

# 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 2023-2024

ACADEMIC YEAR

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**BINGHAMTON**  
UNIVERSITY

COLLEGE OF COMMUNITY  
AND PUBLIC AFFAIRS



## **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 MPA Program at Binghamton University is to enhance the commitment and capacity of our students as well as local government and nonprofit partners to be effective public service leaders, who are equipped to:

- make evidence-based decisions;
- recognize and rectify inequities;
- promote inclusive institutions;
- embrace democratic processes;
- adapt to changing circumstances; and
- model high ethical standards.

### **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
Academic Policies	5
Student Services	10
Organization of the Department of Public Administration	13
Core Competencies	15
The Curriculum	16
Department of Public Administration Course Offerings	25
A Typical Two-Year Sequence for Full-Time Students	33
Appendix A: Academic Honesty Policy	35
Appendix B: Writing Center	53
Appendix C: Code of Ethics	56
Appendix D: Certificate Program Competencies and Portfolios	59
Appendix E: MPA Progress Worksheet	60
Appendix F: Principal Journals in Public Administration and Public Policy	61
Appendix G: Independent Study Form	62
Appendix H: Professional Standards Contract	63
Appendix I: Brief History of the MPA Program	64

## A MESSAGE FROM THE CHAIR

August 2023

Dear MPA Student:

I warmly welcome you to the Master of Public Administration (MPA) Program at Binghamton University! The program is dedicated to enhancing the capacity of students to be effective public service leaders, and we are committed to providing you with the tools and skills you need to make a positive impact as a leader in your community.

Over the next two years, you will be dedicating yourself to developing and expanding your professional knowledge, skills, and abilities in the field of public administration to go on to enact real change in public service. We are here to support you as you start this new chapter in your educational journey, as well as celebrate your accomplishments throughout your time in the program and beyond.

I encourage you to utilize this time wisely. Get to know your professors, volunteer with the MPA Graduate Student Organization, network with alumni, and explore your internship options. This program offers so many opportunities to learn and grow, both personally and professionally, and we hope that we can support you in making the most of it while you are in the program.

Again, on behalf of the Department of Public Administration, I welcome you and wish you the best as you start the MPA program. I look forward to getting to know you as you progress through the program towards graduation!

Regards,

*Komla Dzigbede*

Komla Dzigbede, PhD

Chair and Associate Professor, Department of Public Administration

# 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/), <http://gradschool.binghamton.edu/>, by phone (607) 777-2151, through e-mail [graduate@binghamton.edu](mailto:graduate@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. A writing sample may be required upon request. 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 by February 1st; 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 February 1 deadline. 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
7. State University of New York at New Paltz

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](mailto:dpa@binghamton.edu). Applicants will then receive instructions on how to apply through this process.

## 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 2023 semester, the 2023-24 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 of Admissions and Student Services, 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 Masters of Public Administration program is designed as a two-year academic and financial commitment. 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 9 credits per semester in their second year. The faculty strongly discourages carrying more than 12 credits per semester or completing the degree in less than two academic years. While some students choose to accelerate the program, be conscious of work overload and student mental health.

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 degree.

#### 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 courses in the summer. 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 a semester, 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 or The Reflective Practitioner 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, GMAP, or local government certificate.**

## 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. See page 49.

## 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. The form for an Extension of Incomplete can be found [here](#).

## 15. Graduation

MPA candidates are required to complete 42 hours of coursework with a cumulative GPA of 3.0. If a student has had their internship waived due to professional experience, they may graduate with 40 hours of coursework. 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 and The Reflective Practitioner.

## 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. Readmission 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 Webpage

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. 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 their 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

#### Financial Aid

Graduate students at Binghamton University may be eligible for federal loans to help them finance their education. There are two federal loan options: [Federal Direct Unsubsidized loans](#) and [Federal Graduate PLUS loans](#).

See [this link](#) for all loan options.

Graduate students must be enrolled in 6 or more credits each semester to be eligible for federal loan funding.

Email [finaid@binghamton.edu](mailto:finaid@binghamton.edu) to contact financial aid.

#### 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 many possible sources of funding for graduate assistants in the MPA Program:

1. **The Clifford D. Clark Graduate Fellowship Program for Diversity:** 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
2. **Departmental funding:** The Program may award assistantships using its own funds (either a portion of the state account or Income Fund Reimbursable accounts).
3. **Graduate Assistantships in the Division of Student Affairs, Division of Diversity Equity and Inclusion, and Division of Academic Affairs:** Many offices on campus look 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, Campus Recreation, Undergraduate Admissions, the Multicultural Resource Center and The Graduate School. Qualified students will gain professional experience and enhance their résumé while earning their degree. These GAs typically work 10-20 hours per week and receive a stipend.

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 they have 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**

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 must be full-time for each semester as is stated above. Students with less than 24 hours of graduate credits are eligible for a tuition scholarship that covers up to 12 credit hours (in-state rates) per semester. After 24 credit hours have been taken, students are qualified for a tuition scholarship that covers 9 credit hours per semester (in-state rates). Please note that graduate assistantships outside of the Department of Public Administration may only offer stipends and not a scholarship.

### **Work Requirements for Graduate Assistants**

Assistants receiving a full NYS tuition scholarship and stipend shall work 20 hours per week. Assistants receiving a half NYS 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 ensure 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 them 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 211 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. They have identified extensive internet resources for jobs in public service organizations (both public and nonprofit sectors). They also have a database of Binghamton University alumni who have volunteered to help new graduates get started in their chosen professions. Additionally, this office sponsors excellent workshops with leaders in public service organizations and offers assistance with résumé writing, interviewing techniques and employment strategies.

