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The New Old Way to Launch A Career in Public Service

James L. Garnett, Craig P. Donovan

Historically, people learned a profession or trade by apprenticing with a master architect, carpenter, painter, violinist, or other kind of expert. These masters passed on their expertise and helped socialize the apprentice into the values, customs, and norms of their profession or trade. Before schools were established, learning a craft or profession occurred this way to provide formal training in business, government, education, law, medicine, architecture, music and other specialized fields. These apprenticeships were not limited to a number of trades and professions but are even required for becoming licensed to practice in many trades or professions. Today, in within the role of master-apprentice learning, and some of these apprenticeships are even generally called internships in fields such as music, business, law, and the arts. But internships—whether called externships, co-ops, practica, field placements or other names—play other roles as well.

Growing Use of Internships

The revival of the Presidential Management Internship (PMI) program during the Clinton administration signaled a comeback for internships in the US government. Besides the large number of federal agencies programs like the PMI program, Congressional Intern Program and others, federal agencies of any magnitude now use interns in some ways. Federal agencies with their own internship programs—typically complementing programs like the PMI include the State Department, Department of Health and Human Services, Department of the Interior, Treasury Department, NASA, CIA, FBI and many other agencies. The same increasingly goes for state and local governments. One example is the Capital City Fellows Program to lure top officials and other interns with top officials and other benefits, they are likely to pay off in higher capability and income for the employee and higher productivity for the employing organization.

Internships provide hands-on experience needed to launch a career. Whether someone is starting a career, or making the transition from one field to another, internships are often the most advantageous way—and in many cases, the only way—to gain necessary experience. Even where employers are willing to hire someone without hands-on experience, they often put those hires through their own in-house internship training program. Of course it is possible to gain experience through part-time jobs that aren’t oriented toward a profession. They may help orient students or recent graduates about certain aspects of the working world such as being on time and dealing with customers and bosses. There is a limit, though, to how much can be learned from such jobs if the intent is to go into management, politics, accounting, environmental policy or many other professional fields. An internship with a state legislature, accounting firm, environmental advocacy group, or other organizations typically gives more relevant and varied experience and training in specific fields. The added experience and learning are likely to pay off in higher capability and income for the employee and higher productivity for the employing organization.

Internships are an increasingly utilized way of accomplishing this. Also, jobs are becoming so much more complicated and technical and not just in the high-tech fields—that that some form of apprenticeship is necessary to learn enough of the basics to get hired.

Internships enable a trial period for both employer and intern. Resource limitations increasingly exist on the part of employing government agencies and interns.

Internment programs are often the most advantageous for both of mistakes is high. For the agencies, mistakes in hiring can use up scarce lines and budget, cause problems in performance or morale, and lead to messy personnel actions later on. For prospective hires taking the wrong positions and bouncing from job to job—or job to job—they may find their niche and to gain relevant experience.

Because internships are recognized as learning experiences, there is less of a stigma to completing several internships in different organizations or fields within a short span. Working in several different kinds of workplaces and at various types of work allows interns to learn what their work preferences are— as well as gain some breadth of experience. Someone moving from regular job to job during that same span might well be labeled a job-hopper—and therefore shunned as a prospective employee.

Internships enable organizations to bring in new blood and ideas. Even when restrictions on hiring exist because of personnel ceilings, union hiring rules or other constraints, public agencies can often bring in new blood and ideas in the form of interns.

Employers are still looking for someone with experience and a proven track record of accomplishment. Also, jobs are becoming so much more complicated and technical and not just in the high-tech fields—that that some form of apprenticeship is necessary to learn enough of the basics to get hired.

Internships enable organizations to bring in new blood and ideas. Even when restrictions on hiring exist because of personnel ceilings, union hiring rules or other constraints, public agencies can often bring in new blood and ideas in the form of interns. Because interns are still in school or just out of school they typically bring the latest knowledge about organizational behavior, information technology, financial management and other aspects of management—not to mention knowledge about policy areas such as health, transportation, housing, economic development or other fields. Thus, while interns are learning from experienced professionals on-the-job, they are also sources of new ideas, information and skills.

Sometimes the skills interns bring are new to the public agency so the agency’s overall organizational capacity is enhanced. In particular the case with small government agencies or non-profit organizations that are often enhanced through the technical and managerial skills interns bring. We know of cases where interns supplied the strategic analysis, web design, database development, geographic information system applications. Other skills and organizations never possessed before.

Many governments are counting on interns to “graduate” to career tracks and replace the growing number of retirees who are part of the “age lump” in government at senior levels. Both the National Commission on the Public Service. Leadership for America: Rebuilding the Public Service (Volcker Commission) and the Commission on State and Local Government (Winter Commission) emphasized the need to bring new blood and new ideas—the brightest and best—into public service. An internship is one of the most effective ways to track able young people into public service careers.

Internships enable transitions between jobs or careers. The days of working in one career and one organization are long gone. Typically people now switch jobs and even careers multiple times during their lifetime. How does one make a mid-career transition from patent law to international development, from nursing to health policy analysis, or any of the other multitude of possible career shifts? One answer is, of course, education—retraining for the new career. Graduate programs in public administration and other professions are increasingly filled with students seeking to make a career shift along with those just starting their careers. But even mid- or late-career professionals typically need experience in their newly chosen career before getting hired into a new job at a professional level. Longtime successful experience as a patent attorney—even with overseas experience—does not automatically qualify someone to be an economic development specialist in a developing nation.

Internships are an increasingly utilized way to gain the experience necessary to make a career transition. The internship gives people making the transition skills, experience, contacts, and socializing into the new field. It also gives those people a glimpse into their anticipated profession, enabling them to decide more intelligently
Internships Are Good Way to Start Career

Whether they really want to make that career shift. Because the internship is seen as more experimental and less permanent a move than the chance to a regular job, the risk of considering a career shift is lowered.

Internships help socialize interns into public service work and a career. People entering the public service profession—whether just starting their careers or via a career transition—need to learn more than just how to perform job-related tasks. They also need to learn what constitutes proper conduct in public service, what the values, key issues and challenges of our profession are, and many other things as well. In other words, they need to be socialized into the profession.

Internships also typically have an advantage in the socialization department because they often provide accompanying orientation, training, conferences and mentors that accelerate your socialization into a profession. For example, Fellows (interns) in the new Washington, DC, Capital City Fellow Program are assigned mentors to guide their progress, perform demanding work along with professionals in the field, and have extra orientation and educational sessions to help socialize them into municipal government.

These are the principal reasons that internships are becoming more widespread and crucial to the future of public service. To realize the benefits that internships can offer, a number of key conditions are crucial. The next part of this series focuses on “Guidelines for Internship Success.”

