summarize 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 project along with a faculty member 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 Director and the Director of Admissions and Student Services. Students who receive waivers will not need to register for the course.

**Waivers**

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 Director 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 are required to fill out the “Curriculum Practical Training” form prior to beginning an internship. These forms are available from the Office of International Student and Scholar Services and must be approved by the student’s academic advisor. Failure to complete this form will result in being de-registered from the internship course.

More in-depth requirements, forms, and additional information regarding the internship are located on the MPA website.

**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 the student 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 Problem Definition. Successful definition of a problem is required before a student may enroll in the Capstone course. The Problem Definition instructor will determine when a student’s problem statement is sufficient. At that time, the faculty member will assign the student a Capstone instructor and the student may begin working on the Capstone project.

**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 allows students to demonstrate their abilities to synthesize, integrate and apply theories from their entire MPA studies to a series of cases. Students may 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.

**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. The Capstone course is structured as an independent study project and students will be assigned to individual faculty members based on the nature of the student’s project and the faculty members’ expertise. Students may enroll in Capstone ONLY after they have completed the Problem Definition course, and the course instructor has approved their problem statement.

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 review relevant literature, gather and analyze the information needed to address the problem effectively;
4) Bring together knowledge from a variety of courses and integrate that knowledge in unique ways to provide practical knowledge and/or products for clients (typically nonprofit or government professionals);
5) Provide the capstone site with an appropriate product based on the parameters of the individual project; and
6) Participate in the department’s poster session.

Because the Capstone course is intended for faculty to assess and students to demonstrate the knowledge they have acquired through the core MPA courses, 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), and satisfactory completion of the problem definition course.

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 product 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 final project by the instructor and the agency representative for whom the student prepared it and a presentation of that work at the department’s poster session.

The Capstone Project

1. Students will create one or more products in response to an organizational problem. Students will use the Problem Definition course to develop an appropriate problem statement. Problem statements must be specific, organizationally meaningful and manageable for a semester-long project. The intent of this approach is to make it possible for students to generate a wide range of products that demonstrate the knowledge and skills students have developed and are responsive to the needs of the organizations for which students have developed them. Students will be assigned to work with one faculty member on the project. At the end of the semester, Department staff will organize an event during which students will present their projects to faculty, staff and students.
2. **Process.** Students would remain in the Problem Definition class until the instructor certifies that the student has developed a clear problem statement and agreement on the kind of product they would generate in the Capstone course. Only after students have completed an appropriate problem statement will they be assigned to a faculty member for the Capstone course.

3. **Products.** Students may develop a range of possible products as their Capstone project. Most importantly, projects need to be responsive to the organizational problems students address, organizationally useful and provide an opportunity for students to apply the range of knowledge and skills they have learned in the MPA Program. Types of products might include a variety of plans (strategy, business, marketing, recruitment, fundraising, etc.), financial analyses, policy research, program evaluations, performance measurement tools and so on. Students will work with their Capstone instructor to discuss the kind of support documentation required in each case based on the type of product students create. In addition, students will provide a brief memo to the internship supervisor/Capstone supervisor summarizing the document, the process the student undertook and the rationale. Students may need to develop a more detailed memo for the Capstone instructor, depending on the nature of their project. Faculty may choose to develop a learning contract, MOU or similar document at the start of the process to formalize expectations for students.

4. **Poster Presentation.** At the end of the semester, students will participate in an event at which they will present information about their Capstone projects. Poster presentations will be customized based on the nature of each project, but all students must participate in this event.

**Capstone Poster Guidelines:**

- Research posters are visual presentations of a research project on a single page of 36” x 48”. They can be oriented as portrait or landscape, with the latter being more common.

- A research poster highlights key aspects of a research project, which typically includes the issue/question, context, methodology, findings, and recommendations. For the purposes of the capstone posters, you might reimagine them to include different items.

- All capstone students are required to produce a poster as part of the capstone process, in addition to the deliverables promised to the capstone agency.

- While the audience for your capstone project is the agency, the poster is designed for a broader audience which may include other faculty, fellow MPA students, capstone supervisors from other agencies, and people walking through the UDC. As such, the content and tone should reflect that broader audience.

- The people who view your poster may not be familiar with your agency or its problems/challenges/needs. You need to provide a bit of context/description.

- The poster should reflect the specific agency context but also demonstrate how what you did reflects issues with a broader relevance and knowledge, skills and abilities that could be applied elsewhere.

- The people who view your poster will be more interested in the generalizability of your research than its application to the specific organization. (Think about how the methodology you used to gather and analyze information and your results/recommendations/products that you developed in terms of how they apply more generally)

- The poster should be visually appealing and arranged with some logic to the placement of information.
• Do not fill every inch on the poster with content. Allow for some “white space” (blank space). Your poster will not include all the details of your capstone project; there simply isn’t enough space to do that.

