

The Department Of Public Administration And Policy

College of Community and Public Affairs

Binghamton University

MPA, Sustainable Communities, and Certificates

Handbook For The 2026-2027 Academic Year

MPA, Sustainable Communities, and Certificates Handbook (2026-2027 Edition)

Introduction

This handbook provides students in the Master of Public Administration, Master of Science in Sustainable Communities, and DPAP Certificate programs information and guidance they need to succeed. It represents current Department and Program policies and procedures and supplements the policies of the College of Community and Public Affairs, the Graduate School and the University.

Table Of Contents

- I. A Message from the Chair
- II. Academic Policies
- III. Student Services
- IV. MPA Curriculum
- V. Sustainable Communities Curriculum
- VI. Certificate Programs
- VII. Accelerated and Dual/Double Degrees

Appendix A: Academic Honesty Policy

Appendix B: Writing Center

Appendix C: Code of Ethics

Appendix D: Brief Departmental History

Appendix E: Certificate Program Competencies and Portfolios

I. A Message From The Chair

August 2026

Dear MPA, SUST, or Certificate Student:

Welcome to the Department of Public Administration and Policy (DPAP)! Starting a new graduate program is exciting and I'm sure you have many questions. We have a community of faculty, staff, and students who are here to support you.

I encourage you to reach out to our expert faculty and staff. DPAP faculty are always happy to address questions about their research, and our staff can share important insight on course selection. We look forward to helping you navigate campus resources and explore career pathways.

As Department Chair, I'm also available to address any questions. I will have weekly office hours announced at the start of the semester, and I'm always available via e-mail. As a faculty member, I appreciate the opportunity to teach and continue learning from current and future practitioners. Please feel free to stop by during office hours and chat!

To that point, I invite you to share your perspectives and experiences. Whether you are new to public service or have years of experience, you are welcomed, respected, and valued. Public service is forever changing, but our commitment to you as a DPAP student is unwavering.

Sincerely,

Vincent Reitano

Vincent Reitano, PhD

Chair and Associate Professor

Department of Public Administration and Policy

Binghamton University

II. Academic Policies

1. Your University Academic Guide

The [Academic Guide](#) presents the academic policies of the University and the DPAP Programs at the time of matriculation. For students starting in the Fall 2026 semester, the 2026-27 Academic Guide applies and is your contract with the University. In the event that the Academic Guide changes, matriculated students have the option to change to the newer bulletin. You are responsible for knowing the policies that apply to you and ensuring that any necessary paperwork is properly completed.

2. The Graduate School Manual

This [manual](#) has been designed to provide information and guidance to graduate faculty as they advise graduate students and interact with the Graduate School. This document also represents current Graduate School policies and procedures.

3. Academic Performance Requirements

- a. **First 12 PAFF/SUST Credits.** Students who fail to earn a 3.0 GPA in the first 12 credits will be placed on academic probation, and may be recommended to the Graduate School for severance from the program if the GPA is not above a 3.0 after the first 24 credits in the program. Students must have a GPA of 3.0 or higher to graduate.
- b. **GPA Requirements.** Students must have a cumulative GPA of 3.0 to graduate.
- c. **Repeating Courses.** Students who earn a grade of B- or below in any core (required) course must repeat that course and earn a grade of B or better. Students who fail to earn a B or better grade the second time they take a core (required) course will be recommended to the Graduate School for severance from the MPA program. MPA 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 their Nonprofit, Local Government, or GMAP certificate.

4. 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. A sample independent study contract can be found [on our resources website](#). The form for an Extension of Incomplete can be found [on the registrar's website](#).

5. Transfer of Credits

Students may request a transfer of up to 12 graduate credits from other institutions or programs 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 DPAP@binghamton.edu.

6. 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](#). *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.

7. Academic Honesty

The CCPA [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 Binghamton University [Generative AI Policy](#) can be reviewed online. Review each syllabus for any language regarding Generative AI and check with the instructor to address any questions.

8. 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.

9. 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.

10. APA Style Guide

Documents submitted as course requirements for DPAP 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 DPAP programs.

11. Academic Grievances

Clearly defined expectations, professionalism, mutual respect and integrity among faculty, staff and students are essential norms contributing to an effective DPAP 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 they seek 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.

12. 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. Students are also required to have an overall GPA of at least 3.0 in order to take Internship and The Reflective Practitioner.

