

MPA HANDBOOK

REUBIN O'D. ASKEW

**SCHOOL OF PUBLIC ADMINISTRATION
AND POLICY**

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Mission Statement

“The Mission of the Master of Public Administration program is to promote ethical and competent leadership in the management of public and non-profit organizations through training that emphasizes the integration of theory and practice, creative problem solving, integrity and stewardship, and skills in research and administration.”

A PLEDGE

The Askew School exists to prepare students to exercise positions of responsibility in service to the public. In doing so, we seek to live up to the values and ideals of a democratic society. In a diverse nation and world, this means a commitment to such values as respect for others and an abiding commitment to the democratic process. We subscribe to the policy of the university which states, in part: "The Florida State University is committed to nondiscrimination based on race, creed, color, sex, religion, national origin, age, disability, and status relative to Vietnam era veterans. This commitment applies in all areas to applicants, visitors, students, faculty, administrators, staff, and others who are affiliated with the university."

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Introduction

The Master of Public Administration (MPA) degree at Florida State is one of the oldest in the nation. Public administration courses have been taught on campus since the 1930's when Florida State enrolled only women, and women were the first MPA recipients. The School of Public Administration was founded in 1947, and was renamed as the Reubin O'D. Askew School of Public Administration and Policy on April 22, 1994. This change was made to honor the former governor and ambassador, who was one of our alumni and later served as a member of the faculty. Governor Askew was designated as one of the ten outstanding governors nationally in the past century, and his commitment to high ethical standards in public service is one that the School seeks to perpetuate.

The FSU degree was one of the first to be accredited and continues to be fully accredited by the Network of Schools of Public Affairs and Administration (NASPAA). The program regularly receives commendations from its accreditation reviews. There are no official rankings of the over 250 public administration programs in the United States, but Florida State has consistently been ranked among the top 10% in unofficial polls. In the 2016 *US News* survey, the Askew School was ranked 19th. In a 2004 study of scholarly productivity in refereed journals, the School ranked fourth in the United States. The School ranked third for student-authored publication output. A 2014 study ranked the School third in the world for faculty publication productivity.

Program Goals

The MPA is the professional degree for the practice of public administration. The program prepares students for positions in government and nonprofit organizations, but some graduates go on to successful careers. Equal emphasis is placed upon two categories of students: in-service students who wish to improve their capabilities and career potential and pre-service students who seek to enter the public service and eventually rise into managerial positions.

The faculty have identified the following list of competencies central to the program. It is the goal to help students to achieve these competencies.

1. Know how to apply concepts of ethics in policy and the management of public organizations;
2. Develop and demonstrate excellent skills in oral and written communication, the analysis and communication of complex information;
3. Understand how to lead people, especially in teams, and to work with citizens;
4. Demonstrate an understanding of the primary tools, events, participants, contexts and institutions in public policy and management;
5. Learn how to work effectively in collaborative policy and program networks across sectors and governments;
6. Comprehend policy development, implementation and management of the policy process, oriented to societal goals and benefits;

7. Recognize different ways of viewing organizations, and methods for improving organizational performance in managing public and nonprofit organizations.

Admissions

Our objective is to select a diverse group of students with academic ability and career potential who are committed to public service. MPA candidates seeking regular admission must meet the University's quantitative standards (a grade point average of at least 3.0 on all upper division work and scores on the Graduate Record Examination or other approved test such as the GMAT), furnish letters of recommendation (including two from professors for recent students), and prepare a career goal statement.

If students meet the minimum university admission requirements but their records indicate some weakness in preparation, provisional admission may be granted. The provisions may include special requirements for additional diagnostic work to enhance chances of success and/or specific particular performance requirements for the first semester.

A very limited number of exceptions to the minimal university requirements are available on a competitive basis with attention given to affirmative action. Students who do not meet minimum qualifications may attempt to prove their ability to do graduate work by enrolling as non-degree seeking "special students" (consult *University Bulletin*).

Those who try this route to admission should enroll in PAD 5050, 5700, and one other core course, and have a cumulative grade point average of at least 3.0 for all graduate work. Applicants are forewarned, however, that successful performance as a non-degree seeking student does not assure admission. If a candidate does not gain admission, he or she may pursue one of the graduate certificate programs. A limit of twelve credit hours taken as a non-degree seeking student can be transferred into the program if the individual is admitted.

Transfer of Credit

Transfer of course credits from another graduate school is normally limited to nine semester hours of recent courses. Students should submit appropriate information, such as a course syllabus, to the MPA director for approval. Students must seek prior approval if they plan to take a class elsewhere and apply it to the degree.

Financial Aid

The School offers a few graduate assistantships and scholarships. Recipients are chosen on a merit basis. This assistance is awarded beginning in the Fall semester. To be assured of consideration for all possible awards, applications for the next fall should be received by mid-March. Assistantships include a tuition waiver and a stipend for approximately 1/4 or 1/3 time service (approximately 10 to 15 hours per week). Students

may be assigned as research or administrative assistants. New students with especially strong undergraduate grades and GRE scores may apply for the few very competitive University Fellowships through the School before January 10th (fellowships include an out-of-state tuition waiver) for the following fall semester.

Other fellowship opportunities are announced throughout the year. The Graduate School maintains current information about sources of financial aid on their website at: <http://gradschool.fsu.edu/funding-awards>. Application forms for loans and financial assistance may be obtained from the Office of Financial Aid (<http://financialaid.fsu.edu>). In addition, the Division of Student Affairs has information on assistantships available elsewhere in the university.

The University offers a number of programs for economically disadvantaged students. The deadlines are typically early January, and require separate applications. Those qualified are encouraged to apply simultaneously for one or more of the following:

1. The Auzenne/Wilson Assistantship program for Black graduate students offers stipend which may be supplemented by the Askew School (early January).
2. The FAMU Feeder Fellowship for Black graduate students provides support which may be supplemented by the School (early February).

The University administers a full array of general support programs. Students should apply far in advance to the Office of Financial Aid. Students receiving aid through the College Work/Study Program may request assignment to the School where the work experience can be designed to complement academic interests. To obtain aid, register for at least six hours of coursework (some sources require nine or 12 hours). Federal laws change concerning how financial aid affects income taxes. Check with the Financial Aid Office for current information, and consult the IRS web site for information about Lifetime Learning Tax Credit to possibly reduce tax liability. Apply for, or renew, financial aid each academic year, usually in late spring (even if you already receive aid) at <http://studentaid.ed.gov/>

Internships

Many students obtain internships while in the program. Agencies usually expect students to have at least a semester of course work. The most selective internships are those in the Florida House and Senate and Office of the Governor (consult their web sites for details; applications are normally due early in each calendar year). Some students enter the program while working part-time in non-professional jobs and then may move into paid forms of employment while completing coursework.

Advising

When admitted, students are automatically assigned a faculty adviser. Students should make an appointment to see their designated member prior to their initial registration. After that time, students may ask a faculty member in their area of interest to serve as

their adviser. The initial assignment is intended to help students get started; afterwards it is best to seek advice from the faculty members who are listed within the career path(s) that best fit your goals. Any member of the faculty can sign any student's advising form.

Each time you meet with a faculty adviser about course selections, bring a completed "MPA Student Advising Form" (in Appendix II). It shows your program of study -- what you have taken and what you plan to take, as well as other information of importance. If you have not yet completed the form, then do so prior to your next meeting with an adviser. For subsequent advising sessions, print a new copy – fill it out prior to meeting with the faculty member. After the adviser signs the updated form, give it to the Coordinator for Academic Support (Ms. Velda Williams) to be placed in your file. It is essential that there is a current signed program of study, as this is used for the graduation check to assure that each student has met the graduation requirements.

The MPA Director is the secondary adviser for students. The Director makes decisions regarding such things as whether an internship will be required and offers advice about electives and career placement. The faculty are experienced in both the practice and teaching of public administration and policy. To "get your money's worth" and seek advice from several faculty members. The School offers electives that help students pursue their choice from several career paths. We also encourage students to fashion electives in a way that best fits their expected individual career aspirations, so long as this is done with prior faculty advice.

Degree Requirements

Requirements include completion of eight required courses and six elective courses for a minimum of 42 semester hours (24 hours of required credits and 18 hours of elective credits). The university "Recency of Work" requirement stipulates that all courses must be completed in seven years. The required courses include a substantive core of five courses, a two-course methodology sequence and an applied research project called the Action Report (see below).