• Use charts, graphs, figures, photos, images to convey ideas where appropriate, but don’t go overboard with these images.

• Some text is necessary but avoid paragraphs of information. People should not have to lean close to your poster or put on reading classes to see what it says!

• Consider the placement of information – are you conveying something with a central theme that should be centrally located on the page? Or are you conveying something that reflects a chronological sequence that can be represented from left to right and top to bottom?

• Be attentive to color, font, font size, consistency, use of headings.

• Include the logo of Binghamton University as well as your agency and your name and affiliation (as an MPA student) and the date (semester or year)

Additional considerations

• If you are addressing a topic that involves confidential information or even information about the agency that they would not want publicly presented, you will need to work with your faculty supervisor and your agency supervisor that will meet the needs of the former and not violate the interests of the latter.

• This is the means by in which your colleagues (beyond your faculty supervisor) will understand what you did for your capstone and the level of your competencies as you complete the program. Try to impress them!

• This poster is also something you can share with prospective employers as an example of how you can present your work.

• Proofread, proofread, have someone else proofread. Errors appear even larger (because they are even larger) on a poster than in a written document.

• It is your responsibility to decide on content and layout and to professionally produce your poster. Your capstone supervisor can provide feedback and suggestions.

• Your assigned faculty capstone advisor will evaluate your poster as well as the deliverable(s) for the agency (as well as your professionalism and responsiveness to feedback during the semester) to determine your grade for the course.

• It will cost some money, but not as much as you might think. Set aside $20-25 for this purpose. On-campus printing options are generally considerably less expensive than off-campus commercial sites. It is recommended that you not print your poster until you have consulted with your faculty and agency supervisors to avoid wasting money and having to produce a second poster.

University Copy Center Pricing Info (Basement of Bartle Library, 777-2409)
Graduation
Following the student’s satisfactory completion of coursework (including any prerequisites) and the Capstone, the Program recommends to the Graduate School that the candidate be awarded the Master of Public Administration degree.

Accelerated (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)
- Economics (BA) – Public Administration (MPA)
- Latin American Caribbean Studies (BA) – Public Administration (MPA)
- Philosophy (BA) – Public Administration (MPA)

Applying to the Accelerated Degree Program
Undergraduate students should declare their interest by the end of their junior year via e-mailing the Director of Admissions and Student Services, Brianna King, at bking@binghamton.edu. Students must complete their application in that year. The program is selective and admission is based on students’ undergraduate academic performance. It is best to declare interest as soon as possible to allow more time for course sequencing.

To be eligible, applicants should have most of the undergraduate major completed and all or almost all of their general education requirements completed. Applicants must have at least a 3.5 GPA in their undergraduate major or an overall GPA of 3.5 or higher. If students have a 3.5 major GPA, they must have at least a 3.2 GPA overall. To apply, students need to submit a statement (300-500 words) indicating their career goals and why they desire to be in the MPA program. Because applicants are already Binghamton University students, it is unnecessary to submit undergraduate transcripts. One letter of recommendation must be submitted from a faculty member who has the expertise to evaluate the student’s potential in a graduate research program. All materials should be sent via e-mail to bking@binghamton.edu. Applicants may also be required to participate in an interview with the Director of Admissions and Student Services.

Acceptance into the MPA Program is preliminary; formal acceptance into the program can only take place after students have completed their undergraduate degree and performed satisfactorily in the MPA Program. Satisfactory performance means that students have met the academic performance guidelines described elsewhere in this handbook. During their senior year, accelerated degree students will submit a formal application for admission to the MPA Program through the Graduate School. At that point, students who have performed satisfactorily in the MPA Program will receive admission.
Dual (Graduate) Degrees
The MPA program currently offers three dual degree opportunities that 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 any of the dual degree programs should contact the Director of Admissions and Student Services for additional information.

Peace Corps Master’s International
***The final participants in this program must be admitted Fall 2016 or before.
Peace Corps Master's International (PCMI) is a partnership program between the Peace Corps and select universities that allows students to incorporate Peace Corps Volunteer service into a master’s degree. The PCMI program offers the unique opportunity to pair graduate studies with Volunteer service abroad. Established in 1987, Master's International equips Peace Corps Volunteers with the education and skills to serve successfully abroad—and, in turn, helps you earn your master’s degree. At The College of Community and Public Affairs, you can work toward a Master in Public Administration (MPA) degree while participating in international public service in the Peace Corps. You will gain experience in global public administration, attain second language fluency, and complete MPA degree requirements with your Peace Corps service. All aspects of Volunteer service are paid for by the Peace Corps.

First, students apply to the MPA program and, early in their first semester, apply to the Peace Corps. PCMI students complete their first year of coursework on the Binghamton University campus and, once accepted into the Peace Corps, travel to a country of service to start training and service. A combination of six credits are covered by Binghamton University's Graduate School and waived during the PCMI student's Peace Corps service. Project and site assignments are made based on the needs and requests of the host country. While abroad, your primary responsibility is your assigned project and community. After finishing Peace Corps service, students return to school to complete any remaining requirements for graduation.