Adapted from Internships For Dummies by Craig P. Donovan and Jim Garnett, Hungry Minds, 2001. Craig Donovan sits on ASPA’s Executive Council. E-mail: cpdonova@kean.edu

Jim Garnett is a long-term ASPA member. E-mail: gurnett@crab.rutgers.edu
Five Key Steps to Getting a Job in Public Administration

Marvin D. Brown

Now that you have received your degree you are ready to tackle the world and take on that executive level job, right? Well, maybe there are a few things you might want to know before you start spending your first paycheck.

Develop A Plan
You will need to develop career goals and objectives. You should develop an Individual Development Plan (IDP); this plan will include short-term, mid-range and long-term goals and outline the steps through which you will achieve these goals. Not only is this plan useful for your job search but also throughout your career as you plan your professional growth and development.

Explore Your Options
You will need to explore job opportunities and determine what is available in the field you have chosen to pursue. Your exploration and job search should begin at least six months prior to graduation. If you wait until after you have graduated, there will be a glut of applicants competing for the same jobs in which you have an interest. Avoid complacency in your job search; in other words do not relax once you have applied for your dream job. You must remain proactive until a job has been offered and accepted.

Cover Letter–Create a Good First Impression
It is always important to make a good first impression. Your introduction to potential employers will be your cover letter and resume. It is important that these documents are done in a professional manner. Your cover letter will be a brief (one page) but informative snapshot of the knowledge, skills and abilities the prospective employer can be expect to see on your resume. It is an opportunity to say to a potential employer, “Take a good look at my resume, it is worth reading.” Remember, do some homework about the position for which you are applying and avoid generic cover letters. The cover letter should be tailored to fit each respective position for which you are applying. If your resume is the key that opens the door to opportunity, think of your cover letter as the welcome mat in front of that same door.

Resume–Talents You Bring
Your resume should discuss the talents that you will bring to an employer. If you have work experience make sure that your resume clearly spells that out. If you have served an internship, your resume should speak clearly on the experiences afforded while serving the internship. If you have no work experience, did you hold any campus offices (i.e., student body president, treasurer, etc.) while you were on campus? Did you chair or serve on any campus committees? All of these activities show qualities that are important to potential employers such as leadership ability and organizational skills. Your resume should also speak to the various types of classes taken that were directly related to the field in which you are applying.

Interview–Beginning or End, No In Between
Now that your resume has gotten you an interview, you want to ensure that you make the most favorable impression possible. Remember interviews are give and take. Not only is the prospective employer trying to determine if you are a good fit for the organization, it is also your opportunity to determine if the organization is a good fit for you. After all you could presumably spend the next 30 years of your working career with this organization is a good fit for you. After all you could presumably spend the next 30 years of your working career with this potential employer.

Mock Interviews–You should consider participating in mock interviews; all too often candidates go into an interview cold. For women that would be a business tie. For men that would be suit and tie or, absent a suit, shirt and tie. Attire is rarely wrong. For men that would do your homework before the interview cannot be overstated, learn something about the potential employer and the industry in which it serves. This allows you to discuss the company intelligently, ask relevant questions and even determine if this is the job or career for you. Try to determine the dress atmosphere of the office: formal, dress casual, casual, etc. The worst thing you can do is show up for an interview dressed in a manner that is completely counter to the culture in the existing office environment. If your initial homework does not yield sufficient fashion information go with the old standby. Formal office attire is rarely wrong. For men that would be suit and tie or, absent a suit, shirt and tie. For women that would be a business suit and tie or, absent a suit, shirt and tie. Your cover letter should be a brief (one page) but informative snapshot of the knowledge, skills and abilities the prospective employer can be expect to see on your resume. It is an opportunity to say to a potential employer, “Take a good look at my resume, it is worth reading.” Remember, do some homework about the position for which you are applying and avoid generic cover letters. The cover letter should be tailored to fit each respective position for which you are applying. If your resume is the key that opens the door to opportunity, think of your cover letter as the welcome mat in front of that same door.

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Mock Interviews–You should consider participating in mock interviews; all too often candidates go into an interview cold. Just as you practice a speech or presentation before stepping before the podium, you should have an idea of what you are going to say during an interview. Think of the interview process as a presentation of sorts. It is important not only to think about potential responses but also to practice saying them as well. If you have friends or family members who are managers or who have conducted interviews, have them conduct the mock interviews. Ask for candid and honest feedback and constructive criticism. Do not be sensitive, the time to make adjustments or corrections is in the mock interviews, not after the rejection letter has been received.

Do Your Homework–Doing some homework before the interview cannot be overstated, learn something about the potential employer and the industry in which it serves. This allows you to discuss the company intelligently, ask relevant questions and even determine if this is the job or career for you. Try to determine the dress atmosphere of the office: formal, dress casual, casual, etc. The worst thing you can do is show up for an interview dressed in a manner that is completely counter to the culture in the existing office environment. If your initial homework does not yield sufficient fashion information go with the old standby. Formal office attire is rarely wrong. For men that would be suit and tie or, absent a suit, shirt and tie. For women that would be a business suit and tie or, absent a suit, shirt and tie. Your cover letter should be a brief (one page) but informative snapshot of the knowledge, skills and abilities the prospective employer can be expect to see on your resume. It is an opportunity to say to a potential employer, “Take a good look at my resume, it is worth reading.” Remember, do some homework about the position for which you are applying and avoid generic cover letters. The cover letter should be tailored to fit each respective position for which you are applying. If your resume is the key that opens the door to opportunity, think of your cover letter as the welcome mat in front of that same door.

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Plan What to Do and Say at Interview

From FIVE STEPS, pg. 5

suit or a coordinating blouse and dress. Stick to basic colors like blue or gray. Avoid gaudy jewelry, fad styles, overly colorful outfits, insignias reflecting personal affiliations, etc. Make sure that your shoes are shined and that you are neat and well groomed. Offer a strong (not overbearing) greeting and firm handshake. Watch your body language and posture as they can convey many messages, some not so positive.

Schedule Wisely—Schedule your time wisely before the interview. Allow yourself enough time so that you arrive early enough to be relaxed and composed during the interview rather than stressed from having rushed after being stuck in traffic. Whatever you do, do not be late for the interview. This will undo all of the hard work it has taken you to get to this point in the process.

You have done well in the application and interview processes and the prospective employer has extended an offer of employment. If you accept the offer you want to be clear on a few of the basics:

• The agreed upon salary and benefits.
• The office location and start date.
• The duties and responsibilities of the position.
• The potential for career advancement.

If all of these factors meet with your approval, accept the job and confirm it in writing. This helps to avoid misunderstandings and confusion. At this point you should stop your job search. You can now start making plans for that first paycheck.