Successful completion of the required courses (the core courses, methodology courses, and the Action Report) is defined as a grade of B- or better. Students who receive grades of C+ or less in any required courses must repeat them. If grades of C are received in elective courses, the courses need not be repeated if the overall grade point average remains at or above a 3.0. Students who lack one year of full-time professional experience must take the internship class (PAD 5946) for an additional three (3) credit hours.

All those who have more than a year of full-time professional work experience, defined as a job requiring a BA degree (and totaling some 2,000 work hours), are eligible for a waiver. The jobs students hold during their master's program can count towards the waiver, and more than one job can be used to compile the year's work experience. For more, see the internship section.

The program enables students to choose from the university's resources in a way that best fits their career aspirations. To assist students in choosing elective courses, this Handbook

includes groupings of elective courses that best fit each of several career paths (see Appendix I). Be sure to get advice from faculty members before choosing elective courses.

Core Courses (15 hours)

PAD 5050 The Profession of Public Administration
PAD 5106 Public Organizations
PAD 5227 Public Financial Management
PAD 5417 Human Resource Management
PAD 5035 Policy Development and Administration

Methodology Sequence (6 hours)

PAD 5700 Research Design in Public Administration
PAD 5701 Quantitative Analysis in Public Administration

Internship (3 hours if less than one-year, full-time professional work experience).

PAD 5946 Internship

Applied Research Project (3 hours)

PAD 6908 Action Report

Electives (18 hours)

Prerequisites and Sequencing of Required Courses

Students may begin in any term. Schedule PAD 5050 and PAD 5700 during the first semester. PAD 5700 is a prerequisite for PAD 5701 which should be taken the following term. PAD 5035 should be taken immediately after PAD 5701 and *before* taking PAD 6908. This sequencing is designed to help students to develop research and writing skills.

For most students not on an assistantship, four courses is a full-load. For those on fellowship, a full-time load is three courses. *Students who work full time should not attempt more than six credits per term.* The following schedule lists an appropriate sequence of courses for a program of study that spans five semesters:

First Semester:	PAD 5050 Profession of Public Administration PAD 5700 Research Design One (or two) elective course(s)
Second Semester:	PAD 5701 Research Methods One core course One (or two) elective course(s)
Third Semester:	PAD 5035 Policy Development and Management

Internship or in fourth semester (if required)

One core course

One elective course

Fourth Semester: One core course
Two elective courses

Fifth Semester: PAD 6908 Action Report
One elective course

Most core courses are offered every semester, including summer sessions. Elective courses are taught usually once a year and occasionally only every four or five semesters, so watch for those classes. To be ready to take electives in a particular career path, take the core course of that topic area as soon as possible to have the prerequisite for an advanced course (e.g., take PAD 5227 before PAD 6226 or PAD 6207). During the summer semester, most core classes, but only a few elective courses, are offered. There is also a limited course offering in other departments. Students who plan to enroll in the summer should plan to “save” one or more of the core classes to take at that time.

Electives and Career Paths

The School expects each student to take a coherent set of elective courses that enhances their abilities and future prospects for public service careers. A career in public administration typically begins in specialized positions and progresses toward higher level positions in which generalist, leadership-oriented capacities are of greater importance. Since students may take six electives, there is great flexibility in designing a course of study.

To assist students in selecting the electives that best fit career paths, the School has assembled lists of courses that are well suited for each of several career paths. Courses for the following possible career directions are included in Appendix 1:

- Local Government Management
- Leadership and Strategic Management
- Public Financial Management
- Managing Nonprofit Organizations
- Policy Analysis and Evaluation Methods
- Emergency Management
- International and Non-Governmental Organizations.

The majority of MPA students take their electives within one of these paths. Others individually select electives that best fit their own intended career. This often involves mixing electives from two or more of the lists. We encourage individual tailoring of electives to best fit personal goals; be sure to get faculty advice before doing so. Most experienced students possess specialized knowledge and skills. A wide range of electives is often best for those who have several years of experience. The career path in leadership

and strategic management is especially appropriate for experienced students who wish to prepare themselves for executive positions.

Pre-service students, those without practitioner experience, are encouraged to focus on one of the indicated paths. Most inexperienced students enter the program with general liberal arts degrees. Those degrees are valuable because they provide important insights into social problems, values, and human behavior. Pre-service students, however, generally need some specialized knowledge and skills to begin their careers. Several of the career trajectories include courses designed to provide this knowledge.

An advantage of a large diverse institution like Florida State is that it offers many courses relevant to public service careers. Reflecting our location in the capital city of a “mega-state,” many departments across the university include policy-related studies in their curricula. Students may enroll for six hours of elective coursework in another department on a pass/fail basis. This may be advisable when taking elective courses in other fields where MPA students might be in competition with those who have had years of preparation in that discipline. Any course taken from the School of Law should be taken on the S/U basis as that School follows a different basis for determining grades. Public administration courses, however, may not be taken on the S/U basis.

Certificates

Students may choose to use their electives courses to work toward completing one of the graduate-level certificates that the School offers. The certificates are not a part of the MPA program and they may be obtained by persons who have not been admitted to the graduate school. Most MPA students do not choose to obtain a certificate in addition to the degree. For inexperienced students, completing a certificate does show that the student has attained a higher level of competency in an area.

The graduate-level certificates that the School offers are:

- General Public Administration
- Financial Management
- Emergency Management
- Florida City and County Management
- Civic and Nonprofit Leadership (awaiting final approval from the university)

Non-Degree Seeking Student Status

Students may obtain the graduate-level certificates as non-degree seeking student (those with bachelor degrees who take graduate courses without being admitted to graduate standing). Individuals who take classes as non-degree seeking students may only use (or transfer into a degree program) 12 semester hours as a non-degree seeking student toward a graduate degree. Some students who do not qualify for regular admission take courses as non-degree seeking students in hopes of proving their ability to do graduate work. Such students are cautioned that success as a special student cannot guarantee admission. The

School is strictly limited in the number of students it can admit who do not fully qualify for admission as degree seeking students (see "Admissions" above).

Joint Degree Programs and the Public Administration Ph.D. Program

Joint degrees with Urban and Regional Planning, Social Work, Criminology and Criminal Justice, and the College of Law are available (to be eligible for the joint J.D./M.P.A. or Juris Master/M.P.A. degrees, a student must be admitted to the School of Law; admission to graduate standing in other programs does not constitute admission to the School of Law). Students should first apply to one of the programs to obtain admission to the graduate school and then petition the sister program for acceptance into a joint degree status.

Acceptance by both programs is required for students to seek joint degrees. Students must apply for the joint degree before completing 24 hours of graduate credit in one of the programs. For further details, interested persons should contact their adviser. Online descriptions outline the requirements for joint degrees (a link to these descriptions is available on the School's website). In joint degree programs, students complete all or nearly all of each degree's core courses, take research methods courses from one department, a single internship that meets both degrees' requirements, and fewer electives. The joint degrees reduce the time required to obtain the two degrees by as much as two terms of study, when compared to doing the two degrees separately.

The Askew School also offers a Doctor of Philosophy degree. The doctorate is a research-oriented degree, intended to prepare persons for careers in academia or in other positions that require advanced research skills and theoretically advanced knowledge. In public administration, the MPA is recognized as the primary degree for practice. The attainment of the MPA does not assure admission. Admission to the doctoral program requires at least a 3.5 graduate grade point average in addition to other qualifications. It is possible for persons who possess a baccalaureate to be directly admitted to the Ph.D. program. Students who do so must satisfy most of the MPA requirements en route to the Ph.D.; there is little reason for them not to obtain the master's degree as well. Interested individuals should consult with the MPA and Ph.D. directors.

Course Loads, Dropping Classes, and University Withdrawal

Some students attempt too many courses at one time. We recognize that many are under financial and other pressure to obtain their degree as soon as possible, but students who attempt to do too much may hurt themselves, their career potential, and their academic record.

The Graduate *Bulletin* states that 12 credits per semester constitute a full-time load. No one should exceed this; it is a very heavy load. The degree is designed for two academic years of full time study, including summers. Those completing it on a part-time basis should expect to spend three or more years in doing so. No student working 30 or more

hours per week should attempt more than six credits per term until he or she is well established in graduate work.