PCMI Timeline
- Students apply to the Master of Public Administration at the College of Community and Public Affairs (Fall or Spring admission).
- During first semester of the program, students apply for the Peace Corps.
- Complete 2 semesters of coursework at Binghamton.
- Complete 27-month Peace Corps Assignment.
- PCMI students return the Binghamton University's MPA program to complete a final semester of courses and Capstone projects.
- Graduate and receive the MPA degree.

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

1. 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 Managing Info and Technology (3 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 564 Service Learning and Language Immersion in Cusco, Peru: “Sustainability in an Era of Globalization” (6 credits)
• PAFF 558X Advanced Topics in Not-for-Profit Management (3 credits)
• PAFF 559 Workshop in Not-for-Profit Management (var. credits)
• PAFF 569X: Sustainable Communities: Theory and Practice
• PAFF 585 Emergency Management (3 credits)
• Courses offered in other departments with a clear nonprofit management focus as approved by the Director of Admissions and Student Services

2. 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 Forms and Structures of Local Government Management (3 credits)
• PAFF 581 Functions and Services of Local Government (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 531, Law for Administrators, 3 credits
• PAFF 533 Intergovernmental Relations (3 credits)
• PAFF 582, Emerging Issues in Local Government Management (topics vary, may be repeated for credit), 3 credits
• PAFF 569X: Sustainable Communities: Theory and Practice, 3 credits
• PAFF 564: Service Learning and Language Immersion in Cusco, Peru: "Sustainability in an Era of Globalization, 6 credits
• PAFF 583. Community and Economic Development, 3 credits
• PAFF 584 Comparative Local Government, 3 credits
• PAFF 585: Emergency Management, 3 credits
• Courses offered in other departments with a clear local government focus as approved by the Director of Admissions and Student Services (for example, certificate students would be encouraged to complete courses on issues related to Land Use Planning, Economic Development, GIS Mapping and Spatial Analysis)

Students pursuing the Nonprofit or Local Government Certificate must compile a portfolio that includes samples of work which represent knowledge and skills specific to their Certificate and which they believe best demonstrate their grasp of the core competencies identified for each Certificate program. The portfolio is required for all students entering the program in fall 2014 and later; the portfolio is optional for students who entered the program prior to that date. A list of competencies and assessment tools for each certificate is provided in Appendix E. Students must submit their portfolios by the last day of classes of their final semester in the program. While all Certificate students must submit a portfolio to graduate, assessment of portfolios will not affect students’ graduation. Members of the MPA Advisory Board will assess portfolios periodically. Assessments will be shared with the students after graduation and will be used on an aggregate level to inform program improvements within certificate programs.

3. Sustainable Communities Specialization

The Specialization in Sustainable Communities is ideal for students interested in pursuing careers that address sustainability through local government or nonprofit organizations. The purpose of the specialization is to provide students with foundational knowledge about the environmental, social, and economic dimensions of policy choices made at the local level by leaders in the public and nonprofit sectors. Depending upon students’ interests, these can include basic concepts of environmental policy design, ecosystem management, energy systems and efficiency, biodiversity, environmental justice, economic development, social equity, and citizen education and engagement.

In order to fulfill the requirements of the specialization, students must complete the standard core curriculum for the Masters of Public Administration degree; take the required Sustainable Communities: Theory and Practice course; and take at least two sustainable communities electives. When possible, students should also focus his/her internship and Capstone project on some aspect of sustainable communities.

Required Course
PAFF 569X Sustainable Communities: Theory and Practice
In this seminar, we will critically read and discuss the literature that frames the foundational theory and practice of sustainability across the environmental, economic, and social equity dimensions. We will examine how local governments and local organizations interact with each other and with actors at different geographic and governmental scales. Readings will include some classics of sustainability as well as important primary sources.

Students must also take 6 additional credits that focus on Sustainability.
Electives include:
• PAFF 571 Environmental Policy Analysis
• PAFF 582 Planning and Sustainable Cities and Regions
• PAFF 564 Service Learning and Language Immersion in Cusco, Peru: “Sustainability in an Era of Globalization”
• PAFF 568, Shenzhen, China Study Abroad Opportunity
• ANTH 554G Heritage and Communities
- GEOG 509 Natural Resources Conservation
- GEOG 575 Environmental Planning and Resource Management
- Other classes with a clear focus in the sustainable communities issue area may be used as specialization electives with the approval of Dr. George Homsy.

Please note that PAFF 564 Service Learning and Language Immersion Cusco, Peru, may not be double-counted toward the Certificate in Local Government Administration and the Specialization in Sustainable Communities.