MS Sustainable Communities candidates are required to complete 38 hours of coursework with a cumulative GPA of 3.0.

13. Readmission After Severance

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

III. Student Services

1. The DPAP Webpage

The [DPAP 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 DPAP Director of Operations and Student Services with items to add to the web page.

2. Department Listservs

Timely communications within the DPAP Programs are important. To facilitate communication among faculty and students, the DPAP maintains student Listservs. If you change your email address during the year, please notify the Director of Operations and Student Services of your new email address. *Students should be checking their email at least once every day.* Often dated announcements with critical deadlines are posted on the departmental Listservs. If an email requests your response, please do so promptly. Use of the DPAP Listservs is reserved for content of direct educational relevance to the DPAP programs, its faculty and students. Students are encouraged to use the e-mail address provided by Binghamton University because students have had difficulty receiving listserv email with other email providers in the past.

3. Financial Assistance

a. Financial Aid

The [Office of Financial Aid and Student Records](#) provides information about federal unsubsidized loans and Graduate PLUS loans for U.S. citizens and U.S. permanent residents and alternative private loans for U.S. citizens, U.S. permanent residents and international students. Visit their website for more information, including details on application processes and amounts.

b. Graduate Assistantships

Each year the Graduate School allocates graduate assistantships throughout campus and to the Department of Public Administration and Policy. 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.

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 DPAP.

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). 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.

The DPAP 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

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 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.

4. Academic Advising

All students are assigned a faculty advisor after 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. Students may also contact the Director of Operations and Student Services for advising or general questions.

5. Jobs and Careers

The Department of Public Administration and Policy 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 sustainability and 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.

6. The Graduate Student Lounge/PODS

DPAP students and other graduate students in the College of Community and Public Affairs have a lounge and PODS available for their use when University Downtown Center is open. The Lounge is located in UDC 357 and the PODS is UDC 328. Your student ID will provide keycard access to these spaces.

IV. MPA Curriculum

The Master of Public Administration (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) set of electives (12 credits); (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.
6. A course from the category: **Managing People in Organization** (4 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.
7. PAFF 528, **DPAP Career Prep** (1 credit)

Electives (3-4 courses = 12 credits)

The 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 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.

Students are not required to complete a certificate; 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. The following certificates are available:

- Nonprofit Administration
- Local Government Management
- Genocide and Mass Atrocity Prevention
- Disaster Management (offered through Decker College of Nursing and Health Sciences)

The Department also has relationships with many other programs on campus, for example: I-GMAP, Higher Education/Student Affairs Administration, Social Work, the Decker College of Nursing and Health Services, and the Department of Geography. Students interested in Health Policy Administration or Disaster Management can gain expertise in these areas by taking Nursing courses, while students interested in Environmental Policy can gain expertise in this area by taking Geography courses. Dual degree students' complete elective courses in the discipline of their other degree.

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

Application of Learning

Internship (2 credits)

Following completion of 16 credit hours (which must include PAFF 510, PAFF 520, and PAFF 521), students complete a 150-hour public administration internship.

Since the MPA is a professional degree, the faculty has a responsibility to future employers of our graduates and to the communities that those graduates will serve. This will ensure that students have essential competencies and demonstrate a high level of professionalism. Beyond completion of the required courses and credit hours, eligibility for internship placement and registration for PAFF 589 The Reflective Practitioner, MPA program authorization is necessary to proceed to the internship and e-portfolio.

The assessments are designed to provide both the MPA internship coordinator and the student with information on whether the student has demonstrated necessary levels of competence for an internship placement, if there are particular types of internships that would be appropriate for the student, or if there are particular competencies that need to be demonstrated before an internship placement can be authorized.

Students pursuing a local government or nonprofit certificate are generally expected to complete an internship in that 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. They may contact the internship coordinator for assistance, if needed. After meeting with the internship coordinator and the site supervisor to discuss possible activities and responsibilities, a memorandum of understanding (MOU) defining the scope of work and specifying the goals, expectations, products/outcomes, conditions, and relevant policies and procedures will be developed by the student. This MOU must be signed by the student, the site supervisor and the internship coordinator prior to the commencement of the semester during which the internship will be completed. The student may not begin his/her internship without the MOU being signed by all parties and submitted to the internship coordinator.