During the first four days of classes, individual courses may be added or dropped. Students are financially liable for all courses that remain on their schedule. Courses may routinely be dropped through the seventh week of classes; however, tuition charges will remain. Courses dropped during this period will not appear on the student's transcript.

After the seventh week of classes, courses may be dropped only with the approval of the MPA Director and the Associate Dean. These courses will appear on the student's transcript with the notation "WD." It is recognized that professional and personal problems do arise, and we attempt to be responsive to these problems. We also believe that attempting to withdraw from courses when students have not diligently applied themselves is indicative of unprofessional behavior. Students who register for courses but who do not attend the classes will receive grades of "F" if the courses are not officially dropped.

Students must obtain permission from the MPA Director to withdraw from the university. Failure to register for courses for two consecutive terms, including either the Fall or Spring semester, constitutes an automatic withdrawal and requires readmission. Readmission is restricted to those who have maintained a 3.0 average. If problems of a work, personal, or academic nature occur that interfere with performance, see the Director.

Bypassing Core Courses

Students who enter the program having taken prior undergraduate coursework in public administration may bypass PAD 5050 Profession or PAD 5227 Financial Resources if they have completed at least two appropriate undergraduate courses with a grade of A and have been reviewed by the MPA director as well as by a faculty member responsible for the course.

To bypass PAD 5227, one of the undergraduate courses must have been in public budgeting (and include an introduction to financial administration). Students who receive a bypass should take an intermediate course in the same general topic, or an elective in public administration if PAD 5050 is bypassed.

A bypass does not reduce the total credits for a degree (it is not a waiver), but allows students to better fit course selections to their level of knowledge. Those who have taken graduate coursework at other institutions should consult the section of this Handbook that deals with transfer credits.

Directed Independent Study

Students may undertake individual study through Directed Independent Study (DIS). Such studies are not intended to substitute for scheduled courses. Students may register

for a DIS (PAD 5907-section number) after completing twelve semester hours in the core and methodology courses. Prior to registration, the person must talk to the professor s/he is interested in working with to get their agreement to oversee the tutorial project. There is no scheduled class meeting time. A student is limited to nine hours of DIS S/U credits.

Individuals should have a reasonably complete idea of what he or she wishes to accomplish before requesting a conference with a faculty member. FSU regulations require one conference a week to be scheduled on campus; equivalent forms of student-faculty interaction may be substituted. Other than the opportunity to work on a project of mutual interest, there is minimal incentive for a professor to direct a tutorial. Students, therefore, should be prepared to convince him or her of the merits of their proposal. The student is responsible for completing and returning the appropriate university form to the MPA office.

Mid-program Review

Upon completion of approximately 15-18 hours of coursework, each student's progress will be reviewed by the faculty. The review examines academic achievement, progress toward degree, internship completion, and selection of elective courses. Students are encouraged to consult with their adviser to give consideration to potential Action Report topics. Each student receives an assessment in writing.

Internship

In addition to the required 42 semester hours, a three-hour internship is required of students who do not possess a year of full-time equivalent professional experience, i.e., a position of professional-level responsibility requiring a baccalaureate. Experience in undergraduate internships does not count toward this requirement. The internship may begin as early as the second semester, but it is usually taken during the latter half of one's program.

Experienced students eligible to waive this requirement must submit appropriate documentation to the program director, including:

1. an agency job description (including that it requires a bachelor's degree) and
2. a supervisor's letter indicating how long the position was held, either part- or full time.

No other information is needed.

The School assists in placement and students should notify us at the start of the semester prior to the beginning of the internship that assistance is needed. Students may seek internships in various locales, although most are in Tallahassee. For students who wish to pursue an internationally oriented career path, FSU's Office of International Programs will assist in placing interns.

Action Report

The Action Report is an applied research project completed during the final semester. It requires students to relate theory to practice in a major study. This involves literature review, the use of appropriate methods of inquiry, and development of a professional product which emphasizes recommendations to deal with a significant problem.

Students should expect to see an email from the Report instructor approximately 60 days prior to the start of the term; the message will include due dates for required preliminary work. Consultations with the instructor should begin shortly thereafter.

After consultation, and preceded by a problem statement, the submission of a formal proposal is required at least 21 days prior to the beginning of the term (see Appendices V and VI for format). Since School policy requires a grade of "B-" or better, graduation will be postponed until an appropriate performance level is achieved.

Graduation Procedure

Students must apply for graduation in Student Central. The deadline and dates for doing so are posted on the Registrar's site each semester. Students will have to apply for graduation again, if they do not graduate in the requested semester. See links below:

Online application steps for Graduation:

1. Login at my.fsu.edu.
2. Under **myFSU Links** on the left-hand side of the screen, click the **SC** icon.
3. Under the Academics area, click the drop down box arrow and select Apply for Graduation.
4. For further instructions, visit <http://www.sc.my.fsu.edu/Students/How-To/Apply-to-Graduate>.

Other helpful links include:

<http://registrar.fsu.edu/graduation/checklist/>
<http://registrar.fsu.edu/graduation/>
<http://registrar.fsu.edu/graduation/calendar/>

Career Placement

All students should establish a placement file with the University's Career Placement Service. This file is especially helpful for letters of reference written "To Whom It May Concern." Then, rather than having to track down the providers of letters each time you apply for a position, simply instruct the office to send the file to the employer. Students should be aware that impressing School faculty sufficiently to earn strong letters may be as important in finding a job as the student's final grade point average. Take care to prove to the faculty that you will be a hard working, caring, dedicated professional and they will take pleasure in writing letters.

A government career day is sponsored each year by the university placement service which is attended by representatives of numerous public agencies. Plan to attend this function, as well as meetings of the North Florida Chapter of the American Society for Public Administration and other professional associations such as the Florida City & County Management Association, the Tallahassee Area Chapter of the National Institute of Government Purchasing, the Florida Personnel Management Association, the Southeastern Evaluation Association, and the Florida Government Finance Officers Association. Developing of a network of professional contacts--through the internship, professional memberships, and conference attendance--is essential.

Those interested in professional placements both statewide and nationwide, should become familiar with the employment services' repository of vacancies known as America's Job Bank <http://www.ajb.dni.us>. Cities and counties, as well as such organizations as the Florida League of Cities and State Association of Counties, can be accessed via the state's portal MyFlorida.com.

Students should be knowledgeable about a prospective employer prior to an interview. Web sites should be studied to learn about state agencies, cities, counties, and other public and private organizations before interviewing with them. Few applicants take the time to really learn about the operations and problems of a prospective employer; those who do gain an advantage.

There are a number of competitive post-graduate internships that require early submission of applications (e.g., the deadline for the Presidential Management Fellows Program is usually in October). Deadlines for these and other placement opportunities are posted on the Askew School's student list serve 'pasted.' Begin placement efforts at least six months prior to graduation.

The Student Conduct Code

The School exists to prepare, and to public servants who conduct themselves according to high ethical standards. Public servants must act with a sense of responsibility toward others. Such conduct begins with a strong sense of personal responsibility.

We, therefore, endorse the essential concept upon which Florida State's Student Academic Honor Code is based -- personal responsibility. The Student *Handbook* delineates the Code, identifies student rights and responsibilities, the procedures to provide due process, and penalties. The Code states that students are responsible for their own academic honesty and that of others. Academic dishonesty as well as student and faculty responsibility, is also defined. Breaches of the Code are taken very seriously in the School.

Academic dishonesty includes:

1. cheating on tests;
2. plagiarism and inappropriate "help" on written assignments;

3. stealing, buying, or referring to an unauthorized copy of an examination before it has been administered; and,
4. assisting in any of the above.

Student responsibility covers:

1. abiding by the honor code, to include signing a pledge that you have not violated it;
2. turning themselves in if they have violated it; and
3. reporting or persuading violators to turn themselves in within 24 hours.

Equal Opportunity, Disabilities, and Sexual Harassment

In a diverse nation and globe, the future of children depends upon how well we learn to live together as fellow citizens and human beings. The public servants of a diverse democracy must respect the diversity of those served. Consequently, we seek to conform to both the spirit and the letter of all laws against discrimination. Nearly all of our students will go on to exercise some form of organizational authority over others. Consequently, we strive to represent and perpetuate high standards with respect to the use of power and authority.