International Programs
The MPA program’s definition of "community" is not limited to the Greater Binghamton area of the United States, but rather communities throughout the world. The MPA faculty are experimenting with a variety of ways to make students cultural competent, appreciate diversity and develop a sense of global responsibility. The faculty seeks to provide students with opportunities to fully appreciate global interdependencies through experiences that extend beyond the traditional U.S.-centric course content and conventional boundaries of a classroom. Check out the program information pages to see some of these study abroad and international opportunities!

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. The Shenzhen Study Abroad Program is offered in alternating years. 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.

Service learning and language immersion in Cusco, Peru
The Department of Public Administration in collaboration with the Office of International Programs (OIP) and the Center for Civic Engagement (CCE) have developed an innovative short-term study abroad program to Peru that combines interdisciplinary academic study of sustainable development and ethical considerations of international service learning.

The Program is organized around an academic course (titled "Sustainability in an Era of Globalization") which begins prior to leaving the United States in the late Spring and continues during a three (3) week study abroad experience in Cusco, Peru in June. The course provides an opportunity for students of diverse backgrounds and interests to learn about the dynamics of sustainable development, globalization, culture and related topics with a focus on the Andean Region in Latin America. The course is designed to help students develop knowledge and skills that enable them to reflect on local development and their own roles in international service. Service-learning is put into action when U.S. students work together with Peruvian community-based nonprofit organizations.
DEPARTMENT OF PUBLIC ADMINISTRATION COURSE OFFERINGS

** Do not count toward the MPA degree.

PAFF 501** Introduction To Professional Writing - Periodically
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. 1 credit, online.

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, online.

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 policymaking 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. 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- Fall and Spring
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 532  Project Management- Periodically
In the public and nonprofit sectors, projects range from small grants within an organization to major interorganizational activities involving many organizations. This course introduces students to a) the foundations of the project process including planning, implementation, and termination; b) managing factors that influence project success such as time, personnel, costs, communications, and risk; and, c) specific skills and software that facilitate project management. Meets the “Managing People in Organizations” requirement. 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- Spring
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. 3 credits.
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. 3 credits.

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 564  Service Learning and Language Immersion in Cusco, Peru – Summer
The Program is organized around an academic course (titled "Sustainability in an Era of Globalization") which begins prior to leaving the United States in the late Spring and continues during a three (3) week study abroad experience in Cusco, Peru in June. The course provides an opportunity for students of diverse backgrounds and interests to learn about the dynamics of sustainable development, globalization, culture and related topics with a focus on the Andean Region in Latin America. The course is designed to help students develop knowledge and skills that enable them to reflect on local development and their own roles in international service. Service-learning is put into action when U.S. students work together with Peruvian community-based nonprofit organizations. 6 credits.

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 569X  Sustainable Communities: Theory and Practice - Spring
In this seminar, students read and discuss the literature that frames the foundational theory and practice of sustainability across the environmental, economic, and social equity dimensions. We will examine how local governments and local organizations interact with each other and with actors at different geographic and governmental scales. Readings will include some classics of sustainability as well as important primary sources. Cross-listed with ENVI 481B - 3 credits.

PAFF 571  Environmental Policy Analysis – Fall
This seminar reviews approaches to environmental decision making through the comparison of traditional and innovative approaches, including standards, taxes and tradable permits related to the
formation of environmental and resource policy. Global as well as domestic environmental issues, environmental justice and sustainable development concerns will be discussed along with the primary policy issues affecting major U.S. environmental laws. During the course, each student will be assigned a topic or requested to select a topic for class discussion. Cross-listed with ENVI 481T 3 - credits.

PAFF 580  Forms and Structures of Local Government - Fall
This course introduces the constitutional and statutory foundations of local governments (including both general purpose local governments and special districts) within a variety of political systems, and highlights local government reform movements and the role of professional local government management. It examines the history and form of local governments within New York State. Throughout the course, particular attention is paid to legal procedures, ethical standards, and methods for promoting citizen engagement and participation to advance social equity. 3 credits.

PAFF 581 Functions and Services of Local Government – Spring
This course examines the full range of functional responsibilities of general purpose local governments (counties, towns, cities, villages), including but not limited to: planning and zoning, public safety, infrastructure and public works, transportation, parks and recreation, vital records, economic development, housing and community development, property valuation, and revenue collection. Particular attention is paid to how the dynamics of federalism and intergovernmental relations between local, state and national governments influence service delivery. 3 credits.

PAFF 582X 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 582X Planning Sustainable Cities and Regions - Fall
Municipalities in the United States have enormous power to impact the local and regional environment. Through academic readings and policy documents, we will survey the history, theory, and practice of sustainable (and unsustainable) land use planning and how it has shaped our urban, suburban, and rural areas. In this course, students learn about and challenge the various contemporary approaches to sustainable planning across environmental, economic, and social equity dimensions. Cross listed with GEOG 508 and ENVI 481A. 3 credits.