From the beginning of your job search until the end and throughout your career remember the five P’s:

• Proper
• Planning
• Prevents
• Poor
• Performance

ASPA member Marvin D. Brown is senior court manager at the Lynwood Regional Justice Center, Lynwood, CA. E-mail: marvbrown@yahoo.com

Bowling Green U. ad

Willamette ad
A Foot in the Door: Internship Sites

www.epa.gov/ezhire/
The Environmental Protection Agency’s job application site, EZHire includes listings for the EPA Intern Program. The program is a permanent, entry-level career development track to prepare for future advancement within the EPA.

www.pmi.opm.gov/
The Presidential Management Intern program enables the cabinet departments and over 50 federal agencies to hire highly qualified interns. These internships often serve as first steps for successful public policy management positions in the U.S. government.

www.state.gov/m/dghr/hr/student/
This site provides details and application information for several student employment programs managed by the U.S. Department of State, from co-op opportunities to internships within the Department of State itself.

www.usajobs.opm.gov/EI13.htm
USAJobs’ resource for internships with the federal government, this site offers a list of special programs that place interns in all federal agencies.

www.aspanet.org/careers/internship.html
ASPA’s own internship information site provides links to internship programs with federal agencies. In addition, the site offers links to state and local government internship opportunities across the United States.

The Best Career Advice I Have Ever Received

The PA TIMES sent a call out to several ASPA members asking them to send us a brief statement or anecdote containing the best career advice that they had ever received, to pass along to aspiring public servants.

We received some great pieces and have printed some of the best, along with the e-mail addresses of the authors. We would like to encourage readers to contact the authors for more information or advice.

Join ASPA

The best career advice I ever received was to “join ASPA and make your contacts.” Back in 1992, I became the administrator of a small Midwest MPA program. My new boss encouraged me to join ASPA and to get involved in various leadership activities, first as a chapter newsletter editor, then as a chapter president and then to run for a seat on ASPA’s National Council. My ASPA volunteer experience paid off as I was offered a full-time position on its staff four years ago. Ironically, I had to submit my resignation to the individual who directed me to ASPA in the first place.

Erik Bergrud
Senior Director for e-Organization Development, ASPA
Ebergrud@aspanet.org

Performance Auditors, Program Evaluators and Policy Analysts

Over the years I have been involved in lots of recruitment efforts. In the main, they have been to hire performance auditors, program evaluators and policy analysts. My advice to fellow ASPA members is based on the job expectations and job environment for these positions. Expectations for these positions include ability to: apply analytical techniques to real world problems; write clearly and succinctly; objectively find answers to performance, operating and accountability issues; orientation to help government improve and work within the system to do so; focus on the big picture or significant issues while drilling down to assess the causes; communicate with policy makers, agency staff and other stakeholders in a manner that reflects integrity, independence and understanding of different perspectives, and be a team player in a dynamic political environment.

Our hiring process is a fairly standard one; we undertake a recruitment process that typically includes reviewing resumes, references and examples of prior work. It also includes a written test reflecting real life problems ranging from how one would analyze an issue to how one would deal with conflicts and controversy associated with work. Responses to the written test are used during the interview process. For a position that is not entry level, I may seek additional insights from former employers and others who have had professional involvement with the candidate. While our process may seem rigorous to some, to me the investment at the front end is worth it. We want a candidate that will be successful, i.e., a match between the organization’s needs and the applicant’s professional goals and expertise.

With that context, here is some advice to a potential applicant:

• Do your homework. Try to determine the organizational culture, management’s vision, the agency’s mandates and track record, and other aspects of the work environment and expectations.
• Provide information on your accomplishments and professional goals. As with the other application materials, be succinct and proof your work.
• Be prepared for the interview with questions that reflect your interest in the job and understanding of the position. Be honest about what you offer, would like to learn from the job and your future plans. For example, you may be planning to pursue a position over the years I have been involved...
ASPA Members Pass Along Best Career Advice

From ADVICE, pg. 7

somewhere else and see the current job as a pathway to it.
• Follow-up with the interview or selection authority if you feel that an important piece of information was not conveyed. Be judicious in contacting a potential employer.
• If the job does not suit you, do not pursue it. You want to leave a positive impression with potential as well as actual employers.
Best wishes to readers who are in the throes of a job search.

Cheryle A. Broom
ASPA Vice President
cbroome@aspanet.org

Volunteer
I humbly submit a couple of suggestions for those that are up and coming to do while they are climbing the first rungs of the career ladder. First off, volunteer an enormous amount for projects that relate to your field. If you are in planning or zoning, volunteer on a city that is close to your field. If you are in planning or zoning, volunteer on a city that is redoing their zoning. If you
want to be a city manager, volunteer with those that are up and coming to do things that are done then you can either change yourself or change the situation. And
lastly, get references for those volunteer positions you have. Or if you are lucky enough to get an internship, then make
sure you get the references from there. And incidentally, make sure you earn those accolades. Show up on time, dress for the position, show respect for those that you are working with and put the work in that you are asked to do, and do it with a smile on your face. Good luck to everyone, and remember getting the first job is tough but keeping it is even tougher.

Richard Downey
City Administrator
Elkhart, KS
rdowney1@yahoo.com

Look at all Options
The best career advice I ever got was that “You cannot turn down a job you haven’t been offered.” I have used this with students who sought my advice about career matters. Too often students fail to even apply for job opportunities for all sorts of reasons which are legitimate on the surface, but need to be kept in context. They may say to me “I don’t want to live in Ohio, or Miami,” or I don’t think I’d like to be management analyst.” I tell them that if they have not put themselves in a position to explore an opportunity fully their “turning it down” is a bit premature. What I hope to accomplish is to get them to be open to looking at things which at first blush may not appeal to them. I have had a number of them tell me that this advice helped them to look at career opportunities which ultimately turned out to be good choices. I still use this advice myself in thinking about my own career choices.

Beverly C. Edmond
Associate Provost
Clark Atlanta University
bedmond@cau.edu

Talk to Someone with a Job You Desire
As an undergraduate student, I was taking a course in local government. Our professor assigned the class the task of interviewing a local government official in our home town over the Christmas holidays and preparing a report on what we learned. To fulfill the assignment, I met one afternoon with our city manager in Watertown, NY, Ron Forbes. I was so impressed by his description of the city manager’s duties and responsibilities as well as his recent accomplishments that I decided to pursue a career in city manage-
ment. Forty-plus years later, and after obtaining a master’s degree in public administration and serving in five cities, I still consider that afternoon meeting with Mr. Forbes to be among the most significant of my learning experiences.

Samuel H. Halter
Chief Administrative Officer
City of Tampa
Sam.Halter@ci.tampa.fl.us

Have Confidence
The best career advice I ever received came from two different people. The first was from the man who is now my husband. I was in a Ph.D. program, had finished my coursework, started on my dissertation, was working full-time in a high-pressure job, and was wondering when I should take my comps. I discussed this with my (now) husband, who was a professor at the time. He said, if your professors think you are ready, you are ready, do it as soon as you can. He was right. I set aside time to study-set the alarm for three in the morning for a couple of months before, studied for two to three hours, went back to bed for a couple of hours, got up and went to work! I didn't get a lot of sleep for those months, but when I took the comps I passed them.