Sexual harassment, for example, is not tolerated in any form; it is a violation of an individual's human rights and a form of sex discrimination. Male and female employees and students who engage in sexual harassment are subject to applicable disciplinary processes, and acts of harassment which also constitute sexual battery will be referred to the appropriate authorities for prosecution. The School's policy on sexual harassment is included in an appendix to illustrate, through one of our own operating policies, how the School seeks to encourage responsible use of organizational authority while protecting the rights of all concerned.

Students with disabilities are protected under the Americans with Disabilities Act. Those with disabilities needing academic accommodations should register with the Student Disability Resource Center and bring a letter to class from the Center indicating that the student needs accommodations. This should be done within the first week of class.

PAGA, Pi Alpha Alpha and ASPA Membership

The faculty support student participation in School governance. The bylaws provide for a voting student member on each of the principal committees -- the Policy Committee, the MPA Committee, and the Ph.D. Committee. Selection of these student members is done through PAGA, the Public Administration Graduate Association, which is the School's student organization. Students are encouraged to participate fully in PAGA's business, social activities, and community service efforts. They are urged to strive for the high standards of scholarship that will earn them membership in the local chapter of Pi Alpha Alpha, the national honor society in public administration.

To become full-fledged professionals, students should join the American Society for Public Administration (ASPA), the primary professional association for public administrators in the nation. The North Florida chapter of ASPA meets periodically throughout the year. Numerous sections of ASPA exist to meet the needs of students with specialized interests.

The School's present and past faculty members have included members of the National Academy of Public Administration, two national ASPA presidents, two presidents of the National Association of Schools of Public Affairs and Administration, a president of the Southeastern Conference for Public Administration, and several ASPA chapter presidents and section chairpersons; faculty will be pleased to assist students in joining ASPA and other professional associations.

Listserv, Mail Center, and Newsletter

Each student is *required* to sign up on the School website for the student email listserv. The “pastudt” listserv is the official means of conveying information to the student body. In addition, student mail, papers returned by faculty, School announcements, and other documents are distributed to students’ mail folders in the hallway cabinet near the School’s main office. Students should prepare their own folder and ensure it is situated in correct alphabetic sequence in the cabinet. The School newsletter is published periodically. Contributors are welcome; consult with School staff.

Help Centers

FSU’s Reading/Writing Center (644-6495) offers individualized and group tutoring in both reading and writing. FSU’s ACE Learning Studio (645-9151) provides computerized tutorials that can help to prepare math-deficient students in the required quantitative methods course sequence. The Statistics Department’s Statistical Consulting Services provides assistance to graduate students in their programs (644-3218). Some students may be required to attend these centers as a condition of admission.

The Student Counseling Center (Thagard Student Health Center, 644-2003) offers individual and group counseling and a support group for international students. If you feel you need help, of an academic or personal nature, please contact your adviser. The Student Disability Resource Center (644-9566) assists in accommodations to enhance access and success.

**APPENDIX I
CAREER PATHS:
SELECTING ELECTIVE COURSES
IN THE MPA PROGRAM**

The MPA program is designed to allow each student to select the combination of elective courses that best seems to fit their expected career direction. The goal is to offer electives that will enhance career prospects in each of several different career paths, and to assist students in choosing those courses that best fit their intended path. Many career options require multidisciplinary study, so the lists of possible electives below include courses taught by the School and by other units of the college and university. For some students, it is best to take electives from two or more career paths. Students are not required to choose a particular career path.

Students are to seek advice, from a faculty member of their choosing, about selecting elective courses. Faculty can sign the “MPA Student Advising Form” [see Appendix 2] used to approve elective courses. Caution: Electives outside the School that are not approved on the form might not be accepted toward graduation. The best persons to talk with about each of the career paths are the professors listed for those paths.

Students who enter the program directly from undergraduate programs in the liberal arts and social sciences will likely enhance their prospects by selecting most or all of their electives from one career track or from two closely related tracks. Students who enter from highly specialized undergraduate programs, such as engineering or accounting, or who have become specialists through on-job training and experience, might want to select from a wider range of electives. The objective is to help each student to select the set of elective courses that will enhance their ability to do well in their career paths.

The faculty can work with individual students to fashion sets of electives for career paths other than the ones shown below. For example, we have done so with students who were active US Coast Guard officers and who wanted to combine studies in environmental management with studies in emergency management.

Graduate Certificates. The School offers several graduate certificates. Some students seek only a certificate and not the MPA degree. Masters students are not required to complete the requirements for any certificate, but they are invited to do so as obtaining a certificate is likely to enhance their career prospects.

LOCAL GOVERNMENT MANAGEMENT

Faculty Advisers: Berry, Bowman, Feiock, VanLandingham, Yang

Many graduates spend some or all of their careers in local government. Some become city or county managers and others build careers in various staff and management positions in local agencies, special districts, and regional councils of government. State and federal departments need people with local government experience, so it is often easy for graduates who are well prepared and experienced in local administration to move to state or federal agencies.

The opposite may not be true, as local governments tend to prefer persons with local experience. Local governments are where many of the most critical services are delivered and they offer the satisfaction of seeing things being accomplished.

The electives below introduce the student to the policy environment in which the manager must operate. Administrators have told us (without exception) that additional study beyond the MPA core courses is needed in financial management. Many city/county managers started their careers in budget offices. They also emphasize the importance of courses in such topics as organization development, ethics, intergovernmental relations, and collective bargaining. In rapidly growing locations, studies related to land use and growth management enhance a student's career potential by providing knowledge in environmental, economic, and community development issues. The joint MPA/MURP degrees program with the Department of Urban and Regional Planning offers a unique opportunity to begin a career in local government with a range of knowledge and skills possessed by very few persons. Local governments also need persons with computer skills.

Related Electives

PAD 5935 Local Government Administration
PAD 5826 Intergovernmental Management and Relations
PAD 6136 Seminar in Management Studies in Government
PAD 6300 Governmental Administration in Florida

Other Electives:

PAD 5041 Public Service Ethics
PAD 5335 Strategic Leadership for Communities
PAD 5427 Public Labor Relations

PAD 5859 Managing Public Procurement
PAD 6107 Seminar: Public Organizational Development
PAD 6115 The Executive
PAD 6207 Financial Resources Administration
PAD 6226 Public Budgeting Simulation and Issues
ECP 5606 Urban and Regional Economics
URP 5101 Planning Theory and Practice
URP 5847 Growth and Development of Cities

URP 6846. Seminar in Urban Theory
(other URP courses in growth and infrastructure planning, etc. may also be approved)

LEADERSHIP AND STRATEGIC MANAGEMENT

Advisers: Berry, Bowman, Fay, Klay, Yang; also Vickers of the School's Center for Public Management

Organizations of all types, especially those that serve the public, need leaders who are knowledgeable about the trends and conditions that are shaping the changing world. Public organizations also need leaders who know how to enhance their effectiveness. The leadership and strategic management path is especially suited to students with several years of practitioner experience. Located in the capital city of a "mega-state," the School offers unique opportunities to study leadership and strategic management in the context of policy development and implementation.

Related Electives

PAD 5041 Public Service Ethics
PAD 5142 Managing the Nonprofit Organization
PAD 5327 Public Program Evaluation
PAD 5335 Strategic Leadership for Communities
PAD 5427 Public Labor Relations
PAD 5826 Intergovernmental Management and Relations
PAD 6107 Public Organizational Development
PAD 6109 Institutions and Society
PAD 6115 The Executive
PAD 6136 Seminar: Management Studies in Government
PAD 6300 Governmental Administration in Florida
PAD 6418 Seminar: Human Resource Management
PAD 6721 Policy Analysis Research Seminar

PUBLIC FINANCIAL MANAGEMENT

Advisers: Berlan, Klay, Lee, Tang

Financial resources are one of the three essential forms of resources [people, money, & information] which governments and nonprofits must have to function. Financial management encompasses all activities included in an integrated financial management system -- budgeting including forecasting, revenue administration, treasury and investment management, risk management, payroll and pension management, procurement and contracting, management of entitlements and grants, auditing and, of course, governmental accounting (which, through extensive use of computers, provides the means to record and communicate financial information). The study of budgeting encompasses methods appropriate to the development and execution of a budget as well as inquiry into the economic and political contexts within which budgets are decided. These electives are

especially appropriate for those who seek to start careers in positions such as budget analyst, performance auditor, or purchasing specialist and who may aspire to move from such staff positions into management. It is a career path that especially enhances the career prospects of liberal arts graduates.