PAFF 583 Community and Economic Development – Periodically
This course examines in greater depth the role of local governments in strategic planning and implementation of policies related to community and economic development. Special attention is devoted to how local governments can effectively balance economic growth with social equity and fiscal, environmental and cultural sustainability. Students will learn how to identify and include key stakeholders in decision making, and will become familiar with the essential tools of economic development including grants, subsidies, tax-increment-financing, and special districts. 3 credits.

PAFF 584 Comparative Local Government- Periodically
In recognition of increasing global interdependencies, this course provides a comparative examination of local government structures and functions in regions and countries around the world. Students will learn about the pressures for decentralization and devolution, and the corresponding challenges of capacity
building in local governments in rural and urban settings. The course examines how demographic diversity and social inequities are defined and addressed differently by local governments in different parts of the world. 3 credits.

**PAFF 585 Emergency Management - Summer**

Domestic terrorism. Natural disasters. Human-caused catastrophes. Disaster preparedness is an increasingly important dimension of effective public service. There is an growing demand for emergency managers; and people in these roles coordinate systems and processes to build a resilient community. In this course, students will be introduced to the management of complex emergency service programs and incidents through strategic thinking and planning. This course focuses on the core principles of emergency management (preparedness, mitigation, response and recovery) and how those principles can be applied in the public sector and non-profit settings. 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: 18 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:

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAFF 520 or 521, 21st Century or Foundations (4 cr.)</td>
<td>PAFF 527, Budget and Finance (4 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAFF 510, Research Design &amp; Methods (4 cr.)</td>
<td>PAFF 591, Problem Definition (1 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAFF 551 (nonprofit) or 580 (local government) or elective (3 cr.)</td>
<td>Nonprofit, Local Govt or elective (3 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Skills classes if necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits: 11-13</td>
<td>Total Credits: 8*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAFF 594 Internship (2 cr.) Total Credits: 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|        | Fall    | Spring  |
|        |         |         |
|        | PAFF 521 or 520, Foundations or 21st Cent. (4 cr.) | PAFF 595, Capstone (3 cr.) |
|        | PAFF (Managing People in Orgs) (3 cr.) | PAFF 590, Praxis through Cases (2 cr.) |
|        | PAFF (Evidence-Based Decision Making) (4 cr.) | Nonprofit, Local Govt or Elective (3 cr.) |
|        | PAFF 526, Managing Info and Technology (2 cr.) |        |        |
|        | Total Credits: 13 | 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:

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>PAFF 520 or 521, 21st Century or Foundations (4 cr.)</td>
<td></td>
</tr>
<tr>
<td>PAFF 510, Research Design &amp; Methods (4 cr.)</td>
<td></td>
</tr>
<tr>
<td>PAFF 551 (nonprofit) or 580 (local government) or elective (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Basic Skills classes if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>11-13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>PAFF 521 or 520, Foundations or 21st Cent. (4 cr.)</td>
<td></td>
</tr>
<tr>
<td>PAFF (Managing People in Orgs) (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>PAFF (Evidence-Based Decision Making) (4 cr.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>11</strong>*</td>
</tr>
</tbody>
</table>

| **Spring**      |                      |
| PAFF 527, Budget and Finance (4 cr.) |                      |
| Nonprofit, Local Govt or elective (3 cr.) |                      |
| PAFF 526, Managing Info and Technology (2 cr.) |                      |
| **Total Credits:** | **9**               |

| **Summer**     |                      |
| PAFF 594, Internship (2 cr) |                      |
| PAFF 591, Problem Definition (1 cr) |                      |
| **Total Credits:** | **3**               |

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>PAFF 595, Capstone (3 cr)</td>
<td></td>
</tr>
<tr>
<td>PAFF 590, Praxis through Cases (2 cr)</td>
<td></td>
</tr>
<tr>
<td>Nonprofit, Local Govt or Elective (3 cr.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>8</strong>*</td>
</tr>
</tbody>
</table>

---

*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 Student Services 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 2014. For the most recent policy reflecting changes since that time, students should visit: http://www.binghamton.edu/ccpa/services/CCPA_Academic_Ethics_and_Integrity_Policies_and_Procedures_Approved_2-17-16.pdf
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.

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

A. **Composition of Entire Committee.**

1. The entire Academic E&I Committee shall consist of one full-time tenured 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 for Hearings for Specific Cases.

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. The committee shall consist of faculty members and one student representative from the relevant academic program, that is, the department or program in which the course was offered or grievance submitted. For purposes of conducting hearings, a quorum shall consist of a majority of committee members (50% + 1 of the members). The faculty representative for the department in which the case is grieved must be in attendance for a quorum to be present. The chair also must be in attendance for a quorum to be present.

C. Conflict of Interest.

1. Any member of the Committee who brings a charge (under the 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 Universitywide policies and procedures. The duties of the Academic E&I Committee can be generally considered to fall into two categories – academic grievances and academic honesty. Specifically, the Academic E&I Committee has responsibility to:
   
   a. Hear and deliberate cases regarding academic grievances; and
   b. Hear and deliberate cases regarding academic dishonesty.