The second piece of advice was from the

See ADVICE, pg. 9
Securing a Job is Hard Work

So, you’re finishing off the last semester of that undergraduate or MPA Degree and you wish to work in the public sector. You’ve begun to put together that resume, made a few inquiries about interesting job announcements, and, as yet, you haven’t had much luck. Is securing a good job in the public sector really this difficult? Well, yes and no, but having a well-planned strategy can make the difference.

First, update your resume to ensure that it is accurate, easy to read, and cuts to the chase. Be sure to use spell and grammar check and proofread three times.

Second, because you must pass muster with most human resource professionals who will be comparing your qualifications against those for the position in question, be sure to write a brief, but professional cover letter that outlines how your qualifications meet those for the job. Make the human resource manager’s job as easy as possible and it will pay dividends.

Third, don’t harass those for whom you wish to work. It is generally a bad idea to continuously call and check on the status of your application—spend the time applying for other interesting positions and preparing for a possible interview.

Fourth, find out as much as possible about the organization and position for which you have applied so you can explain how your qualifications meet the needs of the organization during the interview process. Practice makes perfect as they say, and it is best to have someone conduct a mock interview with you so you know exactly what you are going to say ahead of time—have a strategy about how to relate your qualifications to the position.

Remember, stay as calm as possible during interviews and be personable—but always carefully listen to the questions asked and be sure to address them as directly as possible. This is very important because the interviewer will be comparing your responses with others interviewed.

From ADVICE, pg. 8

Fifth, it is important that you ask appropriate questions during the interview process. Employers don’t expect you to know everything about their organization and position (even though you should attempt to know). Take the opportunity to ask about the hiring process, beginning salary options, organization mission and goals, etc.

Finally, don’t become discouraged if you can’t get that job you wanted right away—you should not take it personally. Contrary to popular belief, there are a lot of well qualified people searching for public sector jobs these days. Therefore, only apply for positions you can truly claim to meet or exceed the minimum qualifications. To do otherwise wastes valuable time for yourself and others.

In short, securing a public sector job is hard work and, thus, you must work hard. Consider additional internships, temporarily working part time for free in a public organization, or perhaps a MPA Degree, if necessary, to gain additional credentials. Keep a journal of your job searches so you can meet deadlines and differentiate between organizations and positions. Finally, never forget that you are representing yourself—be accurate, meet deadlines, and be professional. Good luck!

Mary Hamilton
Executive Director, ASPA
mhamilton@aspanet.org

William M. Haraway, III
Assistant Professor and MPA Coordinator, University of West Florida
President, ASPA Gulf Coast Chapter
wharaway@uwf.edu

Seven Beacons
I have been blessed with the wisdom of mentors, colleagues and friends throughout my several educational and professional careers. Rather than choosing one, I offer seven beacons that have served me well (when I followed them!):

• You can have it all, you just can’t have it all at once.
• Spend some time thinking about the experience you want to create. Don’t focus on a particular job; instead, explore what you want to contribute, learn, feel, etc., in a new setting. Write down your vision and put it in a drawer. Your words will stay with you and help you recognize opportunities that move you closer to the experience you want.
• When you’re headed off on a mission in the workplace, make sure you look over your shoulder occasionally to see if anyone is following.
• Know where your loyalties lie and define the boundaries beyond which you will not go. Stay true to both.
• At any crossroad, whether major career decision or a particularly challenging workplace situation, take the highest ground available to you. You will never regret being the biggest person you can.
• Be respectful and responsive to all those you meet along the way. You may be working for them some day!
• You can be right without making other people wrong.

Wendy Haynes
haynes_w@hotmail.com
Brandeis University ad
Money Matters: Salary Sites

www.bls.gov/oco
This U.S. Department of Labor site is home to the “Occupational Outlook Handbook,” a collection of statistics from the Bureau of Labor Statistics. Published every two years, the handbook provides job descriptions, labor conditions, necessary training, job prospects and earnings information for nearly 300 occupations. Because the latest issue is the 2002-2003 edition, this information is particularly timely.

www.nationjob.com
This general site allows for searching for jobs, but also provides career-related guidance about salaries, references, online degrees and other resources. Nationjob.com will send job listings to users by e-mail, as well.

www.paycheckcity.com
At paycheckcity.com are tools ranging from a paycheck calculator to a bonus calculator to a W-4 assistant. These tools are available at no charge.

www.salaryexpert.com
Offering a broad range of salary tools, this site can provide salary reports for cities across the United States. The basic salary report is free; for a premium, more in-depth analyses of individual situations and detailed locations can be undertaken.

www.salariesreview.com
While the reports available at salariesreview.com are not free, around $20 will buy a wage and salary report, a cost-of-living report or an employee benefits report.

ASPA Members Pass Along Best Career Advice

From ADVICE, pg. 11

Look for Activities in Careers You Like
You know, I have tried to think of career advice I received and I'm not so sure that anyone actually gave me advice. Mostly, I looked for opportunities, volunteered for activities that pertained to careers I was interested in pursuing, and gained experience that would provide me with the basics for performing more complex tasks. Once you have a track record of successfully completed tasks and a strong work ethic, employers are more inclined to hire you.

Kathy Hensley
hensley@dnr.state.sc.us

Three Guiding Principles
Choosing a career and finding a job presents a paradox. On one hand, it can be the most frustrating and daunting time in a person’s life. On the other, it can be an extremely rewarding and satisfying experience. I have relied on three guiding principles to help me make these important decisions—and have been very pleased with the end results.

First, choose a path that you like and can be happy with. If you truly like what you are doing, it will show. This will spill over on the job and will be recognized in a positive manner by your peers and management. Enthusiasm and real interest are two key issues that will keep you from becoming bored in a particular field. Don’t choose a field or career based on the wrong reasons, such as the lure of money or glory. While these may come along after you are established in your chosen field, if you don’t like what you are doing at the start, you may find it difficult to succeed at any level.

Second, thoroughly prepare yourself before you go on the job market. This means several things. Prepare yourself mentally for all of the negative aspects (the jobs that don’t pan out, or the meetings with people that don’t understand your particular spin on the world), as well as the positive ones (getting that first job offer or truly impressing someone with something that you do). Also prepare to distinguish yourself from a pool of possibly more qualified candidates for a position. Jobs are hard to come by, and good jobs are even scarcer. If you want to be a real contender, check your resume, presentations, and anything else that you will be required to produce before you go to any interview. (This will give you confidence when you meet with possible employers).