The **Certificate in Public Financial Management** is available for students who wish to become especially well prepared in this field. It is in conformance with recommendations of the American Society for Public Administration's Section on Budgeting and Financial Management. Students who wish to obtain the certificate should take PAD5227, PAD6207 and PAD6226 as well as three elective courses from the list below, when approved by an adviser, for a total of 18 semester hours of credit. Persons who complete the certificate should meet the education requirements to sit for the national accreditation examination to become a Certified Government Financial Manager.

Related Electives

PAD 5041 Public Service Ethics
PAD 5208 Budget and Finance in Nonprofit Organizations
PAD 5327 Public Program Evaluation
PAD 5859 Managing Public Procurement
PAD 5xxx Health Care Finance (temporarily offered as PAD5935)
PAD 6207 Financial Resources Administration
PAD 6226 Public Budgeting Simulation and Issues
COM 5450 Introduction to Project Management (or)
 ISM 5315 Project Management (& more advanced project management courses)
ACG 5505 Government and Not-for-Profit Accounting and Auditing
 Prerequisite: ACG 4201.
ECO 5505 Public Finance
EDH 6505 Finance in Higher Education
URP 5540 State and Local Economic Development
URP 5731 The Planning of Community Infrastructure
URP 5540 State and Local Economic Development
SOW 5376 Budgeting and Finances in Social Services
SOW 5455 Grant Writing and Grant Management

MANAGING NONPROFIT ORGANIZATIONS

Advisers: Brower, Berlan

Many graduates of the program pursue careers in nonprofit organizations. The Institute for Nonprofit Innovation and Excellence's 2017 State of the Sector Report identified over 2,000 registered nonprofits in Leon County that account for over 10% of the county's employment. These organizations are vital to society and collectively comprise what sometimes is called the Independent Sector. Many nonprofit organizations work closely with governments, especially as contractors providing social and health services as well as other types of services such as environmental services. Some nonprofit organizations are created as associations to serve the

needs of constituent members. As the state capitol, Tallahassee is the seat of several hundred associations. Professional associations, like the American Society for Public Administration, establish themselves as nonprofit organizations.

The electives in this career path are designed to help students meet the ongoing demand of nonprofit organizations for thoughtful, innovative, and informed administrators. Leaders in this sector find that they face increasingly difficult social, political, and economic challenges. These courses are for persons with prior experience in nonprofit organizations as well as for others who are just beginning their careers. The core requirements for the MPA degree provide a strong general management and policy foundation. The electives in Nonprofit Management emphasize the distinctive features of nonprofit organizations and provide management skills and knowledge that are helpful to nonprofit leaders.

As of the writing of the latest update of this *Handbook*, the Askew School has applied for permission to award a Certificate in Civic and Nonprofit Management. Completion of the certificate, upon approval, will require completion of six courses. The required courses are:

Then 2 of 3:

- PAD 5142 Managing the Nonprofit Organization
- PAD 5174 The Independent Sector
- PAD 5335 Strategic Leadership for Communities,
- PAD 5206 Fundraising and Fund Development
- PAD 5208 Budget and Finance in Nonprofit Organizations

Plus two other nonprofit related electives from the list below or as approved by an adviser (for students pursuing only the certificate, PAD 5946 Public Service Internship or PAD 5417 Human Resource Management can also serve as electives):

Related Electives

- PAD 5041 Public Service Ethics
- PAD 5142 Managing the Nonprofit Organization
- PAD 5174 The Independent Sector
- PAD 5208 Budget and Finance in Nonprofit Organizations
- PAD 5206 Fundraising and Fund Development
- PAD 5327 Public Program Evaluation
- PAD 5335 Strategic Leadership for Communities
- PAD 5826 Intergovernmental Management and Relations
- PAD 5859 Managing Public Procurement
- PAD 6107 Seminar: Public Organizational Development
- ACG 5505 Government and Not-for-Profit Accounting and Auditing
Prerequisite: ACG 4201.
- ARE 5665 Leading the Arts Organization
- ARE 5865 Cultural Policy
- ARE 5930 Grant Writing for Arts Organizations
- MAR 5816 Marketing Strategy (check with instructor)
- POS 5465 Lobbying (check with instructor)
- SOW 5282 Legislative Advocacy
- SOW 5455 Grant Writing and Grant Management

URP 5122 Planning Dispute Resolution
URP 5743 Neighborhood Planning

POLICY ANALYSIS AND EVALUATION METHODS

Advisers: Berry, Bowman, Fay, Feiock, Lee, Tang, VanLandingham, Yang

Administrators are deeply involved in public policy. They help to frame policy proposals, provide information to elected officials about policy alternatives, implement policy, and evaluate policies and programs. In fact, rigorous policy analysis was pioneered early in the 20th century by public administration practitioners, many years before academicians recognized this field. Students who want to become policy analysts and evaluators must equip themselves with methodological, statistical, and measurement skills needed to study emerging problems and public needs, anticipate the possible consequences of proposed policies, and evaluate whether programs that are put in place to implement policies are effectively achieving desired results. Graduates who specialize in these skills often pursue careers in government agencies, in policy oriented associations, and in legislative committees, as well as working in oversight organizations that hire program evaluation specialists. Persons with policy analysis and evaluation skills can work in various program contexts.

Developing quantitative analysis skills is a must for this career path. *The primary course for this career path is PAD 5327 Public Program Evaluation*, which provides an overview of the political and organizational context of evaluation activities. Students may then choose from a large number of additional research design and quantitative analysis courses. Students wishing to work in a special policy area, such as health policy, should obtain additional substantive knowledge about the particular topic. Program evaluators, for example, often spend a great deal of their time learning about the substantive issues in a specific area, such as mental health, when designing and carrying out an evaluation.

Related Electives

PAD 5041 Public Service Ethics
PAD 5327 Public Program Evaluation
PAD 5826 Intergovernmental Management and Relations
PAD 5846 Health Policy and Public Administration
PAD 5859 Managing Public Procurement (includes privatization policy)
PAD 6025 Theoretical Perspectives in Public Policy
PAD 6108 Institutions, Policy & Management
PAD 6136 Seminar: Management Studies in Government
PAD 6705 Analytic Techniques for Public Administrators
PAD 6721 Policy Analysis Research Seminar
PUP 5005 Public Policy: Institutions and Processes
PUP 5006 Policy Implementation and Evaluation
PUP 5007 Models of Public Policy-making
PUP 5015 Comparative Public Policy
PUP 5607 Politics of Health Policy

POS 5276 Political Communication and Message Development
POS 5335 Political Research
URP 5427 Environmental Legislation and Policy

Quantitative Electives:

STA 5206 Analysis of Variance and Design of Experiments
STA 5207 Applied Regression Methods
STA 5225 Sample Surveys
STA 5507 Applied Nonparametric Statistics
STA 5707 Applied Multivariate Analysis
EDF 5464 Qualitative Methods for Program Evaluation
SYA 5406 Multivariate Analysis
SYA 5407 Advanced Quantitative Methods
ECO 5405 Introduction to Mathematical Economics
ECO 5420 Basic Applied Econometrics
POS 5746 Quantitative Analysis in Political Science
POS 5747 Advanced Quantitative Analysis in Political Science

Health Policy Substantive Courses

The School is a participant in the College of Social Sciences' Master of Public Health (MPH) degree program. Faculty teach two courses required for that degree and occasional additional elective courses as well. These courses are highly recommended for MPA students who wish to pursue careers in policy analysis and evaluation, particularly if they are likely to work in the health policy arena.

PAD 5846 Health Policy and Public Administration (MPH core requirement)
PAD 5xxx Health Care Finance (MPH core requirement)
PAD 5xxx Health Systems Policy and Management

Certificate in Health Services Administration and Policy

A certificate in the area of health services policy and administration is available from the School. Requirements include completing five courses for a total of 15 credits. The required courses are PAD 5846 Health Policy and Public Administration and PAD 5xxx Health Care Finance. Other acceptable courses are listed in the University Bulletin. This certificate is not intended to prepare inexperienced persons to enter a health career track, but is designed to serve the needs of persons in the field who seek advanced training and do not choose to do a graduate degree such as the MPH.