Professional programs require students to exhibit professional conduct within the field; violations of professional conduct are handled at the departmental level with appeal to the Dean, per Section III. Professional conduct violations are not reviewed by the Academic E & I Committee.

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.

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 policies and procedures, 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 a written appeal of no more than 2 pages in length of the
decision with the Dean of the CCPA within five (5) calendar 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 and
pertinent information provided the information was not known nor could it be known to
either party when the decision was made, or review of sanction.
c. An appeal review is conducted on the basis of the written hearing record, unless
there is substantial new and pertinent information; in that case, the new information
considered to be pertinent to the outcome of the case is at the discretion of the Dean.
d. The Dean will notify the student within ten (10) calendar 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.

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. Other academic matters in the program or with individual members of the
      department that may affect the grievant’s academic standing.

3. Items not 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;
   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; or
   c. Professional code of conduct issues addressed in Section III.

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 or requesting facilitation/mediation through the department chair or program director. 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. 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 alleged offense occurred.

   d. Resolutions to informal process must be filed in writing with the department chair or program director.

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 nonacademic grievance should be directed to the appropriate University office.

2. Formal Procedure for Academic Grievances

   a. In the event of failure of informal resolution, 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. B. 8. 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) calendar 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, no more than 2 pages in length, 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 and must substantiate the alleged charges to go forward to Committee review.

d. Within five (5) calendar 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.

e. Also within five (5) calendar days of receipt of the written statement of charges and confirmation of failure of informal 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) calendar days of notification that a grievance has been filed, the Chair of the Academic E&I Committee will notify all committee members, and the grievant and respondent 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) calendar days after receiving the notice of grievance to file a written response, no more than 3 pages in length, 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) calendar 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 Office 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 acceptances or demur by email shall be required of all parties no fewer than seven (7) calendar 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) calendar days before the scheduled hearing.

f. If the action in question occurred fewer than thirty (30) calendar 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) calendar days before the scheduled hearing, the CCPA Dean’s Office shall make available to the Committee and the 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 either the grievant or respondent 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 with no possibility of appeal.

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 hearing 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 having notified 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. Each grievant and respondent 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 both 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) calendar days after the conclusion of the hearing. A written record of the hearing must be kept by the Committee for use by the Associate Dean or Dean in cases of appeal. Proceedings are not permitted to be audio or video recorded.

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) calendar 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 decided 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 decide to reprimand or in extreme cases refer the entire matter to the appropriate University body.
b. The Committee may decide the department chair, program director or the CCPA Dean must act 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 IV. B. 8.
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 Associate Dean of the CCPA. The appeal must be submitted in writing within five (5) calendar 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 provided the information was not known nor could it be known to either party at the time of the hearing and was therefore not available to the Committee at the time of its deliberations.
c. If the Associate Dean is a party against whom the grievance is brought, either as a teaching faculty member or as Associate Dean, a direct appeal to the Graduate School may be pursued.
d. The Associate Dean shall review the written records, including the decision of the Academic E&I Committee.
e. The Associate Dean will convey a decision via certified mail to all parties within ten (10) calendar days of receipt of appeal. It shall be the responsibility of the Associate 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) calendar days of the issuance of the Associate Dean’s decision.

8. Final Appeal
Either party to the case may file an appeal of ruling with the Dean within five (5) working days of receipt of the hearing outcome from the departmental or program committee in graduate programs with formal procedures or the Associate Dean in the case of undergraduates and programs without formal procedures.

If a written appeal is made to the Dean, the Associate Dean/department/program will provide the Dean with all documents, including the Committee’s report, the Associate Dean/department/program decision, and the written claim of abrogation of due process and/or new information. The Dean will, within twenty (20) calendar days, make a final decision on the matter. There will be no further recourse after the Dean’s decision.

If the Dean is a party against whom the grievance is brought, either as a teaching faculty member or as Dean, a direct appeal to the Graduate School may be pursued.

In cases involving graduate students where the Associate 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 https://www.binghamton.edu/grad-school/resources/policiesprocedures/manual/grievance-procedures.html. 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

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.

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 in the University Bulletin under "Academic Policies and Procedures for All Students." 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.

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 a 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 (10) calendar 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 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 reevaluate the student’s work in light of that finding.

2. Notification of the Parties

- The Committee Chair or his/her designee shall notify all parties of the charges under consideration not less than ten (10) calendar 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.
- The Dean’s Office Secretary shall schedule a hearing at a time and location reasonably convenient to all parties.
- 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 Associate 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) calendar days after the conclusion of the hearing. A written record of the hearing must be kept by the Committee for use by the Associate Dean or Dean in cases of appeal. Proceedings are not permitted to be audio or video recorded.
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 Associate 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 Associate 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 Associate Dean of the CCPA within five (5) calendar days of the conclusion of the hearings.