Third, continuously learn and build your pipeline of work so there are hard to come by, and good jobs are even scarcer. If you want to be a real contender, check your resume, presentations, and anything else that you will be required to produce before you go to any interview. (This will give you confidence when you meet with possible employers). Learn a little about the organizations or the area that you will be interviewing in. (This will give you some common ground to discuss if that awkward silence presents itself). Practice your interview skills and discuss your research activities and related projects with someone who has experience in getting a job. (This will help you appear more polished.)

Finally, manage your career as you would any important project. Just because you get that first great job doesn’t mean that you should stop trying to improve yourself or what you do. Keep learning, updating yourself, and improving on those things that you do best. This will keep you current and marketable in today's challenging job market!

Ronnie LaCourse Korosec
Assistant Professor/Internship Coordinator
Department of Public Administration
University of Central Florida
rkorosec@mail.ucf.edu

Advice for MPA and Doctoral Students

Best career advice for MPA student I got was to pay a lot of attention to the office secretary, as he or she is much more important to your success than almost anyone. Be nice and appreciate their role in your life.

Best career advice for doctoral students I heard was (1) do not worry about rank but do worry about salary; (2) publish and build your pipeline of work so there

See ADVICE, pg. 12

U. Texas-Dallas ad
A bridge between theory and practice is important in public administration:

Some tips for job hunting in public administration:

- Use the Internet extensively to search for jobs. For example, many federal jobs can be applied for via Internet through the JOBSUSA system.
- Join professional organizations such as ASPA and get involved.
- Participate in citizen advisory boards in your community (city, county, state).
- As a continuing stream; (3) get used to rejection as it is part of the package so learn from each rejection, rewrite, and submit it again to some other journal. Rank will come with time but getting that salary level up is hard even if you are very good. Publishing is super important and doctoral students should publish in several journals even before they get the doctoral. Faculty like to hire assistant professors that are successful and will turn down applicants who do not have publications. It is a continuing stream.
- Finally, involvement in the public sector means more than employment, it means service. I have learned a lot from my involvement in two state boards and one city board. Serving on citizen boards is a great way to develop your leadership abilities, network and most importantly make a contribution to public service.

Network

- Network by becoming involved in public service activities.
- Join professional organizations such as ASPA and get involved.
- Participate in citizen advisory boards in your community (city, county, state).
- Develop network of mentors who are successful and can serve as mentors in some cases.
- Develop a resume that is eye friendly and tailored to the job in question.
- Develop excellent references (who may serve as mentors in some cases) who are established leaders in the public sector.
- Give special attention to those relationships with other state agencies such as the budget offices.
- Use the Internet extensively to search for jobs. For example, many federal jobs can be applied for via Internet through the JOBSUSA system.

The bridge between theory and practice is very important to me as a practitioner. I believe this is a very important bridge to build for the practitioner. Public administrators should understand how to interpret the various theoretical frameworks for their own understanding of the public sector.

A leadership class was not offered while I was a MPA student. Many MPA graduates already hold, or will soon assume, positions of leadership. An understanding of the various frameworks for leadership as well as the distinction between management and leadership would have been a welcomed addition to my course work. In addition to the leadership class, I would have also benefited from a class in strategic thinking/planning as well as the role of technology in governance.

Faculty is an excellent resource always available for consultation with students and alumni. Reputable web pages are also a good resource, such as the Center for Creative Leadership and the Peter F. Drucker Foundation web sites. A student's cohorts are also an excellent resource for job opportunities and peer support.

Finally, involvement in the public sector means more than employment, it means service. I have learned a lot from my involvement in two state boards and one city board. Serving on citizen boards is a great way to develop your leadership abilities, network and most importantly make a contribution to public service.

Steve McCance
Deputy Director, Arizona Corporation Commission
smccance@yahoo.com

Sharp Your Analytical Skills

- Learn to write. This is one of the best career advice I have ever received. I have worked for both private and public sector (i.e., federal and state governments and even for one governor). Many of you would be amazed and disappointed to find out how many college graduates struggle with the English language. So learn to write letters, memos, issue papers. Learn to convey your ideas in writing.

- Cast Your Net

You are the sum total of every class you take, every speaker you hear, every book you read and every conversation you have. In other words, cast a wide net. This is advice from Mona Eilen, who works for the City of Phoenix Aviation Department. Advice from other MPA and doctoral graduates of the School of Public Affairs at ASU mirror Mona’s advice to current students: network through ASPA and other credible organizations, seek out professional internships and talk to your professors and let them know where you’d like to be employed. Making and using connections is an important piece of information that most graduates of public administration cannot emphasize enough. When asked what other career advice graduates would like to share, these were some of the responses:

- Attend a conference.
- Get involved: make it a goal to continue to learn.
- Find mentors and listen to their advice.
- Subscribe to the New York Times and read daily.
- Join professional groups like ASPA and volunteer to help that organization.
- Keep your resume current, handy and with a stated goal/objective.
- Choose a level of government you are interested in and focus your job search in those areas.

Relationship building, whether it be with a professor, colleague or mentor, is a powerful tool in preparing to enter public administration. It also takes hard work and perseverance: volunteer for the most difficult projects others don’t want. Don’t get mired in the weeds, but keep perspective regarding policy, administration and operations. So get involved, meet some new people and cast your net. Just maybe you will catch that job you have worked so hard to get.

Heidi Spann
Arizona State University
hrspann2@yahoo.com

Look for a Job in a Career You Love

I learned as an eight-year-old watching my mother look for a job at age 39 after she had been out of the workforce for eight years. In addition, she was looking for a job in a field other than the one in which she had a degree and worked in before getting married. My observations of her as she went through a long search period have served me well.

Look for a job in a career that you love. Know the type of work environment that fits you. Do you like to work on a team? Are you a leader? What values should the organization have? Do you want to work with people or be by yourself? Do you want to be allowed to take the initiative to do things in new ways or do you want an environment that is routine and established? Do you want a detail-oriented manager or a visionary manager? Do you

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UT-Arlington ad
**Gainful Employment: Job Search Sites**

**www.careersingovernment.com**
This site offers nationwide listings of jobs in government, education and the public sector. Search for a listing containing specific key words, or view a list of employers by state.

**www.govexec.com/jobs/ Govexec.com/jobs** offers a wide range of job-related resources and news for potential federal employees, including links to several federal job portals. The site itself lists several federal job opportunities, as well.

**www.publicservice.monster.com**
Monster.com’s new public service career portal offers the broad geographic range of traditional monster.com job searches, but focusing on federal government positions.

**www.thejobpage.gov**
The official U.S. government job site, thejobpage.gov also includes a listing of “innovative” job pages. The site offers resources ranging from jobs for people with disabilities to resume advice.