(The PAD 5xxx designation indicates a course that is being taught as a PAD 5935 'special topics' course pending assignment of a permanent course number)

EMERGENCY MANAGEMENT

Advisers: Brower, Merrick, Heffron-Casserleigh

Florida is no stranger to disaster. Some 80 percent of Floridians live in the state's hurricane-vulnerable coastal areas, so an aggressive emergency management system is a necessity. The state consistently leads the nation in emergency management policy, practice, and technology. The Askew School's commitment to improving Emergency Management dates back to the events following Hurricane Andrew in 1992. FSU has developed strong ties to the emergency management community, through nationally and internationally known researchers and practitioners on our teaching and research faculty. Elective courses prepare managers with the skills and knowledge to navigate their organizations through crisis events or to take entry positions in the emergency management field. The following is a list of electives taught by the School. Students may also wish to apply electives toward a five-course Graduate Certificate in Emergency Management (for certificate requirements go to [the EMHS website](#)).

Related Electives

PAD 5376 Introduction to Terrorism: Preparedness and Response
PAD 5377 Advanced Topics in Terrorism
PAD 5378 Disaster Systems
PAD 5397 Foundations of Emergency Management
PAD 5398 Emergency Management Programs, Planning, and Policy

PAD 5859 Managing Public Procurement
PAD 5845 Public Health and Emergency Management
PAD 5373 Leadership and Communications in Emergency Management
PAD 5835 International Comparative Emergency Management
PAD 5837 International Terrorism Policy
PAD 5895 Homeland Security Policy and Practice
PAD 5388 Disaster Recovery and Mitigation
PAD 5xxx Disaster Planning for Urban Poor Communities
PAD 5xxx Global Security and Fusion
PAD 5849 U.S. Intelligence Policy

GEO 5345 Disaster Preparedness and Hazards Mitigation
GIS 5034 Introduction to Remote Sensing
GLY 5885 Geologic Hazards Assessment
URP 5422 Coastal Planning

(The PAD 5xxx designation indicates a course that is being taught as a PAD 5935 'special topics' course pending assignment of a permanent course number)

INTERNATIONAL AND NON-GOVERNMENTAL ORGANIZATIONS

Advisers: Berlan, Brower, Klay, Yang

Government agencies that deal with international relations and foreign businesses, as well as the hundreds of nongovernmental organizations (NGOs) that provide development-oriented services in other countries, need to be managed well. For persons with strong undergraduate preparation in topics such as international affairs, cultures, and languages, the Master of Public Administration degree program provides a solid preparation for managing such organizations. Officials in international development, particularly those who manage NGOs, must become adept at such things as contracting, managing projects, evaluating performance, and exercising leadership in challenging cultural contexts.

The number of internationally oriented courses taught directly by the School is very limited. Its contribution an internationally oriented career track is primarily assuring that each graduate is well grounded in the basics of public administration-- for example: managing people, money, and information; doing competent policy analysis; understanding the obligations of public service; and learning about the several unique contexts in which public serving organizations function.

Internships can be of two types. The School itself has the ability to assist students in getting domestic placements, largely in state and local governments and Florida-based nonprofit organizations. Experience in domestic settings can be helpful for students who hope to subsequently move to international settings. For international internship placements, FSU's Office of International Programs has considerable experience at assisting students.

Selection of specific elective courses should be done in consultation with one or more faculty members to assure that the electives best fit each individual background and desired career path.

Related Electives (other courses may be substituted upon approval of an adviser)

PAD 5142 Managing the Nonprofit Organization
PAD 5208 Budget and Finance in Nonprofit Organizations
PAD 5327 Public Program Evaluation
PAD 5335 Strategic Leadership for Communities
PAD 5859 Managing Public Procurement
PAD 5xxx Managing Nonprofit Organizations
PAD5xxx Nongovernmental Organizations (NGOs)
PAD 5xxx International Comparative Emergency Management

INR 5012 Problems of Globalism
ECO 5005 Economic Principles for International Affairs
ECS 5005 Seminar in Comparative Economic Systems
ECS 5015 Economic Development: Theory and Problems
ECS 5335 Economies in Transition

GEO 5358 Environmental Conflict and Economic Development
CPO 5740 Comparative Political Economy
INR 5036 International Political Economy
SYO 5335 Sociology of Political Economy
URP 5424 Sustainable Development Planning in the Americas
URP 5544 Gender and Development
URP 5610 Introduction to Development Planning
URP 5611 Strategies for Urban/Regional Development in Less Developed Countries
URP 5614 Population and Development Planning
URP 5615 Infrastructure and Housing in Less Developed Countries
URP 5616 Project Planning in Developing Countries
URP 5847 Growth and Development of Cities
EDF 5625 Education and Economic Development

(The PAD 5xxx designation indicates a course that is being taught as a PAD 5935 “special topics” class pending assignment of a permanent course number)

APPENDIX II: MPA STUDENT ADVISING FORM

NAME _____

ADVISER _____ SEMESTER BEGAN _____

ADDRESS _____

TELEPHONE _____ EMAIL _____

REQUIRED COURSES: (SEQUENCES: 5050 & 5700 RECOMMENDED FIRST TERM; 5701 RECOMMENDED SECOND TERM; 5035 AFTER 5700/5701 AND PRIOR TO 6908)

	SEMESTER (Planned/Taken)	GRADE	HOURS
5035 POLICY DEVELOPMENT	/	_____	_____
5050 PROFESSION	/	_____	_____
5106 ORGANIZATIONS	/	_____	_____
5227 FINANCIAL RESOURCES	/	_____	_____
5417 HR MANAGEMENT	/	_____	_____
5700/5700L RESEARCH	/	_____	_____
5701/5701L QUANTITATIVE	/	_____	_____
5946 INTERNSHIP	/	_____	_____
WAIVED YES _____ NO _____			
6908 ACTION REPORT	/	_____	_____

CAREER PATH (optional) _____

JOINT DEGREE? YES _____ NO _____ OTHER DEGREE _____

ELECTIVE COURSES (18 hours required)

	SEMESTER (Planned/Taken)	GRADE	HOURS
1. _____	/	_____	_____
2. _____	/	_____	_____
3. _____	/	_____	_____
4. _____	/	_____	_____
5. _____	/	_____	_____
6. _____	/	_____	_____
7. _____	/	_____	_____

COMMENTS

ADVISER SIGNATURE: _____ DATE _____

(Student should prepare an updated sheet **prior** to meeting with adviser. Following advising sessions, a copy of the form should be given to the staff for student's file.)

Appendix III. Askew School Courses: Frequency This is a general guide; check School schedule each term.

Note: The course designation PAD 5935 is used for “special topic” courses that have not yet been assigned a permanent number. The section number that follows identifies the unique course each semester.

Semesterly – means normally in Fall and Spring, not necessarily summers.

PAD 5035 Policy Development and Administration	Semesterly
PAD 5041 Public Service Ethics	Annually
PAD 5050 The Profession of Public Administration	Semesterly
PAD 5106 Public Organizations	Semesterly
PAD 5142 Managing the Nonprofit Organization	Annually
PAD 5208 Budget and Finance for Nonprofit Organizations	Annually
PAD 5227 Managing Public Financial Resources	Semesterly
PAD 5327 Public Program Evaluation	Annually
PAD 5335 Strategic Leadership for Communities	Biennial
PAD 5376 Introduction to Terrorism: Preparedness and Response	Semesterly
PAD 5377 Advanced Topics in Terrorism	Annually
PAD 5378 Disaster Systems	Annually
PAD 5397 Foundations of Emergency Management	Semesterly
PAD 5398 Emergency Management Programs, Planning, and Policy	Annually
PAD 5417 Human Resource Management	Semesterly
PAD 5700 Research Design in Public Administration	Semesterly
PAD 5701 Quantitative Analysis in Public Administration	Semesterly
PAD 5826 Intergovernmental Management and Relations	Annually
PAD 5935 Local Government Administration	Annually
PAD 5935 Health Care Finance	Annually
PAD 5935 Health Systems Policy and Management	Annually
PAD 5935 Managing the Nonprofit Organization	Annually
PAD 5935 The Independent Sector	Biennial
PAD 5935 Fundraising and Fund Development	Biennial
PAD5935 Nongovernmental Organizations (NGOs)	Annually
PAD 5935 International Comparative Emergency Management	Annually
PAD 5935 Public Health and Emergency Management	Annually
PAD 5935 Emergency Management Leadership and Communications	Annually
PAD 5935 International Comparative Emergency Management	Annually
PAD5935 Homeland Security	Annually
PAD5935 Disaster Dollars: the Financing of EM Recovery	Annually
PAD 5846 Health Policy and Public Administration	Annually
PAD 5859 Managing Public Procurement	Annually
PAD 5946 Public Service Internship	every term

The courses with asterisks below are required doctoral core courses; they may be taken by

advanced masters students with instructor permission (the other 6000 level courses are advanced electives that generally have core course prerequisites).