The Fleishman Center for Career and Professional Development

University Union

UU 133

607-777-2400

[careers@binghamton.edu](mailto:careers@binghamton.edu)

#### **6. The Graduate Student Lounge**

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

#### **7. Student Support for Conferences**

Each year, the Department of Public Administration allocates \$1000 to support students attending conferences if they are presenting. Students can apply to the department chair for up to \$250 on a first come, first served basis. Students who receive these funds are required to generate a social media post for the department. The University-wide GSO also has opportunities available through their GSCTRF program. The MPA GSO and SAA and MSW may also have funding available.

## **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. They are 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.) 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.

## **Department Administrative Assistant**

The Administrative Assistant is responsible for administrative support for the Department of Public Administration. 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.

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 MPA 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, in The Reflective Practitioner course the faculty assess whether students have acquired these competencies.

## 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 or four course (12 credits) specialization or set of electives; 3) Internship (2 credits) to practice application of learning; and 4) The Reflective Practitioner- a culminating experience (3 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 524 Leadership in Public Service, PAFF 532 Project Management, PAFF 534 Human Resource Management, PAFF 535 Organizational Theory, or PAFF 536 Managing Networks. These courses are offered on a rotating basis.
7. PAFF 526, **Managing Information and Technology** (2 credits)

### *Specialization or Electives (3-4 courses = 12 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. Students are not permitted to complete a three- credit internship in lieu of a three-credit elective, but faculty can allow students to do an extra internship as part of a larger independent study. This is left to the supervising faculty member's discretion. Independent studies can be substituted for electives on a case-by-case basis.

The following specializations are available within the Department of Public Administration:

- Nonprofit Management & Leadership (Students completing this specialization receive a certificate in nonprofit administration.)
- Local Government Management & Leadership (Students completing this specialization receive a certificate in local government administration.)
- Genocide and Mass Atrocities Prevention (Students completing this specialization receive a certificate in Genocide and Mass Atrocities Prevention)

The Department also has relationships with many other departments on campus, for example: Sustainable Communities, Student Affairs Administration, Social Work, the Decker College of Nursing and Health Services, 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.

Credits cannot be "double counted" for more than one specialization or certificate. 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.

### *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.

#### **Internship (2 credits)**

### *Culminating Experience/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. The prerequisites for taking this course are (1) successful completion of 6 of the 7 MPA core courses, (2) a fulfilled MPA Internship requirement, either by successfully completing PAFF 594 or by receiving a formal waiver of the internship requirement; and being in your final semester of the MPA program with eligibility and intention to graduate within the same semester you are taking this course.

#### **The Reflective Practitioner (3 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 PAFF 589 “The Reflective Practitioner” course is contingent upon the student receiving satisfactory assessments and MPA program authorization to proceed to the internship and The Reflective Practitioner. Students are required to work on site if possible; telecommuting is permitted if in-person options are unavailable. 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.

Students are not permitted to intern at all-volunteer non-profit organizations; sites must have at least one full-time staff member.

Internship site supervisors may only supervise one MPA intern per semester.

Students cannot be supervised by current MPA students, family members, or friends.

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 17 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 their 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 their internship experiences throughout 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 their experience at the end of the internship in the form of a Memo. In it, the intern will also draw connections to the NASPAA's Core Competency areas and provide concrete examples of how their internship assignment helped enhance the intern's mastery of any of these universal competencies. 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. They may also help facilitate the study/data collection process for the student during the PAFF 589, The Reflective Practitioner course. The Site Supervisor or other agency official will also be expected to read and evaluate the student's The Reflective Practitioner 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

Waivers will not be permitted for student or volunteer experience.

The Reflective Practitioner course is required for all students, regardless of whether they receive an internship waiver.

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 Student Internships**

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.

### **PAFF 589: The Reflective Practitioner**

This course is the culminating experience for MPA students and allows them to synthesize and apply material from across the MPA curriculum. In this course, each student creates (or, more likely, builds upon) an individual e-Portfolio to demonstrate their mastery of core competencies and specialization competencies (if applicable) and the transferable skills they have obtained from their internships. In addition, students reflect on their experiences in the MPA program. Students can use the e-Portfolios to showcase their skills and accomplishments to future employers. The MPA program also uses the e-Portfolios to assess overall program performance. Prerequisites: successful completion of 6 of the 7 MPA core courses and PAFF 594 (or a formal waiver of the internship requirement); students take the course in their final semester in the program.

### **Graduation**

Following the student's satisfactory completion of coursework (including any prerequisites) and the Reflective Practitioner, 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 accelerated degree programs. Students who are completing a Human Development (BS) degree or any Harpur (BA) degree, excluding fine arts, are eligible.

### **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 at [dpa@binghamton.edu](mailto:dpa@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. Interested students must meet with the Director of Admissions and Student Services to create an academic plan. The academic plan must be approved by Harpur Advising or the Human Development Department. Once the academic plan is approved, the student will be sent a link to an application where they will upload their materials including unofficial transcripts, a resume, personal statement, and the name and contact information for

one academic reference.

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.

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 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/Double (Graduate) Degrees

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

- Public Administration (MPA) – Social Work (MSW)
- Public Administration (MPA) – Student Affairs Administration (MSA)
- Public Administration (MPA) – Sustainable Communities (MS/MA)
- Public Administration (MPA) – Systems Science (MS)
- Public Administration (MPA)- Genocide and Mass Atrocity Prevention (MS)

Students interested in pursuing any of the dual degree programs should contact the Director of Admissions and Student Services for additional information.