**www.usajobs.opm.gov**
The official U.S. government job site, usajobs.opm.gov provides a database of over 14,000 federal employment opportunities. The site also provides profiles of many federal agencies, including details about the types of jobs typically found in those agencies.

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**ASPA Members Pass Along Best Career Advice**

From *ADVICE*, pg. 12

want to make a difference? Will this job lead to career advancement? Will you have to stay with this organization or move around to advance?

How will you answer these questions? Think about work or volunteer experiences you have had before and make a list. Interview people in the field. Find someone who already works for the organization you are considering and ask them for advice.

Most of all, be patient. Finding the right job takes time. It took my mother nine months. We were not able to make all of the house payments and pay all of the bills during the search, but she found the job for her and we survived. You will too. But as you go up the career ladder, the competition increases and the wait gets longer. Just keep that in mind. Rejections are part of the search. Some organizations will reject you, and you will reject some of them. When you become one of the finalists, you are getting close to success. When the right job comes along, take it. If for some unexpected reason it does not work out, start again.

Know what you want, believe in yourself, get good advice, do your research and market yourself differently for each job interview. ASPA can help you. ASPA membership looks good on a resume and the networking is invaluable to locating the job for you.

Anne Swafford
Manager of Consumer Services
Kansas City, MO
Former ASPA President
Anne_Swafford@kcmo.org

Best Advice? Non-advice.
The best career advice I ever received was from my mom, and, interestingly, it was actually non-advice. Ever since I was very young, my mom has trusted in my judgment and has allowed me to assume personal responsibility for my mistakes and accomplishments. Instead of assuming the position of “the sage on the stage,” my mom chose to be “a guide on the side,” as she likes to put it. My mom’s unwavering trust in my judgment over the course of my life has resulted in my unwavering trust in my own judgment, and this is a gift that I have used to make career decisions that have helped me realize my personal life journey as it should be.

The result of this was that, when I was an undergraduate, despite everyone's advice to be an English major, I chose to be a business major instead. Upon finishing my undergraduate work, everyone was advising me to go on to an MBA program. Instead, I decided to work and, after turning down numerous private-sector jobs because I thought they would be boring (while my mom cheered me on), I was offered the chance of a lifetime: the position of finance director on a U.S. Congressional campaign (which was, in large part, offered to me as a result of my business degree). After this wonderful experience, numerous community leaders were strongly advising me to go into political campaign management. They set up meetings for me; they contacted campaigns for me. However, I knew I didn’t want the type of life that this career offered and decided, instead, to accept a job with a child abuse prevention agency. Some of my advisors were so annoyed that I wasn’t following their advice that they wouldn’t give me recommendations.

After 10 months of working at the abuse prevention agency being overworked, under-respected and living on the edge of poverty, I decided to accept a public administration position, despite numerous people’s advice to stay with the abuse prevention agency longer so my resume would look nice. I stayed with a job for a long-enough period. Three years later, with my sanity intact (as a result of my decision to leave the other job), I was beginning to feel ready for grad school.

See *ADVICE*, pg. 14

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Web: www.maxwell.syr.edu/pa

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After years of research, I knew what I wanted to study: public policy. However, before this, I wanted to realize a life-long dream: to become a U.S. Peace Corps Volunteer. Almost no one supported me in this decision. I was too old. I wouldn’t make any money for two years. Something would happen to me. The reasons why I shouldn’t go were a mile long, but I went. And I had the experience of a lifetime. Whenever I tell someone I was a Peace Corps Volunteer, 99 percent of the time, they say, “Oh, I wanted to do that so much, but…” I hope never to say, “but…” about any of my dreams.

Two years later when I was completing my service, I received one of the most important letters of my life: I had been accepted into the public policy program at the Kennedy School of Government at Harvard University. The first thing out of everyone’s mouth when I told them, was, “how would you ever pay for it?” People were happy for me, but the general advice was that I shouldn’t go because of the huge amount of debt. However, I decided to go anyway, and weeks later, I received a letter notifying me that I had been awarded a two-year public service fellowship to attend. I’m sure that my Peace Corps service played a role in my being awarded this fellowship.

Needless to say, my time at Harvard was one of the most challenging and rewarding experiences of my life. Since I’ve graduated, the advice continues, and I continue to chart my own course. In retrospect, I can see how every (usually opposed) decision I have made in my career has contributed to my next important step in life. I think that analyzing the pros and cons of career moves, knowing your personal priorities at whatever stage of life you’re in and analyzing how they relate to the pros and cons, and then listening to your inner voice is the only way to realize your true personal path in life. Certainly, talking through this process with friends and family members who you respect is an invaluable step in making sound decisions. And, of course, there will always be countless people wanting to give advice and lead you in a direction that they wished they had gone in, or in a direction that they determined was good for them. But in the end, after talking everything out and listening to all the advice, only one person knows the best and right decision: you.

Hallie Torrell
Public Employees’ Roundtable
Public Service Scholarship Recipient
htorrell@att.net

Erik Bergrud
Over the past few years, ASPA has worked on a variety of projects aimed at providing academic, career and related resources to students. Last summer, ASPA launched a redesigned web site, featuring a Students’ Area. Not only can students access a variety of career and research resources, but they can also submit online queries to ASPA staff.

In addition to posting job advertisements online, ASPA has added a comprehensive set of links to government, nonprofit, private sector and health service agency job postings throughout the country. Last fall, ASPA unveiled a technologically integrated online career center, allowing students and other members to post resumes, search a job database and even apply for jobs online.

Last August, ASPA premiered a free electronic newsletter for students and new professionals entitled ASPA-rations. This monthly publication summarizes important additions to the ASPA web site and includes sections on networking and career development. ASPA also hosts a student listserv, providing a format for posting announcements and enabling students to share information.

For many years now, ASPA has provided certain financial breaks for students, including reduced membership dues and conference registration fees. To this day, ASPA continues to offer a number of grants to students wanting to attend its national conference. ASPA traditionally hosts a Student Day during the conference, providing sessions aimed specifically toward MPA and doctoral students.

To learn more about ASPA’s student services visit www.aspanet.org/students/index.html or contact me at ebergrud@aspanet.org.

Erik Bergrud is ASPA’s senior director for e-Organization Development.
E-mail: ebergrud@aspanet.org

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Erik Bergrud is ASPA’s senior director for e-Organization Development.
E-mail: ebergrud@aspanet.org

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Tennessee State U. ad
Mentoring Managers at the Local Government Level

Russell A. Carlsen

During the past fifteen years, I have had the privilege of serving in several senior management positions at the local government level and have noticed an increasing need for senior staff development in both technical training and general mentoring. These two areas, however, require very different approaches when dealing with senior level managers. As gifted as most senior public managers may be technically in their specific fields of expertise, they may often fall short when it comes to developing their own interpersonal skills, as well as in the development of their staff in this complex area. I would like to reaffirm the importance of developing mentoring skills in managers as an ethical imperative, to reemphasize the difference between technical training and interpersonal skills training, and to provide some ideas on how to train senior managers to be better mentors.