The student is responsible for maintaining a journal or log of his/her internship experiences

throughout the semester. It is the student's responsibility to raise and address issues with the appropriate supervisor (internship coordinator and/or site supervisor) as needed. The internship coordinator will also have periodic contact with the site supervisor.

The intern will be expected to evaluate their experience at the end of the internship in the form of a reflection memo. 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 for the internship. The internship coordinator reserves the right to terminate an internship at any point for the well-being of the student and the agency, and will meet with the student to discuss options for completion of the internship requirement.

Students may be granted a waiver at time of admission if they show that they possess at least three years of public and/or nonprofit administrative experience. Students who receive waivers will not need to register for the internship course. 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). The internship coordinator will review all internship waiver requests. A copy of the waiver documentation will be maintained in the student's file and the student will receive written notification from the internship coordinator regarding whether or not the waiver was granted.

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

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

Waivers

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 Department 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.

Culminating Experience/Demonstration of Competencies

PAFF 589: The Reflective Practitioner (3 credits)

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.

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.

V. Sustainable Communities Curriculum

The Master of Science in Sustainable Communities (SUST)

A minimum of 38 credits is required to receive a Master of Science in Sustainable Communities.

Requirements and electives:

- Core courses (15-16 credits)
- Required courses (12-16 credits)
- Sustainability electives (6-8 credits)
- Thesis or capstone project (4 credits)

Core courses (15-16 credits)

Students are required to take four core courses and repeat the Sustainability Colloquium each semester they are enrolled in the program. Courses in this area introduce the three pillars of sustainability: environmental policy, economic development and social equity. Students will explore the interactions between these principles, basic ecology and environmental science, local and organizational governance, and concepts of sustainability to think critically across complex, interconnected systems.

- SUST 500- Sustainable Communities I: Theory and Practice (4 credits)
- SUST 510- Sustainable Communities II: Policy and Practice (4 credits)
- SUST 520- Research Design and Methods (4 credits)
- SUST 528 - DPAP Career Prep (1 credit)
- SUST 530 - Sustainability Colloquium I (1 credit)
- SUST 532 - Sustainability Colloquium II (1 credit)

Required courses (12-16 credits)

Sustainability is more than just environmental protection; it includes social equity as well. These required courses are designed to provide each student with a well-rounded perspective that is necessary in the field of sustainability today.

- Economic Development - SUST 550 (3 credits)
- One from Environmental Policy [course list](#) (3-4 credits)
- One from Social Equity [course list](#) (3-4 credits)
- One from Advanced Methods [course list](#) (3-4 credits)

Sustainability electives (6-8 credits)

- At least two additional graduate courses as [electives](#) related to area(s) of interest (3-4 credits)

Culminating Project (4 Credits)

During your final two semesters, you will take:

- SUST 588 Professional Writing Seminar I (2 credits in Fall)
- SUST 589 Professional Writing Seminar II (2 credits in Spring)

During these 2 two-credit workshops, you will develop, research, and write a final project on a topic of your choosing. Under the guidance of the professor, you will use this project to dig deeper into a sustainability subject that interests you and that you can use to demonstrate the knowledge and skills you acquired during the program.

VI. 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 Management
- Local Government Management
- 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. Students must formally add the certificate of their choice before their final semester by submitting the [Application for Add-on Graduate Certificate Program](#).

1. Nonprofit Management Certificate

The 15-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 (B or above) 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 (2 credits)

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

- 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 DPAP.

2. Local Government Management 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 (B or above) 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 (B or above) 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 fall)

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 spring)
- 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)(offered every fall)
- 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)

VII. Accelerated and Dual/Double Degrees

4+1 Accelerated (Undergraduate/Graduate) Degree Programs

The Department of Public Administration and Policy offers several 4+1 accelerated degree programs. Students who are completing a Human Development (BS) degree or any Harpur (BA) degree, excluding fine arts, are eligible to complete a 4+1 MPA or MS SUST.

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) – Sustainable Communities (MS/MA)
- Public Administration (MPA) – Systems Science (MS)
- Public Administration (MPA)- Genocide and Mass Atrocity Prevention (MS)

Appendices

Appendix A

Academic Honesty Policy*

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

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 used¹. 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 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.)