## Certificate Programs

There are three 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:

- Nonprofit Administration
- Local Government Administration
- Genocide and Mass Atrocity Prevention

Students must pass all certificate/concentration courses with a B or higher in order to receive the certification or concentration on the records. This means any course a student intends to use for this purpose must be retaken if the student receives a B- or lower. This requirement that a student must receive a B or higher grade to count a course towards their certificate or concentration applies to all three certificate programs, namely Genocide and Mass Atrocity Prevention, Local Government Management, and Non-Profit Administration. Student's must formally add the certificate of their choice before their final semester by submitting the [Application for Add-on Graduate Certificate Program](#).

### 1. Nonprofit Administration Certificate

The 19-credit Graduate Certificate in Nonprofit 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 Nonprofit Organizations (3 credits)
- PAFF 552 Issues in Nonprofit Administration (3 credits)
- PAFF 527 Budgeting and Finance (4 credits)
- PAFF 526 Managing Info and Technology (3 credits)

Students must also satisfactorily (B or above) complete an additional six (6) 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 557 Nonprofit Fundraising and Marketing (3 credits)
- PAFF 558A: Civil Society, Advocacy, and Organizing
- PAFF 558X Advanced Topics in Not-for Profit Management (3 credits)
- PAFF 559 Workshop in Not-for Profit Management (var. credits)
- PAFF 569/SUST 500: Sustainable Communities I: Theory and Practice (4 credits)
- PAFF 585 Fundamentals of Emergency Management (3 credits)
- New courses as developed
- Courses offered in other departments with a clear nonprofit management focus as approved by the Director of Admissions and Student Service.

## **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 Managing Information and Technology (2 credits)

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

- PAFF 569/SUST 500: Sustainable Communities I: Theory and Practice, 4 credits
- PAFF 564: Service Learning and Language Immersion in Cusco, Peru: "Sustainability in an Era of Globalization, 6 credits
- PAFF 582 Sustainable Cities and Regions, 3 credits
- PAFF 583. Community and Economic Development, 3 credits
- PAFF 584 Comparative Local Government, 3 credits
- PAFF 585: Fundamentals of Emergency Management, 3 credits
- New courses as developed
- 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)

## **3. Genocide and Mass Atrocity Prevention Certificate**

The graduate certificate in Genocide and Mass Atrocity Prevention (GMAP) will educate and train students in the current range of practices designed to identify populations or groups at risk of mass political violence, and to intervene to prevent or reduce the risk of such violence.

The certificate consists of four courses (13-16 credits depending on course selection) in each of which students must earn a grade of B or better. The courses include one required course (4 credits) and three additional courses, one selected (3-4 credits each) from each of three areas.

Required foundation course:

- PHIL 580K/PAFF 568/GMAP 500 Essentials of Genocide and Mass Atrocity Prevention, 4 credits (offered every spring)

One course from Historical Examples of Genocide and Mass Atrocities:

(One of the following or another course approved by one of the GMAP co-directors)

- GMAP 502/PAFF 538C/HIST 501E, Comparative Genocide (4 credits) (offered every fall)
- COLI 531G, Colonization, Violence and Genocide (4 credits)
- HIST 572C, Middle East Forced Migrations (4 credits)
- GMAP 538/HIST 500, Topics in Genocide and Mass Atrocity Prevention (4 credits)
- HIST 530A, Issues: US History Before 1877 (4 credits)
- HIST 501U, History & Memory (3-4 credits)
- HIST 531, Civil Rights and Anti-Apartheid (4 credits)
- HIST 552F, Race in Trans/National History (4 credits)
- ANTH 572G, Human Migration & Disease (variable credits)
- HIST 572G, Armenians & Kurds-Ottoman Empire (variable credits)

One course from Concepts, Actors and Institutions in Genocide and Mass Atrocity Prevention: (One of the following or other course approved by one of the GMAP co-directors)

- PAFF 538D/GMAP 504/PHIL 580D, Transitional Justice (4 credits) (offered every spring)
- PAFF 555/GMAP 504, International NGOs (3 credits)
- PAFF 538A, Building Public Memory (4 credits)
- PLSC 663W: Human Rights and World Politics (4 credits)
- PLSC 663Q, Political Regimes & Transitions (4 credits)
- AAAS 580I, Language, Power & Meaning (4 credits)

One course from Methods of Understanding Genocide and Mass Atrocity Prevention: (One of the following or another course approved by one of the GMAP co-directors)

- PAFF 538B/GMAP 501, Micro-Dynamics of Mass Atrocities (4 credits) (offered every spring)
- PLSC 486A, Models of Violent Conflict (4 credits)
- ANTH 518, Ethnographic Analysis (variable credits)
- PAFF 548A/NURS 540, Elem Epidemiology & Biostatistics (3 credits)
- PAFF 523, Intro to Policy Analysis (4 credits)
- GEOG 503A, Programming in GIS (4 credits)
- GEOG 532, Introduction to Remote Sensing (4 credits)
- ANTH 544, Methods in Forensic Anthropology (variable credits)
- ANTH 572R, Epidemiology (variable credits)
- ANTH 572C, Anthropological Approaches to Human Rights (variable credits)

#### **4. Sustainable Communities Specialization**

There are several options for students interested in pursuing careers that address sustainability through local government or nonprofit organizations. These courses 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. When possible, students should also focus their internship and ePortfolio project on some aspect of sustainable communities.



#### Required Course

- SUST 500 Sustainable Communities I: Theory and Practice
- SUST 510 Sustainable Communities II: Science and Practice

Students must also satisfactorily complete an additional four (4) credits from the following list:

- 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 departmental faculty.

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. The 6-credit program can, however, be split to have 3 credits applied to each.

### International Program

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 culturally 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.