The ongoing need for specialized and technical training is obvious. The dynamic environment inherent in every special field requires constant updating to keep current and can usually be adequately addressed by way of traditional teaching and training methodology. Most local government managers realize that they need to be actively engaged, as well as skilled, in the process of keeping themselves and their subordinate staff competent and current in their respective areas of responsibility and accordingly needs no further discussion here.

Mentoring, however, is another matter for managers, requiring more time and skill. It is an area of management responsibility that is often undervalued, forgotten or foregone, and easily misunderstood. Local managers are laden with overloaded calendars, task-oriented agendas, and highly politicized environments, detracting from the essential mentoring role that the manager must undertake. Managers can easily lose touch with their stewardship role and leave the development of the organizational culture to chance, often delegating mentoring to others less skilled in this area. Mentoring requires a great deal of sensitivity, empathy and magnanimity.

Mentoring has been widely covered in management and leadership literature. However, public managers need to regularly reaffirm its importance by continuing to develop their own skills as mentors, and by institutionalizing mentoring as a management imperative. Mentoring is an area rich with nuances and surprises, and takes a lifetime to develop within ourselves and in others. In describing “managers as mentors,” Chip Bell eloquently explains how mentoring involves an intricate mix of “facilitation, never-ending compassion, crystal clear communication, and a sincere joy in the role of being a helper along a journey toward mastery. Mentors are first and foremost facilitators and catalysts in the process of discovery and insight.” Who among us would not like to reach this admirable level, and how many of us are actually there?

When recruiting or coaching local government managers, I often refer to the need for two toolboxes, both of which should be full in order to be effective. One toolbox should prepare managers in all of the special areas and skill sets for the specific area of responsibility (city management, public safety, etc.) without which knowledge and skills the public manager would be clearly unqualified. The other toolbox, however, is even more important for the purpose of long-term effectiveness and success. This toolbox should contain the full range of interpersonal skills, including communication, decision-making, conflict management, organizational development, ethics, and the like.

It is common for senior managers to be highly skilled in the technical areas of their profession. However, it is also common for senior managers, especially in the local government arena, to ultimately fail due to lack of knowledge and skill in the second toolbox. When we mentor, I believe there is a tendency for managers to focus mainly on the first and not the second toolbox. We tend to pile more and more specific training and expertise onto our senior staff, neglecting to coach and support them in the areas related to managing stress, diversity, conflict, personal health, and an array of ethical dilemmas. In turn, they tend to take the same fragmented approach into the organization and even into the community.

Public managers who understand the importance of mentoring staff in the broadest sense will produce better employes, and better citizens. We need to be open to the uncomfortable, but worthwhile, process of our own interpersonal development in order to be better mentors and managers. If we demonstrate to our peers and subordinate managers a courageous approach toward developing our “emotional intelligence” and our ability to empathize and assist, we will go a long way toward developing a mentoring mentality in our organizations.

We can demonstrate to our management staff a commitment toward developing a mentoring culture by providing them with some quality and personalized coaching. I use “coaching” because it is aligned with the true meaning of the word mentoring - being a trusted guide and counselor. Senior management staff members are a unique group. They are generally highly skilled and accomplished in their specialized areas, task-oriented, well paid and often older and established in the community, and they are sometimes very set in their ways. To communicate effectively with senior managers, we must establish a high degree of mutual respect and rapport, and we must provide a safe and productive learning environment for them. Often a professional facilitator in a retreat environment is an excellent avenue for this type of coaching, a direct signal to the staff that they are important and that the development of their interpersonal skills is a management imperative and an ethical obligation.

Instrumentalizing the idea of individualized training and mentoring by doing it routinely and throughout the entire organization is essential. A holistic and learning culture will inevitably develop, albeit slowly, which will balance the other competing demands related to endless deadlines and data gathering. As Professor Terry Cooper has often pointed out, the “responsible administrator” must be skilled as an individual citizen with sound core values, as well as being a competent member of the organization. I believe that a mentoring program for public managers must include a balanced approach toward developing the whole individual with renewed emphasis on the interpersonal side.

The International City/County Management Association (ICMA) is well underway with their “applied knowledge assessment” instrument through Georgia State University. With this instrument, ICMA assists public managers in identifying special areas of core competency and provides feedback to managers regarding their knowledge level. It is important to note that coaching and mentoring are now specifically identified by ICMA as core areas of competency and that public managers are becoming more aware that this area deserves careful attention and personal commitment. This trend by ICMA, and other professional organizations, toward balancing both our professional and personal development is especially helpful for managers wishing to develop mentoring cultures in their organizations.

For those of us privileged to serve as public managers today, we need to remember our broader influence and duty to transfer knowledge and skills in responsible ways and to reaffirm our obligation to mentor and to be mentored. We need to reconnect with the historical methods of mentoring and by becoming trusted counselors and guides for our organizations, we may mutually enhance the character of employees and the communities we serve.

ASPU/CMA member Russell A. Carlsen is an Ethics Section Board Member. He also serves on the Executive Board for the Continuing Education of Public Officials (CEPO) and has been City Manager for several California cities. Currently, he is a Public Management Consultant, specializing in organizational development and training. Email: racarlsen@earthlink.net
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What Can You Do with an MPA Degree?

Some people would wrongly advise you that a government career is your only option. That is far from the truth. Many MPA degree holders are pursuing careers in private sector industries such as healthcare, as well as community-based nonprofit social service organizations or even the arts. That is because MPA programs differ in many respects. For instance, there are close to 100 universities in the country that offer graduate courses in nonprofit management. Half of them are MPA degree programs.

Within the MPA degree, the specialized courses in nonprofit management help you to gain skills and knowledge about philanthropy and fundraising that you will need to be in a mid- or senior level management position in a nonprofit organization. Many universities include graduate courses that focus on volunteer management, i.e., how to attract, retain, motivate and evaluate volunteers, as well as financial and strategic planning. Some even include courses in advocacy and community organizing.

What is most important is that if you are interested in careers in the nonprofit sector, you do a thorough investigation of the MPA curriculum in which you have an interest. Some universities offer many courses specifically for people who want to pursue careers with national, state and local organizations such as the American Heart Association, Girls and Boys Clubs of America, and United Fund, while others do not. Likewise, only some of the universities offer concentrations in healthcare administration or even arts administration within the MPA degree.

At Seton Hall University graduates are now employed by private, public, and nonprofit sector organizations. So it’s important to “shop around” when pursuing your MPA degree. In addition, there are two sources of information.