5. The CCPA Associate Dean’s Review

a. The Associate 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 Associate 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 Associate Dean in the case of undergraduates and programs without formal procedures.

b. Grounds for 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
provided the information was not known nor could it be known to either party at the time of the hearing and was therefore not available to the Committee at the time of its deliberations. An appeal review may be conducted on the basis of the hearing record, unless there is substantial new and pertinent information; in that case, conduct is at the discretion of the Dean.

c. 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. Records of hearing cases are retained for six years following the semester or term in which the hearing is held. If a hearing case decision is appealed, the six years begin after the semester or term in which the appeal decision is made. 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.

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.
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 available online in the University Bulletin under "Academic Policies and Procedures for All Students."). Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity policy on the CCPA website at:

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 Policies 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.

Revised 2/17/16
APPENDIX B WRITING CENTER

USE AND ACKNOWLEDGMENT OF SOURCES
Binghamton University
The Writing Center
PHONE: 607-777-6725

Location: Library North 2411

UDC Writing tutors- UDC 1st floor Group Study rooms

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 used. These reference works and others are stocked by the University Bookstore, and the 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

---

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

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.
APPENDIX D

Students pursuing the Nonprofit or Local Government Certificate must compile a portfolio that includes samples of work which represent knowledge and skills specific to their certificate and which they believe best demonstrate their grasp of the core competencies identified for each Certificate program. The portfolio is required for all students entering the program in fall 2014 and beyond; the portfolio is optional for students who entered the program earlier than that date. Students must submit portfolios by the last day of classes of their final semester in the program. While all Certificate students must submit a portfolio to graduate, assessment of portfolios will not affect students’ graduation. Members of the MPA Advisory Board may assess portfolios periodically. Assessments will be shared with the students after graduation and will be used on an aggregate level to inform program improvements within certificate programs.

Local Government Management Certificate Competencies
All students who receive the Local Government Management Certificate are expected to demonstrate competency in the following areas:

- At least one substantive area of local government responsibility
- At least one procedural requirement in local government
- At least one structural characteristic of local government

Nonprofit Management Certificate Competencies
All students who receive the Nonprofit Management Certificate are expected to demonstrate their ability to:

- Analyze an organization’s funding model and identify its strengths and limitations.
- Assess the relative effective of a nonprofit board in carrying out its role.
- Apply theories of nonprofit organization to the mission of individual nonprofit organizations. Analyze a nonprofit organization in its environment, and the management and leadership implications.
## APPENDIX E

### MPA Progress Worksheet

<table>
<thead>
<tr>
<th>2016-17 Curriculum Requirements</th>
<th>Credits</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 502 - Basic Computer Skills</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Does not count towards the 42 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 503 - Introduction to Administrative Systems</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Does not count towards the 42 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 510 – Research Design and Methods</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PAFF 520 – 21st Century Governance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PAFF 521 – Foundations of Public Service</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PAFF 527 – Budgeting and Finance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Decision Making (PAFF 515, 516, or 523)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Managing People in Organizations (PAFF 532, 534, or 536)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PAFF 526, Managing Information and Technology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit Specialization (if applicable)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PAFF 551</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 552</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit elective (PAFF )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Government Specialization (if applicable)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PAFF 580</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 581</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Government Elective (PAFF )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization in Sustainable Communities (if applicable)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PAFF 569X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (if no specialization) Course</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application of Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 594, Internship (or formal waiver approved)</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td>PAFF 591, Problem Definition</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Culminating Experiences/Demonstration of Competencies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAFF 590, Praxis Through Cases</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PAFF 595, Capstone</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Declaration of Candidacy (Due in Graduate School at beginning of final semester).</td>
<td>40-42</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX F PRINCIPAL JOURNALS IN PUBLIC ADMINISTRATION AND PUBLIC POLICY