### Malawi: Service Learning and Community Development

The Malawi Service Learning and Community Development program is led by Master of Social Work Faculty. This program provides an opportunity for students of diverse backgrounds and interests to learn about the dynamics of sustainable development with a focus on Malawi in the Southern Region of Africa. In addition to class time in Binghamton, the course involves three weeks in Malawi working closely with a local non-governmental organization, the Malawi Children's Mission (MCM), and the three rural communities it serves: M'bwana, Jamali, and Mwazama. Originally established as a feeding center for orphaned children, MCM has expanded to provide preschool and primary education.

Approximately 60 children go to school at MCM, receiving a quality of education that cannot be matched by overcrowded local government schools, and over 150 children rely on MCM for their most substantial meal of the day. The children served by MCM are largely those who have been orphaned by AIDS or other circumstances and have endured profound trauma and loss. Malawi is one of the world's poorest countries, and the highest concentration of its poorest citizens live in the rural areas. Malaria, malnutrition, and HIV infection are endemic, and concerns about substance abuse among youth are prevalent. While the needs are profound, the strengths of the communities are impressive. To support these strengths, the project uses an asset-based community development (ABCD) approach. Readings, discussions, and individual research will cover concepts and issues of social and economic justice and the roles of local and international governments in development. We will give particular attention to the region's cultural and political history, its richness of natural resources, and its post-colonial



economic, political, and social growth and struggles. We will discuss the current and critical debates around the services provided by local NGOs and international aid organizations and the functions that they serve in and for communities. We will also examine the relationships, parallels, and differences between American racial, social, and economic justice struggles and those of sub-Saharan Africa.

## **DEPARTMENT OF PUBLIC ADMINISTRATION COURSE OFFERINGS**

\*\*Does not count toward MPA degree

### **PAFF 501\*\* Introduction to Professional Writing (Periodically)**

2 credits

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.

### **PAFF 502\*\* Basic Computer Skills (Fall and Spring)**

1 credit online

Introduction to Microsoft Excel including formatting, charts, graphs, and logical functions used in administration. Emphasis on skill development through practice. Offered: fall, spring, and summer. This course is not open to non-matriculated students.

### **PAFF 503\*\* Introduction to Administrative Systems (Fall and Spring)**

1 credit online

This course is designed to provide a comprehensive overview of American government and public administration, including essential concepts of American governance and bureaucracy. We will explore five essential aspects of U.S. government: 1) the formation of American government, covering the Declaration of Independence, the U.S. Constitution and the Bill of Rights, 2) the separation of powers between the three branches of government (the Congress, the Presidency, and the Judiciary); 3) federalism (the division of power between the national and state government); 4) intergovernmental relations (the relationships between the different levels of government); and 5) bureaucracy, or how public administrators implement policy within the American system. This course is not open to non-matriculated students.

### **PAFF 510 Research Design and Methods (Fall and Spring)**

4 credits

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.

### **PAFF 513 Survey Research and Design (Periodically)**

4 credits

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

### **PAFF 514 Proposal Preparation and Grant Management (Periodically)**

3 credits

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.

### **PAFF 515 Program Evaluation (Periodically)**

4 credits

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.

#### **PAFF 516 Performance Analysis (Periodically)**

4 credits

This course focuses on the basic concepts, challenges, and methods in performance measurement. The primary objectives of this course are to: 1) learn the process and procedures of performance measurement, 2) understand how performance measurement relates to accountability in public and nonprofit agencies, 3) understand how performance information is used by public and nonprofit agencies, and 4) understand the benefits of/obstacles to and challenges associated with performance measurement. Meets the “Evidence-Based Decision Making” requirement. Prerequisite: PAFF 510.

#### **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)**

1-2 credits

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.

#### **PAFF 520 21<sup>st</sup> Century Governance (Fall and Spring)**

4 credits

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.

#### **PAFF 521 Foundations of Public Service (Fall and Spring)**

4 credits

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.

#### **PAFF 522 Policy Process (Periodically)**

4 credits

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 policy making systems.

#### **PAFF 523 Introduction to Policy Analysis (Periodically)**

4 credits

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.

#### **PAFF 524 Leadership in Public Service (Periodically)**

3 credits

Leading public and nonprofit organizations and coalitions is a privilege and a challenge. In this course, students will learn and practice the skills and competencies they will need to serve as ethical and effective leaders. The course will survey contemporary leadership theories. We will explore individual qualities of leadership, effective leadership of teams, organizations and networks, and the particular challenges posed by leading public service organizations. The course meets the requirement of the “Managing People and Organizations” category for MPA students.

#### **PAFF 525 Public Ethics and Democratic Government (Periodically)**

3 credits

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.

#### **PAFF 526 Managing Information and Technology (Fall and Spring)**

2 credits

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

#### **PAFF 527 Public and Not-For-Profit Budgeting and Finance (Fall and Spring)**

4 credits

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.

#### **PAFF 531 Administrative Law (Periodically)**

3 credits

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.

#### **PAFF 532 Project Management (Periodically)**

3 credits

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.

#### **PAFF 533 Intergovernmental Relations (Periodically)**

3 credits

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.

#### **PAFF 534 Human Resource Management in Public and Not-For-Profit Organizations (Periodically)**

3 credits

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.

#### **PAFF 535 Organizational Theory (Periodically)**

3 credits

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.

#### **PAFF 536 Managing Networks (Periodically)**

3 credits

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.

#### **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)**

1-2 credits

A workshop focusing on required skills for public administrators.