PAD 6025* Theoretical Perspectives in Public Policy	Annually
PAD 6054* Intellectual History and Future of Public Administration	Annually
PAD 6102* Administrative Behavior in Public Organizations	Annually
PAD 6103 Cultural Analysis and Organizations	Biennial
PAD 6108 Institutions, Policy & Management	Biennial
PAD 6109* Institutions and Society	Annually
PAD 6136 Management Studies in Government	Annually
PAD 6207 Financial Resources Administration	Annually
PAD 6226 Public Budgeting Simulation and Issues	Biennial
PAD 6300 Governmental Administration in Florida	Semesterly
PAD 6705* Analytic Techniques for Public Administrators	Annually
PAD 6707* Logics of Inquiry	Annually
PAD 6721 Policy Analysis Research Seminar	Biennial
PAD 6908 Action Report	Semesterly

APPENDIX IV: Sexual Harassment Statement

The central principles that underlie appropriate faculty-student relationships are professionalism, respect, fairness, and concern. Faculty must avoid manipulation, coercion, or exploitation of students (especially acts directed at securing monetary, ego, or sexual gratification) and should demonstrate a sensitivity of cultural and personal diversity by avoiding racial, sexual, religious, and ethnic discrimination.

A particularly egregious form of exploitation is sexual harassment. Sexual harassment refers to unwanted sexual attention. The key elements of sexual harassment are that (a) there is a power imbalance between the faculty member and the student, with the faculty member taking advantage of this institutional authority and (b) there is emphasis in one way or another on the sexual identity of the harassed. What is violated is not only a relationship of authority but also one of trust. Sexual harassment has consequences for its victims that range from being psychologically upsetting to causing the victim to change disciplines or drop out of school.

Every student has the right to enjoy an academic environment free of unwanted sexual attention. Students' academic prospects suffer when they are sexually harassed. We should not force the injured students to carry the burden of stopping sexual harassment. Preventing sexual harassment, and stopping it when it occurs, is a collective responsibility of the faculty. Trivializing it, and not taking it seriously, makes us an arm of the people who do it because the authority relations make the faculty member dominant and the student subordinate.

Romantic alliances that seem consensual to a faculty member may be construed as coercive by a student. Students may fear that they will suffer retaliation if they confront a faculty member who makes sexual overtures. They may fear that they will not be believed if they complain to other authorities in the institution. Because of the power imbalance, a student's consent may mean consent to a condition of submission, and this power imbalance never goes away as long as one is faculty and the other is student. In addition, being labeled the "professor's girlfriend or boyfriend" may be corrosive of the student's professional development. The student may become isolated from the student community, have less support from cohorts, and be looked upon with suspicion.

Society and this institution have placed faculty in a position of trust and we in turn owe students the exercise of good faith in performing professional duties. Faculty-student relationships that are other-than-professional represent a conflict of interest. Men and women in an educational community may interact in many appropriate ways (as teachers and students, advisers and advisees, and scholars and practitioners)—not as romantic or sexual partners.

Sexual relationships and dating between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are prohibited. Because other students may believe that a student involved with a faculty member, or romantically involved in the past, may benefit from favoritism in obtaining academic rewards. The School strongly discourages sexual relationships and dating between a faculty member and any student in the School.

For more information, consult the university's Office of Human Resources, Equal Opportunity & Compliance Sexual Misconduct & Title IX (644-6034).

The faculty fully supports the University and College sexual harassment policies. Students are encouraged to notify the respondent (alleged perpetrator) in writing in an attempt to end the harassment, but this is not required before filing a complaint. Under the University's policy a student should report incidents to the Office of Audit Services. In addition to the processes and procedures provided in the University's policy on sexual harassment, additional channels of reporting violations to the Director of the School or to the Dean of the College.

The complainant should provide the following information to facilitate a prompt and thorough investigation:

1. The names, addresses, telephone numbers, administrative unit, and position or status of the complainant and the respondent, if known;
2. Specific acts alleged, including dates, times, and locations;
3. Names, addresses, and phone numbers of potential witnesses;
4. The effect the alleged acts have had on the complainant;
5. Actions the complainant may have taken to stop the harassment;
6. Complainant's suggestion of proposed action to address or resolve the harassment; and,
7. Other information the complainant believes is relevant.

The full range of sanctions available to the School, the College, and the University will be considered available when a faculty member violates this policy. Complete information can be found at: www.auditservices.fsu.edu/sh/FloridaStateUniversity-SHPolicy.pdf

Name _____

Appendix V Action Report Problem Statement Checklist

_____ 1. Have you checked with the office to ensure that you are eligible to enroll in this course?

- (a) have any conditions placed on your admission been fulfilled?
- (b) have you satisfactorily completed nearly all program requirements?
- (c) have you confirmed that you have an FSU email account and are on the School's listserv?

_____ 2. Did you discuss the problem to be examined with the instructor (this is not optional)?

_____ 3. Have you obtained the syllabus, the course *Handbook* (from Target Copy) and any other materials noted on the syllabus? They should be available approximately six-eight weeks prior to the beginning of the term; students are responsible for obtaining these materials so that all assignments due prior to the first day of class can be completed.

_____ 4. Does the problem statement (the instructor may permit a different approach):

- (a) utilize the proper cover page format (see sample in *Handbook*) including a title (maximum: six or seven words) and subtitle (to read: "An Analysis of Options" no quotation marks),
- (b) state the importance of the problem in one succinct paragraph,
- (c) indicate the significance (i.e., scope, breath, and depth) of the topic in one paragraph substantiated with APA references (no other form is acceptable),
- (d) conclude with this statement: "The purpose of this Action Report is to examine alternative solutions to _____" (state the problem clearly in one phrase; it should complement the working title), and
- (e) avoid any other material such as background information or solutions to the problem?
- (f) recognize that the Report's focus is on an actual problem experienced at a real organization that you have access to (the assignment is *not* a general discussion of an abstract issue). **Identify** the internal or external stakeholder* who is the client for your research by sending the completed Action Report Client form with the problem statement.

_____ 5. Did you use the FSU Graduate Writing Center, Word Grammar Function, and/or www.grammarly.com on this assignment?

*a stakeholder can be an interested party inside or outside of the organization under examination. Examples of external stakeholders include sister organizations confronting similar problems, legislative officials, interest groups, academicians, and other subject matter experts.

