

The Master of Public Policy

Department of Public Administration and Policy

College of Community and Public Affairs

Binghamton University

Master of Public Policy Handbook For The 2026-2027 Academic Year

Master of Public Policy Handbook (2026-2027 Edition)

Introduction

This handbook provides students in the Master of Public Policy program with information and guidance that 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.

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I. A Message From The Chair

August 2026

Dear MPP 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

I. 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 PUBP 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.
- b. **GPA Requirements.** Students must have a GPA of 3.0 or higher 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 MPP program.

4. Academic Honesty and Generative AI

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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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](#).

10. Graduation

MPP candidates are required to complete 36 hours of coursework with a cumulative GPA of 3.0.

11. 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.

12. 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.

II. 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.

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. Failure to meet this requirement may result in severance from the program. 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.

III. Curriculum

The Master of Public Policy (MPP)

The MPP Program is a 36-credit hour program, comprised of: (1) a core of six courses (24 credits) where students are introduced to the knowledge and skills they need for working in public policy roles; (2) two courses (8 credits) of summer I courses on advanced topics; (3) one culminating summer II course called Public Policy Laboratory (4 credits) to demonstrate application of coursework to a specific policy project and demonstrate competencies.

Courses

Core Courses (6 courses = 24 credits)

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. PUBP Z501, **Theoretical Foundations of Public Policy** (4 credits)
2. PUBP Z502, **Policy Research Methods I** (4 credits)
3. PUBP Z503, **Economics of Public Policy** (4 credits)
4. PUBP Z504, **Policy Research Methods II** (4 credits)
5. PUBP Z505, **Public Policy Design and Implementation** (4 credits)
6. PUBP Z506, **Public Policy Analysis** (4 credits)

Advanced Topics (2 courses = 8 credits)

7. PUBP Z507, **Comparative Public Policy** (4 credits)
8. PUBP Z508, **Advanced Topics** (4 credits)

Culminating Experience/Demonstration of Competencies

9. PUBP Z509, **Public Policy Laboratory** (4 credits)

Graduation

Following the student's satisfactory completion of coursework, the Program recommends to the Graduate School that the candidate be awarded the Master of Public Policy degree.

IV. Degree Completion Pathways

Full-Time (One Year)

Term 1 (Fall: 12 credits)

PUBP 501: Theoretical Foundations of Public Policy (4 credits)

PUBP 502 Policy Research Methods I (4 credits)

PUBP 503 Economics of Public Policy (4 credits)

Term 2 (Spring: 12 credits)

PUBP 504: Policy Research Methods II (4 Credits)

PUBP 505 Public Policy Design and Implementation (4 credits)

PUBP 506 Public Policy Analysis (4 credits)

Term 3 (Summer Session 1: 8 credits)

PUBP 507 Comparative Public Policy (4 credits)

PUBP 508 Advanced Topics in Public Policy (4 credits)

Term 4 (Summer Session 2: 4 credits)

PUBP 509 Public Policy Laboratory (4 credits)

Part-Time (Two Years)

Year 1

Term 1 (Fall: 8 credits)

PUBP 501: Theoretical Foundations of Public Policy (4 credits)

PUBP 502 Policy Research Methods I (4 credits)

Term 2 (Spring: 8 credits)

PUBP 504: Policy Research Methods II (4 Credits)

PUBP 505 Public Policy Design and Implementation (4 credits)

Term 3 (Summer Session 1: 4 credits)

PUBP 507 Comparative Public Policy (4 credits) **OR** PUBP 508 Advanced Topics in Public Policy (4 credits)

Year 2

Term 4 (Fall: 4 credits)

PUBP 503 Economics of Public Policy (4 credits)

Term 5 (Spring: 4 credits)

PUBP 506 Public Policy Analysis (4 credits)

Term 6 (Summer Session 1: 4 credits)

PUBP 507 Comparative Public Policy (4 credits) **OR** PUBP 508 Advanced Topics in Public Policy (4 credits)

Term 7 (Summer Session 2: 4 credits)

PUBP 509 Public Policy Laboratory (4 credits)

Part-Time (Three Years)

Year 1

Term 1 (Fall: 4 credits)

PUBP 502 Policy Research Methods I (4 credits)

Term 2 (Spring: 4 credits)

PUBP 504: Policy Research Methods II (4 Credits)

Term 3 (Summer Session 1: 4 credits or opt out)

PUBP 507 Comparative Public Policy (4 credits) *OR* PUBP 508 Advanced Topics in Public Policy (4 credits) *OR* no course

Year 2

Term 4 (Fall: 4 credits)

PUBP 501: Theoretical Foundations of Public Policy (4 credits)

Term 5 (Spring: 4 credits)

PUBP 506 Public Policy Analysis (4 credits)

Term 6 (Summer Session 1: 4 credits)

PUBP 507 Comparative Public Policy (4 credits) *OR* PUBP 508 Advanced Topics in Public Policy (4 credits)

Year 3

Term 7 (Fall: 4 credits)

PUBP 503 Economics of Public Policy (4 credits)

Term 8 (Spring: 4 credits)

PUBP 505 Public Policy Design and Implementation (4 credits)

Term 9 (Summer Session 1: 4 credits)

PUBP 507 Comparative Public Policy (4 credits) *OR* PUBP 508 Advanced Topics in Public Policy (4 credits)

Term 10 (Summer Session 2: 4 credits)

PUBP 509 Public Policy Laboratory (4 credits)

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.