#### **PAFF 539A Prep for Public Service Career (Periodically)**

1-2 credits

Public administrators need strong analytical skills as well as practical professional ones in order to be effective in their jobs. While the other courses in Binghamton University's Master of Public Administration (MPA) program primarily focus on teaching students the former set of skills, this class is instead intended to assist students develop the skills in the latter area they will need to be successful as future public service leaders. This course emphasizes both traditional professional skills like those related to networking and conflict resolution as well as skills that are increasingly viewed as essential in contemporary public service settings such as an understanding of how to promote diversity, equity and inclusion in the workplace. Throughout the semester, guest speakers will be invited to speak to the class about various topics relevant to the course.

#### **PAFF 541 Health Policy I: Introduction to Health Policy (Periodically)**

3 credits

The goal of this course is to analyze the elements and functioning of healthcare systems of selected nations in comparison to the American healthcare system. Political, social, cultural and economic factors effecting rural and urban healthcare systems are examined from a global perspective. The strengths and weaknesses of systems are

explored in relation to economics and outcomes. Role of public health politics in policy development and implementation in rural and urban areas is analyzed. Cross-listed with NURS course.

**PAFF 542 Health Policy II (Periodically)**

3 credits

Cross-listed with NURS course.

**PAFF 548 Advanced Topics Seminar in Health Policy/Health Administration (Periodically)**

3 credits

Cross-listed with NURS course.

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

3 credits

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.

**PAFF 552 Issues in Not-For-Profit Administration (Spring)**

3 credits

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.

**PAFF 553 Nonprofit Innovation & Social Enterprise (Periodically)**

3 credits

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.

**PAFF 554 Strategy Development in Nonprofit Organizations (Periodically)**

3 credits

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. Prerequisite: PAFF 551 Introduction to Nonprofit Management & Leadership.

**PAFF 555 Introduction to Nongovernmental Organizations (Periodically)**

3 credits

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

**PAFF 557 Nonprofit Fundraising and Marketing (Periodically)**

3 credits

This course will provide a broad overview of nonprofit fundraising and marketing including an introduction to the theories and practices of charitable fundraising such as fundraising traditions in the

U.S. and amongst various populations, philosophies of giving and asking, theories of donor motivation, and the organizational, legal, and ethical contexts of charitable fundraising. It reviews practical elements of fundraising plan development, as well as traditional and digital marketing methods to spread brand awareness and encourage engagement with and donations to their organization. Students are introduced to and gain practice using basic fundraising tools, including annual funds, special events, major gifts, planned giving, and capital campaigns. course introduces students to the structure and operation of nongovernmental organizations outside the United States. Students will learn how the differences in legal foundations, funding sources, and organization capacities affect mission and performance.

#### **PAFF 558 Advanced Topics Seminar in Not-For-Profit Management (Periodically)**

3 credits

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

#### **PAFF 559 Workshop in Not-For-Profit Management (Periodically)**

1-2 credits

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

#### **PAFF 561 Comparative Public Administration and Policy (Periodically)**

3 credits

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)**

6 credits

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.

#### **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)**

1-2 credits

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

#### **PAFF 569X Sustainable Communities I: Theory and Practice (Spring)**

3 credits



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.

### **PAFF 571 Environmental Policy Analysis (Fall)**

3 credits

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.

### **PAFF 580 Forms and Structures of Local Government (Fall)**

3 credits

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.

### **PAFF 581 Functions and Services of Local Government (Spring)**

3 credits

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.

### **PAFF 582X Emerging Issues in Local Government Management (Periodically)**

3 credits

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.

### **PAFF 582X Planning Sustainable Cities and Regions (Fall)**

3 credits

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.

### **PAFF 583 Community and Economic Development (Periodically)**

3 credits

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.

#### **PAFF 584 Comparative Local Government (Periodically)**

3 credits

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.

#### **PAFF 585 Emergency Management (Periodically)**

3 credits

Domestic terrorism. Natural disasters. Human-caused catastrophes. Disaster preparedness is an increasingly important dimension of effective public service. There is a 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.

#### **PAFF 594 Public Administration Internship (Fall, Spring, and Summer)**

2 credits

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.

#### **PAFF 589 The Reflective Practitioner (Fall and Spring)**

3 credits

This course is the culminating experience for MPA students and allows them to synthesize and apply material from across the MPA curriculum. In this course, each student creates an individual e-Portfolio to demonstrate their mastery of core competencies and specialization competencies (if applicable) and the transferable skills they have obtained from their internships. In addition, students reflect on their experiences in the MPA program in their e-Portfolios. Students can use the e-Portfolios to showcase their skills and accomplishments to future employers. The MPA program also uses the e-Portfolios to assess overall program performance. Several guest speakers from the MPA Advisory Board talk to the class about various professional development topics (ex. networking, job search strategies, problem-solving techniques and conflict resolution) as well. Prerequisites: successful completion of 6 of the 7 MPA core courses and PAFF 594 (or a formal waiver of the internship requirement); students take the course in their final semester in the program.

#### **PAFF 697 Independent Study**

Variable credits

#### **PAFF 700 Continuous Registration**

1 credit



## A TYPICAL TWO-YEAR SEQUENCE FOR FULL TIME STUDENTS

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

### A SAMPLE SEQUENCE

#### For Fall Entrants:

#### Year 1

<b>Fall</b>	<b>Spring</b>
<ul style="list-style-type: none"> <li>• PAFF 520 or 521, 21<sup>st</sup> Century or Foundations (4 cr.)</li> <li>• PAFF 510, Research Design &amp; Methods (4 cr.)</li> <li>• PAFF 551 (nonprofit) or 580 (local government) or other elective (3 cr.)</li> <li>• Basic Skills classes if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• PAFF 521 or 520, Foundations or 21<sup>st</sup> Cent. (4 cr.)</li> <li>• PAFF (Evidence---Based Decision Making) (4 cr.)</li> <li>• PAFF 526, Managing Info and Technology (2 cr.)</li> <li>• PAFF (Managing People in Orgs) (3 cr.)</li> </ul>
Total Credits: <b>11-13</b>	Total Credits: <b>13</b>
<p><i>Summer</i> PAFF 594 Internship (2 cr.) Total Credits: 2</p>	