Appendix VI
Action Report Initial Proposal Checklist
(the course instructor may provide a comparable, but different list)

- ___ 1. Has the “Feedback and Responding to it” sheet (re: *Handbook*, table of contents) been followed in revising the Problem Statement? Did you discuss the revisions with the professor?
- ___ 2. Is the proposal approximately 6-8 double-spaced, numbered pages? Does it have a proper title page (re: *Handbook*)? Is a completed “Resources for Action Report” form (in *Handbook*) attached?
- ___ 3. Does the revised Problem Statement (now incorporated into this proposal) follow the title page, and then define the problem as well as state its significance? Are some *indicators* of the scope of the problem (with references cited in APA style) included? Is a clear statement of purpose set forth followed by a preview statement identifying the main sections of the report?
- ___ 4. Does the Background *subsection* of the Background and Literature Review section commence with an enumerated preview statement (see *Handbook*, table of contents for page no.) and proceed with how the policy problem evolved, and conclude with a summary (avoid editorializing as the section should be descriptive)? That is, a draft background subsection of about 3pp. should be completed at this time.
- ___ 5. Does the Literature Review *subsection*, in one paragraph, identify the types of literature that will be consulted and comment on their availability? Do *not* prepare the review now. Using APA, is a single-spaced working reference list (double space between each citation), attached at the end of the proposal? Note: both the Background and Literature subsections should have their own subheading.
- ___ 6. Does the Methodology *subsection* of the Methodology and Evaluation Criteria section list and briefly discuss *each* of the methods that will be employed (*use* format in Past Action Report)?
- ___ 7. Does the Evaluation Criteria subsection identify (in *one or two* words), clearly define, identify criterion indicators, *and* provide the data source(s) for each criterion (use template, as modified by handwritten comments, in Past Report)?
- ___ 8. Does the Options section identify, but not discuss, at least three *discrete*, tentative options?
- ___ 9. Is a work schedule, based on the syllabus and your other obligations next term, included?
- ___ 10. Does the Proposal (do **not** assume that these and other standards are optional):
 - Make use of Word Grammar Function, the Graduate Writing Center, or scribe.ndi.com?
 - Space three lines between sections?
 - Use Roman numerals for each named section heading and Arabic numerals in the text for numbers above 10

- Avoid overly-long sentences/paragraphs, repetitious word usage, random capitalization, contractions, slang, and personal pronouns?

___11. Has the Handbook been carefully used in completing the proposal? Are you currently completing all remaining assignments (re: syllabus) due for the first class meeting?

Note: Revised proposals should use the checklist for revised proposals and subsequent draft papers” found in the back of the *Handbook*, and be scanned/emailed or submitted in a two-pocket folder to the instructor’s mailbox.

“The best preparation for tomorrow is to do today’s work superbly well.” *Sir William Osler*

Bow 614

APPENDIX VIII: Writing Guide

This guide is for preparing written exercises in courses. These instructions are to be used in all courses unless the instructor indicates otherwise.

Few skills are as important to a public administrator as the ability to communicate well in writing. Unfortunately, some students do not write well when they enter the program; they should seek help and enroll in a writing laboratory class. No one can expect to receive the MPA degree unless they have mastered this skill. All students should own and use a writing manual such as the *Prentice-Hall Handbook for Writers*.

Writing Style. Whether writing an academic paper or an administrative document, the objective is to communicate well and clearly. Words should be carefully chosen and, to aid in doing so, students are expected to use a thesaurus. Sentences and paragraphs must be carefully constructed; such effort is routinely expected.

Assignments are to be submitted in printed form.

Executive Summary, Tables of Contents, and Section Headings. Busy officials seldom have time to read an entire document carefully. Students should learn to make it easy for such people to quickly scan a document. A table of contents is useful if the document is more than 25 pages and short documents are more easily scanned if they have section headings similar to the ones used in this *Handbook*.

Major papers should contain a title page, an executive summary, a table of contents, and appropriate subheadings within the body of the manuscript. An executive summary is a short overview that gives the reader a sense of the problem addressed, the methods used to study it, findings and recommendations. As a rule of thumb, students should attempt to summarize a 25-page report in one to two pages. Subtitles within the body of a text are illustrated in journal articles such as those in the *Public Administration Review*.

Students should have a working knowledge of either the American Psychological Association scientific name/date reference system or the University of Chicago footnote style.

Professors' Editorial Comments. Professors will offer information about both the substance and style of your work. Some may use the abbreviations or short comments below. If you are uncertain of the error, then you should review your writer's handbook.

<u>Editorial Note</u>	<u>Meaning</u>
sp	A spelling error.
PUN	An error in punctuation.
SYN/AWK	Faulty sentence construction and grammar including errors in syntax, case, tense and mood, use of adjectives or adverbs, faulty

agreement, mixed or dangling constructions, or general awkwardness or obscurity in sentences.



Paragraph break.

WE

One or more paragraphs are poorly written, meaning that they are lacking in unity, coherence, or consistency, or are otherwise poorly developed.

PLAN WEAK

The overall plan and organization of the paper itself is weak. This usually means that the problems which the paper addresses have not been clearly stated, and that the overall logical development of the paper is insufficient, thereby leading to questionable or insufficiently developed conclusions.

pp

Pages

SP

See previous (draft)

w.w.

Wrong word

METHODS INSUFFICIENT/INAPPROPRIATE

Insufficient methodology means that the methodology chosen to address the problems is generally appropriate, but has not been sufficiently applied--too few interviews or survey respondents, or errors in calculation, for example. An inappropriate methodology is the use of a research approach that is not suited to either the nature of the problem or to available data.

LITERATURE INSUFFICIENT/INAPPROPRIATE

"Insufficient" literature means that the student has not read and assimilated enough of the literature about a topic to develop a sufficiently well grounded understanding of it. "Inappropriate" literature means that the literature cited has little relationship to the problem (or that the relationship is not explained.)

REDO

This means that the student should rewrite and resubmit something (though not necessarily for a change in grade.) The professor may require a rewrite of all or a portion of a paper to assure that the student has mastered the writing problem.

LOGIC

This indicates that the student has not made the content of the writing logical. This may include not: defining terms precisely when exact meaning is essential to clear communication,

supporting or qualifying generalizations, basing arguments on evidence, or presenting logically sound cause and effect relationships.

JARGON

Avoid the use of bureaucratic slang, which often includes the use of terms or acronyms that may be familiar to specialists but confusing to others.

APPENDIX IX: Questions & Answers about the Program

Question: How many courses should I take?

Answer: Some students attempt too many courses at one time, a practice that adversely affects performance. The university states that 12 credits--a very heavy load--is full time. Those who work full time should take no more than six credits each semester. Nine hours is a full load for someone working part-time.

Question: What kind of workload should I expect in classes?

Answer: In graduate work, for every one hour spent in class substantially more than three should be spent out of class (the "three-hour rule" is for undergraduate work). Many courses require a major paper. Each paper should take at least 80 or more hours to do. Expect to study six nights a week. When students work hard we can say so in letters of reference for them.

Question: What should I expect to pay for books?

Answer: Since graduate study necessitates substantial amounts of reading, do not be surprised if the cost for books per course is over \$200, more for some classes, less for others. The faculty is concerned with these expenditures, but has a responsibility to ensure a quality education. Aspiring professionals should be accumulating a professional library. Expenditures for new and used texts may be tax deductible.

Question: I work 40 or more hours per week. Should I be expected to complete all course requirements expected of a full-time student?

Answer: Yes; to do otherwise would reduce the value of the degree and your investment.

Question: What about attendance?

Answer: The university *Bulletin* states that "students are expected to attend all classes." Students absent for two weeks or more may be dropped or assigned a grade of "F." Notify us in advance. Some professors require class attendance or it counts against your grade.

Question: Do I need to bother with various style requirements in written assignments?

Answer: Yes, definitely. Refer to the Writing Guide in this *Handbook*. Faculty may also provide separate writing style expectations.

Question: How do I keep in touch with what is going on in the School?

Answer: Each student is expected to have their email account listed on the school's student listserv, "pastudt". Also regularly check the Student Mail Center outside the main office for hard copies of materials.

Question: What happens to the student evaluations of faculty?

Answer: About half of each faculty member's annual evaluation is based on teaching effectiveness. Faculty use evaluations to help improve their teaching and course design.

Question: I am interested in taking courses during the summer. How extensive are the offerings?

Answer: Summer offerings are not as numerous as those during the academic year. Most MPA core courses are offered, but a very limited number of electives is likely.

Question: What is the national reputation of the Askew School?

Answer: Since 1981, in surveys of members of the National Association of Schools of Public Affairs and Administration published in outlets like *U.S. News and World Report*, we have consistently been ranked in the top 10% among over 250 programs nationwide.

Question: How much flexibility is there in program requirements?

Answer: Every effort is made to customize a student's coursework to his/her needs, so long as a coherent program of study results. Baseline standards, however, must be adhered to maintain accreditation.

Question: What about the internship and job placement?

Answer: If you have less than a year of full-time, post-baccalaureate, professional work experience, expect to do an internship. Assistance in finding placements for internships and jobs following graduation is available. The internship can start as early as the second term.

Question: When should I begin my Action Report?

Answer: As you proceed through the program, you should be thinking about topics that might be developed into a major applied research project. A formal proposal, preceded by a problem statement, is due approximately 21 days prior to the last term in the program.