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

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

Since 1984, ASPA has promoted a commitment to high standards of ethical practice by public servants. The Code of Ethics was revised in 2013 and the Ethics and Standards Implementation Committee (Ethics Committee) was established in 2014. The Code of Ethics presents the key principles that public servants should advance, and its educational and review activities support the ethical behavior of members and hold them accountable for adhering to these principles. In its current strategic plan, ASPA's first goal is to "advocate strong, effective and ethical public governance."

The full Code of Ethics appears below, along with [our ethics complaint process](#). Here are some additional helpful links.

[Contacting Ethics Committee](#)

[About the Ethics Committee](#)

[Implementing the Code: Workbook and Assessment Guide](#)

[Earlier Versions of the Code](#)

ASPA Code of Ethics

The American Society for Public Administration (ASPA) advances the science, art, and practice of public administration. The Society affirms its responsibility to develop the spirit of responsible professionalism within its membership and to increase awareness and commitment to ethical principles and standards among all those who work in public service in all sectors. To this end, we, the members of the Society, commit ourselves to uphold the following principles:

- 1. Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.
- 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.
- 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.
- 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.
- 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.
- 6. Demonstrate personal integrity.** Adhere to the highest standards of conduct to inspire public confidence and trust in public service.
- 7. Promote Ethical Organizations:** Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.
- 8. Advance Professional Excellence:** Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

A separate document contains practices that serve as a guide to behavior for members of ASPA in carrying out its principles. To view the practices, [review the ASPA's webpage](#).

Members of ASPA commit themselves to support the Code of Ethics and may be sanctioned for their failure and refusal to uphold the Code.

ASPA Code of Ethics Review Process:

As part of its commitment to advance and implement the Code of Ethics, ASPA provides a review process with four elements:

1. Responding to inquiries from members about ethical standards and handling ethical dilemmas
2. Reviewing requests for help from members who have been penalized for upholding the Code and providing support to them
3. Recognizing members whose actions exemplify the code
4. Reviewing and seeking to resolve complaints about a member whose actions may have violated the Code of Ethics

The complaints process covers only ASPA members and is confidential. Neither the person named in a complaint nor the person making the complaint are publicly identified at any time. The Ethics Committee will defer its own review of a complaint until any other bodies reviewing the actions (courts of law, legislative bodies, agencies or other organizations involved) have completed their work, and will then determine if future evaluation is required.

The review of a complaint goes through the following stages:

- A complaint about an ASPA member can be submitted by a member or non-member through ethics@aspanet.org or by mail to the address listed at the end of this page. Complaints must be related to actions occurring after May 1, 2016—the date the current process was initiated. Complaints must specifically reference the tenet of the Code the complainant feels has been violated.
- The Ethics and Standards Implementation Committee (Ethics Committee) will receive the complaint to determine whether the action potentially violates the code. If it is deemed not to be a violation, the complaint will be dismissed with explanations to the complainant.
- If it is judged that the action, if verified, is a violation of the Code, the Ethics Committee will then work with the ASPA Executive Committee to determine if further steps should be taken.
- Should the Executive Committee authorize the Ethics Committee to get involved in the issue, the Ethics Committee will discuss the complaint with the member and encourage voluntary corrective action. At no point are the names of those involved disclosed to members.

This is intended to be a constructive process that helps members understand how the Code is applied to specific situations. Issues identified in complaints may be used—in generic terms—in the Ethics Committee's educational activities to help raise awareness of ethical challenges and expectations.

Question about the review process can be sent to ethics@aspanet.org or to:
ASPA Ethics Review Questions
1730 Rhode Island Ave., NW, Suite 500
Washington, DC 20036

Appendix D: Brief Departmental History

The beautiful University Downtown Center which houses the Department of Public Administration and Policy 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.

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

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.

Starting Fall 2024, the Department of Public Administration and Policy manages the Master of Science in Sustainable Communities (SUST). Starting Fall 2026, all students in the MPA and SUST programs will be required to take a 1 credit professional development course, to help reinforce the importance of key career skills while building community across the two academic programs. Starting Fall 2026, the Department is also launching the first Master of Public Policy (MPP) in New York state. As a fully asynchronous online program, the MPP offers a flexible pathway for students seeking specialized training full-time or part-time.

Over the years, the people in the Department of Public Administration and Policy 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 new programmatic offerings including three graduate degrees that can be completed through different pathways and multiple certificate offerings, the Department is making significant contributions to public, private, and nonprofit organizations in Greater Binghamton and the world.

Appendix E: Certificate Program Competencies and Portfolios

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 has 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