#### Year 2

<b>Fall</b>	<b>Spring</b>
<ul style="list-style-type: none"> <li>• PAFF 527, Budget and Finance (4 cr.)</li> <li>• Nonprofit, Local Govt or elective (3 cr.)</li> <li>• Nonprofit, Local Govt or elective (3 cr.)</li> </ul>	<ul style="list-style-type: none"> <li>• PAFF 589, The Reflective Practitioner (3 cr.)</li> <li>• Nonprofit, Local Govt or Elective (3 cr.)</li> </ul>
Total Credits: <b>10*</b>	Total Credits: <b>6*</b>

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

## For Spring Entrants:

### Year 1

Fall	Spring
	<ul style="list-style-type: none"> <li>• PAFF 520 or 521, 21<sup>st</sup> Century or Foundations (4 cr.)</li> <li>• PAFF 510, Research Design &amp; Methods (4 cr.)</li> <li>• PAFF 551 (nonprofit) or 580 (local government) or elective (3 cr.)</li> <li>• Basic Skills classes if necessary</li> </ul>
	Total Credits: <b>11-13</b>

### Year 2

Fall	Spring
<ul style="list-style-type: none"> <li>• PAFF 521 or 520, Foundations or 21<sup>st</sup> Cent. (4 cr.)</li> <li>• PAFF (Managing People in Orgs) (3 cr.)</li> <li>• PAFF (Evidence-Based Decision Making) (4 cr.)</li> </ul>	<ul style="list-style-type: none"> <li>• PAFF 527, Budget and Finance (4 cr.)</li> <li>• Nonprofit, Local Govt or elective (3 cr.)</li> <li>• PAFF 526, Managing Info and Technology (2 cr.)</li> </ul>
Total Credits: <b>11</b>	Total Credits: <b>9</b>
<p><i>Summer</i> PAFF 594, Internship Credits: 2</p>	

### Year 3

Fall	
<ul style="list-style-type: none"> <li>• PAFF 589, The Reflective Practitioner (3 cr.)</li> <li>• Nonprofit, Local Govt or Elective (3 cr.)</li> <li>• Nonprofit, Local Govt or Elective (3 cr.)</li> </ul>	
Total Credits: <b>9</b>	

\*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.

# APPENDIX A

## ACADEMIC HONESTY POLICY\*

For the most recent policy reflecting changes since that time, students should visit: <https://www.binghamton.edu/ccpa/resources/academic-policies/ethics.htm>

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

#### **1. 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.

#### **2. The CCPA Academic Ethics and Integrity (E&I) Committee**

1. 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 the 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.

2. 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.

3. 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 themselves. Each member of the Committee has a responsibility to recuse themselves if there is an actual conflict of

interest regarding the case or either party. Should the Chair recuse themselves 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 themselves for cause. The disputant must specify the nature of the recusal request. The Committee member may then recuse themselves or offer a rebuttal to the request. If a Committee member does not recuse themselves, 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. 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.

#### 4. Duties.

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

1. Hear and deliberate cases regarding **academic grievances**; and
2. 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..

### **3. Professional Codes of Conduct/Ethics/Professionalism**

## 1. Implementing Policies

1. Departments and programs in the 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 the 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 the CCPA following these guidelines:

1. 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.
2. 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.
3. 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.
4. 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.

## 4. Academic Grievances

### 1. Definition and Scope of Academic Grievances.

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:

1. The process by which a grade was determined;
2. Unfair treatment regarding program or course requirements, other academic contact, or funding;
3. 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:

1. Personal conduct outside the academic process including, but not limited to, personal disputes between or among members of the department or college;
2. 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
3. Professional code of conduct issues addressed in Section III.

2. Procedures for Academic Grievances.

1. Informal Procedures for Academic Grievances

1. 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:
2. 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.
3. 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.

4. 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 non-academic grievance should be directed to the appropriate University office.

## 2. Formal Procedure for Academic Grievances

1. In the event of failure of informal resolution, the formal process of grievance management begins. Each department or program in the 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:

2. 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.

3. 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 the Committee's review.

4. 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 procedures.

5. 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

1. 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.

2. 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.

3. 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.

4. 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 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. The Committee shall have the discretion to allow for rescheduling in cases of emergency, as determined by the Committee.

#### 4. The Academic Grievance Hearing

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Upon completion of the hearing, determined at the sole discretion of the Committee, the parties of 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.

7. 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

1. All committee decisions shall be arrived at by simple majority vote.

2. The majority decision shall be in writing, signed by all members of the Committee, and shall provide the basis for the decision.

3. 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.

4. 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.

5. 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

1. The Committee may decide to reprimand or in extreme cases refer the entire matter to the appropriate University body.
2. 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

1. 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 the CCPA as described in IV. B. 8.
2. 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.
3. 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.
4. The Associate Dean shall review the written records, including the decision of the Academic E&I Committee.
5. 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

1. 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.
2. 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.
3. 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.

4. 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](#). 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

1. 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.

## 5. Academic Honesty

### 1. 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 the CCPA Academic Ethics and Integrity Committee.

### 2. 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.

### 3. 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.

4. 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.

5. Formal Action Regarding Academic Honesty.

1. Each department and program in the 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 Academic Ethics and Integrity 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.

#### 6. 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 Dean's Office 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 the CCPA procedures described below for Category II violations.