<table>
<thead>
<tr>
<th>Category</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human service organizations. Management, leadership &amp; governance</td>
<td>Academy of Management Journal</td>
</tr>
<tr>
<td></td>
<td>Academy of Management Review</td>
</tr>
<tr>
<td></td>
<td>Administration and Society</td>
</tr>
<tr>
<td></td>
<td>Administrative Theory and Praxis</td>
</tr>
<tr>
<td></td>
<td>Administrative Science Quarterly</td>
</tr>
<tr>
<td></td>
<td>American Review of Public Administration</td>
</tr>
<tr>
<td></td>
<td>Annals of the American Academy of Political and Social Science</td>
</tr>
<tr>
<td></td>
<td>International Journal of Public Administration</td>
</tr>
<tr>
<td></td>
<td>Journal of Policy Analysis and Management</td>
</tr>
<tr>
<td></td>
<td>Journal of Public Administration Research and Theory</td>
</tr>
<tr>
<td></td>
<td>Journal of Public Management and Social Policy</td>
</tr>
<tr>
<td></td>
<td>Journal of Public Policy</td>
</tr>
<tr>
<td></td>
<td>Nonprofit and Voluntary Sector Quarterly</td>
</tr>
<tr>
<td></td>
<td>Nonprofit Management and Leadership</td>
</tr>
<tr>
<td></td>
<td>Policy Sciences</td>
</tr>
<tr>
<td></td>
<td>Policy Studies Journal</td>
</tr>
<tr>
<td></td>
<td>Review of Policy Research (previously Policy Studies Review)</td>
</tr>
<tr>
<td></td>
<td>Review of Public Personnel Administration</td>
</tr>
<tr>
<td></td>
<td>Public Administration</td>
</tr>
<tr>
<td></td>
<td>Public Administration and Development</td>
</tr>
<tr>
<td></td>
<td>Public Administration Review</td>
</tr>
<tr>
<td></td>
<td>Public Budgeting and Finance</td>
</tr>
<tr>
<td></td>
<td>Public Performance and Management Review (previously Public Productivity and Management Review)</td>
</tr>
<tr>
<td></td>
<td>Publius</td>
</tr>
<tr>
<td></td>
<td>Urban Affairs Review (previously Urban Affairs Quarterly)</td>
</tr>
<tr>
<td></td>
<td>Voluntas</td>
</tr>
</tbody>
</table>

For more information about current sources of information available through the Binghamton University Library, please see the following web site: [http://www.binghamton.edu/libraries/](http://www.binghamton.edu/libraries/)
Praxis through Cases Assessment and Feedback Form

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 21st Century Governance (520)
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 advanced understanding in specialization area
□ Nonprofit Mgt & Leadership
□ Local Government Mgt & Leadership
□ Health Policy Administration □ Environmental Policy
□ Social Work
□ Student Affairs
□ Nursing
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.

Comments:

Overview:
Strengths and limitations in the professional memo :
Strengths and limitations in the annotated comments:
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

I was closely involved with the design of the Capstone project
I was in close contact with the student while s/he was working on the Capstone project
I was in close contact with the faculty members overseeing the Capstone project
This Capstone project was one of my top priorities
The student conducted him/herself professionally in conducting the Capstone project
I had the opportunity to review a draft of the report and provide feedback
The student clearly defined a policy problem or opportunity faced by my organization
The student collected appropriate data given time and resource constraints
The findings presented by the student are easy to understand and are based on the evidence gathered
The recommendations presented by the student are based on the evidence gathered and analyzed
The recommendations clearly address the policy problem or opportunity defined
The written report is well written (accessible, clear and concise)
The written report is well organized
The written report reflects an understanding of our organization’s mission, values and priorities
I am satisfied with the written report I received
The presentation was well organized
The presentation was professionally delivered
The student was able to respond to my questions/concerns following the presentation
The Capstone project achieved the goals that I 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
Capstone Instructor Assessment Form

Student Name:

Rating Scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No apparent competence</td>
</tr>
<tr>
<td>2</td>
<td>A small degree of competence</td>
</tr>
<tr>
<td>3</td>
<td>A moderate degree of competence</td>
</tr>
<tr>
<td>4</td>
<td>A significant degree of competence</td>
</tr>
<tr>
<td>5</td>
<td>Full competence</td>
</tr>
<tr>
<td>NA</td>
<td>No basis on which to judge</td>
</tr>
</tbody>
</table>

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 identify the population affected by the problem
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 Explanation of how one or more of our core public service values guided research methodology decisions
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 Explanation of how one or more of our core public service values guided recommendations
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:**

**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

<table>
<thead>
<tr>
<th>1—2—3—4—5—NA</th>
<th>Articulation of an organizational problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Framing the problem within a broader conceptual framework</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Explanation of research and analytical methods</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Application of theory to practice</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Identification of specific evidence-based recommendations</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Oral presentation skills</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Organization of ideas</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Use of PPT or other presentation technologies</td>
</tr>
<tr>
<td>1—2—3—4—5—NA</td>
<td>Response to audience questions</td>
</tr>
</tbody>
</table>
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 identify the population affected by the problem
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 Explanation of how one or more of our core public service values guided research methodology decisions
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 Explanation of how one or more of our core public service values guided recommendations
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
APPENDIX H

PAFF 697 Independent Study Course Registration Form

Date: ______________________
Name (Please Print): ______________________ B#: ______________________
Student Signature: ______________________
Phone #: ______________________
Email: ______________________

Semester/year: Fall 20___ Spring 20___ Summer 20___
Number of credits: __________
Grading Option: □ Normal □ Pass/Fail or Satisfactory/Unsatisfactory

Title of Independent Study ______________________
(Limit of 30 characters)

Instructor (Please Print): ______________________
Instructor signature: ______________________

Department of Public Administration
College of Community & Public Affairs
Binghamton University
P.O. Box 6000
Binghamton, NY 13902-6000
Phone: 607-777-2719; Fax: 607-777-2414