#### 7. 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 Dean's Office to determine if there is a record of a previous violation by the student. Per University policy, when an academic dishonesty case is brought before the committee, the instructor should assign an Incomplete grade for the student's work, pending the outcome of the hearing. If, after the hearing, the committee concludes that the charges were unproven, the faculty member should re-evaluate the student's work in light of that finding.
2. Notification of the Parties
  1. 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.
  2. The Dean's Office shall schedule a hearing at a time and location reasonably convenient to all parties.
  3. 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 them (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. Their 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. Their right to be present at any portion of the meeting when evidence is heard with respect to the case.
6. Their 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

1. 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.
2. 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.
3. As soon as the student appears before the Committee, the chairperson shall review the student's rights and privileges and acquaint them 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.
4. 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.
5. 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.
  6. 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.
  7. 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.
  8. 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

1. 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.
2. 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.
3. 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 Binghamton University. A record of this shall be kept permanently in the Committee's confidential file.
4. 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
  1. 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
  1. 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.
  2. 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.
  3. 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
  1. 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.

## 8. 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 Dean's Office to the Provost's Office for archival purposes. Whenever feasible, supporting documentation should be submitted electronically via email.

## 6. Failure to Meet Deadlines

1. 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.
2. 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.
3. The Committee has the authority/discretion to extend deadlines with documentation of good cause shown

## 7. Distribution of the Policy

1. An electronic copy of this document is available to all students, faculty, staff and administrators.
2. 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](#).

## **8. 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 9/13/18***

## APPENDIX B

### WRITING INITIATIVE

Binghamton University  
The Writing Initiative 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<sup>1</sup>. 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

<sup>1</sup> 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.

### **Process for Reporting Plagiarism**

- 1) If plagiarism is detected in your work** your instructor will contact you. They may decide the consequences depending on the severity of the case. This usually means you will fail the assignment at minimum.
- 2) Category 1 report:** Your instructor will check with the Dean's office to see if there is another incident on file. If not, your instructor will complete the report form and the student must also complete a section agreeing to the terms of the incident. This form stays on file in the Dean's office, but does not go on the student's permanent record.
- 3) Category 2 report:** If there is another report on file or the incident is severe, this will be considered a Category 2 offence. This will now have to go to an Ethics committee for review and they will decide the penalty. This can include being severed from the program.

## APPENDIX C

### CODE OF ETHICS

#### THE AMERICAN SOCIETY OF PUBLIC ADMINISTRATION (ASPA) CODE OF ETHICS

The ASPA Code of Ethics is a statement of the aspirations and high expectations of public servants. These practices serve as a guide to behavior for members of ASPA in carrying out its principles. The Code and these practices are intended to be used as a whole and in conjunction with one another. An ethical public servant will consider the full range of standards and values that are relevant to handling a specific matter and be committed to upholding both the spirit and the letter of this code.

#### ASPA members are committed to:

**1. Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.

- a. Seek to advance the good of the public as a whole, taking into account current and long-term interests of the society.
- b. Exercise discretionary authority to promote the public interest.
- c. Be prepared to make decisions that may not be popular but that are in the public's best interest.
- d. Subordinate personal interests and institutional loyalties to the public good.
- e. Serve all persons with courtesy, respect, and dedication to high standards.

**2. Uphold the Constitution and the Law.** Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.

- a. Recognize and understand the constitutional, legislative and regulatory framework in which you work and fully discharge your professional roles and responsibilities.
- b. Promote constitutional principles of equality, fairness, representativeness, responsiveness and due process in protecting citizens' rights and promoting the public good.
- c. Develop proposals for sound laws and policies and for improving or eliminating laws and policies that are unethical, counterproductive, or obsolete.
- d. Respect and safeguard protected and confidential information.

**3. Promote democratic participation.** Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.

- a. Be open and transparent while protecting privacy rights and security.
- b. Recognize and support the public's right to know the public's business.
- c. Involve the community in the development, implementation, and assessment of policies and public programs, and seek to empower citizens in the democratic process, including special assistance to those who lack resources or influence.
- d. Assist members of the public in their dealings with government and respond to the public in ways that are complete, clear, and easy to understand.
- e. Promote timely and continuing dissemination of information about government activities to the community, ensuring a fair and transparent process and educating citizens to make effective contributions.

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

- a. Provide services to the public with impartiality and consistency tempered by recognition of differences.



Ensure that all persons have access to programs and services to which they are entitled under the law and maintain equitable standards of quality for all who receive the programs and services.

- b. Provide equal treatment, protection, and due process to all persons.
- c. Oppose all forms of discrimination and harassment and promote affirmative action, cultural competence, and other efforts to reduce disparities in outcomes and increase the inclusion of underrepresented groups.

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

- a. Provide information and advice based on a complete and impartial review of circumstances and needs of the public and the goals and objectives of the organization.
- b. Be prepared to provide information and recommendations that may not be popular or preferred by superiors or colleagues.

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

- a. Exercise integrity, courage, compassion, benevolence, and optimism.
- b. Maintain truthfulness and honesty and do not compromise them for advancement, honor, or personal gain.
- c. Resist political, organizational, and personal pressures to compromise ethical integrity and principles and support others who are subject to these pressures.
- d. Accept individual responsibility for your actions and the consequences of your actions.
- e. Guard against using public position for personal gain or to advance personal or private interests.
- f. Zealously guard against conflict of interest or its appearance. Disclose any interests that may affect objectivity in making decisions and recuse oneself from participation in those decisions.
- g. Conduct official acts without partisanship or favoritism.
- h. Ensure that others receive credit for their work and contributions.

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

- a. Work to establish procedures that hold individuals and the organization accountable for their conduct and support these procedures with clear reporting of activities and accomplishments.
- b. Act as stewards of public funds by the strategic, effective, and efficient use of resources; by regularly reexamining the efficacy of policies, programs, and services; and by seeking to prevent all forms of mismanagement or waste.
- c. Encourage open expression of views by staff members within the organization and provide administrative channels for dissent. Protect the whistleblowing rights of public employees, provide assurance of due process and safeguards against reprisal, and give support to colleagues who are victims of retribution.
- d. Seek to correct instances of wrongdoing or report them to superiors. If remedies cannot be assured by reporting wrongdoing internally, seek external sources or agencies for review and action.
- e. Support merit principles that promote excellence, competence, and professionalism in the selection and promotion of public officials and employees and protect against biased, arbitrary, and capricious actions.
- f. Promote proactive efforts to increase the representativeness of the public workforce and the full inclusion of persons with diverse characteristics.
- g. Encourage organizations to adopt, distribute, and periodically review a code of ethics as a living document that applies principles of this code and other relevant codes to the specific mission and conditions of the organization.

**8. Advance Professional Excellence:** Strengthen personal capabilities to act competently and ethically

and encourage the professional development of others.

- a. Keep up-to-date on emerging issues, practices, and potential problems that could affect your performance and accomplishing the mission of your organization.
- b. Provide support and encouragement to others to upgrade competence and participate in professional activities and associations.
- c. Allocate time and resources to the professional development of students, interns, beginning professionals, and other colleagues.

*Approved by the ASPA National Council 3/16/13*



*Advancing Excellence in public service..*

*American Society for Public Administration 1120 G Street NW, Suite 700 Washington, DC 20005---3885  
(202) 393---7878 (202) 638---4952,Jax <http://www.aspanet.org>*

## **APPENDIX D**

Students pursuing the Nonprofit or Local Government Certificate include a section on their ePortfolio 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. Members of the MPA Advisory Board may assess ePortfolios 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 effectiveness 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.

### **Genocide and Mass Atrocity Prevention Certificate Competencies**

All students who receive the GMAP Certificate are expected to demonstrate their ability to:

- Understand and analyze genocides and other mass atrocities and processes with multiple opportunities for intervention
- Assess risk for genocide, mass atrocities, and large-scale identity-based violence
- Develop policy recommendations to mitigate atrocity risk, both from the perspective of government or civil society actors

## APPENDIX E MPA Progress Worksheet

Curriculum Requirements	Credits	Date Completed
<b>Basic Skills</b>		
PAFF 502 --- Basic Computer Skills (Does not count towards the 42 credits)	1	
PAFF 503 --- Introduction to Administrative Systems (Does not count towards the 42 credits)	1	
<b>Core Courses</b>		
PAFF 510 – Research Design and Methods	4	
PAFF 520 – 21 <sup>st</sup> Century Governance	4	
PAFF 521 – Foundations of Public Service	4	
PAFF 527 – Budgeting and Finance	4	
Evidence---Based Decision Making (PAFF 515, 516, or 523)	4	
Managing People in Organizations (PAFF 524, 532, 534, 535 or 536)	3	
PAFF 526, Managing Information and Technology	2	
<b>Electives (12 credits required)</b>		
Nonprofit Specialization (if applicable) PAFF 551 PAFF 552 Nonprofit elective Elective	12	
Or		
Local Government Specialization (if applicable) PAFF 580 PAFF 581 Local Government Elective Elective	12	
Or		
Sustainable Communities (if applicable) SUST 500 SUST 510 Elective	12	
Or		
Electives (if no specialization) Course #1 Course #2 Course #3 Course #4	12	
<b>Application of Learning</b>		
PAFF 594, Internship (or formal waiver approved)	0-2	
<b>Culminating Experiences/Demonstration of Competencies</b>		
PAFF 589, The Reflective Practitioner	3	
Declaration of Candidacy (Due in Graduate School at beginning of final semester).	40-42	

## APPENDIX F PRINCIPAL JOURNALS IN PUBLIC ADMINISTRATION AND PUBLIC POLICY

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

For more information about current sources of information available through the Binghamton University Library, please see the following web site: <http://www.binghamton.edu/libraries/>

APPENDIX G



DEPARTMENT OF PUBLIC ADMINISTRATION  
COLLEGE OF COMMUNITY AND PUBLIC AFFAIRS

**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: \_\_\_\_\_

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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

### I agree to the following academic contract:

Students in the MPA program at Binghamton University will be prepared to lead public and nonprofit sector organizations, where they will be entrusted to direct resources, both human and financial, in service to a diverse public.

- I have read and understand the American Society of Public Administration's (ASPA) Code of Ethics (below) and agree to the standards therein.
- I will treat fellow students, faculty, and staff with fairness, justice, and equality, and respect individual differences, rights, and freedoms.
- I will take responsibility for my own professional development through regular self-assessment, seeking resources to aid professional growth as needed.
- I will respond constructively when I receive faculty assessments of my academic and professional aptitude and performance and will develop a plan for improvement when warranted.
- I understand it is my responsibility to make every effort to address any personal problems, psychosocial distress, or substance abuse issues. If any interfere with my ability to meet program requirements, I will seek assistance through the university or private resources as appropriate.
- My signature below indicates my agreement with the terms of this contract and an understanding that advancement to the internship and The Reflective Practitioner course is contingent upon my fulfilling the terms of this contract.

Name

Signed

Date \_\_\_\_\_

## APPENDIX I: BRIEF HISTORY OF BINGHAMTON UNIVERSITY'S MPA PROGRAM

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 2021, 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



Not only are our surroundings designed for the 21<sup>st</sup> 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.

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.