The first is the National Association of Schools of Public Affairs and Administration (NASPAA) website, www.naspaa.org, phone (202) 628-8965. NASPAA also publishes “Guidelines for Graduate Professional Education in Nonprofit Organizations, Management and Leadership”. Those guidelines list the essential curricular elements for a graduate program in nonprofit management.

Another source of information is http://pirate.shu.edu/~mirabero/index.html. Roseanne Mirabella, mounted and maintains this very useful website which lists and provides information on the graduate programs in nonprofit management throughout the country.

U. Missouri, Columbia ad
Doctoral Degrees Awarded in Public Affairs and Administration at NASPAA Member Schools

The Ph.D. or DPA degree is offered at 66 National Association of Schools of Public Affairs and Administration (NASPAA) member institutions. A total of 38 Programs awarded 168 doctoral degrees in public affairs and administration during 2001-2002 academic year and are listed below. Of the total number of degrees awarded, 160 were Ph.D. and eight were DPA.

ARIZONA

Arizona State University
Patten, Lynne A., “Increasing Minority Enrollment in Arizona: Did Arizona Revised Statute 2108 Work?,” Ph.D.
Valdes, Gailynn, “The Role of Community Leadership Programs in Fostering Diversity,” Ph.D.
University of Arizona
Heikila, Tanya, “Managing Common-Pool Resources in a Public Service Industry: The Case of Conjunctive Water Management,” Ph.D.
Isett, Kimberley Roussin, “Collective Action in Interorganizational Networks,” Ph.D.

DELAWARE

University of Delaware
Agbemabiese, Lawrence, “Toward a Political Economy of Sustainable Energy in Ghana: A Paradigm Analysis of Energy-Development Relations from the 11th Century to the Present,” Ph.D.

DISTRICT OF COLUMBIA

American University
Chan, Jane, “From Elderly Care to Long-Term Policy: Evolution of Nursing Homes in the U.S. and China,” Ph.D.
Levin, David, “Framing Peace: Examining the Impact of Social Movement Activity Upon Public Opinion,” Ph.D.
Metelko, Alan, “Race in Context: Does Familiarity Breed Amity or Contempt?,” Ph.D.
Zhang, Xiaodong, “Exploring the Impact and Process of Merit Pay for Public School Teachers,” Ph.D.

FLORIDA

Florida Atlantic University
Aleidan, Mohamed Abdullah, “Career Decision-Making Self-Efficacy, Occupational Preferences, and Gender: A Study of Undergraduate Students at King Saud University in Riyadh, Saudi Arabia,” Ph.D.

Florida International University

Florida State University
Satran, Jill, “Key Determinants of Subnational Foreign Policy: An Event History Analysis,” Ph.D.

See DOCTORAL DEGREES, pg. 18
Doctoral Degrees Awarded

From DOCTORAL DEGREES, pg. 17

Thrifts, and Credit Unions, “Ph.D.

Spooner, Donna L., “Assessing the Effectiveness of State Policy Regimes on Health-Care Costs, Access, and Efficiency,” Ph.D.

GEORGIA

Georgia Institute of Technology


University of Georgia


Nobie, Patricia Daulet, “Testing the Implementation Board Performance and Organizational Effectiveness of Policy Governance Model in Non-profit Boards of Directors,” DPA

ILLINOIS

University of Chicago

Hill, Carolyn J., “Implementation and Governance in Welfare-to-Work Programs,” Ph.D.

Iwashyna, Theodore J., “In Sickness and in Health: Understanding the Effects of Marriage on Health,” Ph.D.

Joseph, Mark, “The Impact of a Criminal Background on Earnings,” Ph.D.


Sour, Delia Laura, “An Analysis of Tax Compliance for the Mexican Case: Experimental Evidence,” Ph.D.

Tepper, Robin, “The Influence of High-Stakes Testing on Teacher Behavior and Instructional Practice in Chicago,” Ph.D.

The University of Illinois at Chicago

LeHew, Charles, “Theories of Alliance Formation and Operation: An Integrative Analysis of Four Community Interventions to Promote Cancer Control,” Ph.D.

University of Illinois at Springfield


INDIANA

Indiana University, Bloomington


Ferratero-Steeves, Marinos, “One Hundred Years of Liberalism: The Venezuela Chavez Inherited and the Venezuela Chavez is Making,” Ph.D.


Lah, Tae Joon, “Municipal Solid Waste Management: A Case Study of Indianapolis,” Ph.D.


KENTUCKY

University of Kentucky


Garrett, Brent, “The Role of Policy Entrepreneurs in Policy Diffusion,” Ph.D.

Wolfson, Gabriella S. “State Budget Institutions and “Optional” Entitlement Spending,” Ph.D.

University of Louisville


University of Louisville Continued


MARYLAND

University of Maryland, Baltimore County


Carlson, George L., “An Examination of Selected Variables Affecting the Outcomes for Adult Former Foster Children Placed in Baltimore City: The Impact of Placement Stability and Type of Out-of-Home Care,” Ph.D.

Demeter, Lori A., “Public Access Information Technologies in American City Government: Adoption, Uses, and Effects,” Ph.D.

Doctoral Degrees Awarded by NASPAA Schools

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Additional Information:

of Public Policy Specializations include:

and Service Utilization for a Medicaid Population with Rare and Expensive Medical Conditions in the State of Maryland,” Ph.D.

Kruft, Claire M., “The Effects of School-Based Health Centers on Attendance and Achievement in Elementary Schools,” Ph.D.


Onstott, Matthew D., “Evaluation and Information Use Among Private Voluntary Organizations,” Ph.D.


Swamy, Namratha, “Factors Affecting the Decision to Purchase Long-Term Care Insurance: A Maryland Study,” Ph.D.

Thomas, III, Frederick G., “The Medicare Skilled Nursing Facility Prospective Payment System: Will One Class of Providers Unfairly Benefit?,” Ph.D.

Walrath, Jo M., “Health Choice: The Impact of Mandated Managed Care on Emergency Department and Primary Care Utilization,” Ph.D.

Wright, Arnette M., “Comparative Study of the Impact of Family Caregiving on Health Care Utilization and Health Status for Community Dwelling Elderly Individuals with Diabetes or Stroke,” Ph.D.

University of Maryland, College Park

Olawarriya-Gambi, Mauricio, “Fighting Poverty in Chile,” Ph.D.


MASSACHUSETTS

Harvard University


Cavanaugh, Sheila “Essays in Environmental Economics and Policy,” Ph.D.

Chaudry, Ajay, “Child Care Arrangements Among Low-Income Families: A Qualitative Approach,” Ph.D.

Devroye, Daniel, “Essays on Inequality: Causes and Consequences of Income Differences in the American Political Economy,” Ph.D.


Joseph, Anne, “Political Appointees and Auditors of Politics: Essays on Oversight of the American Bureaucracy,” Ph.D.

KIM, Mark, “Money and Mission: How Non-Profit Organizations Finance Their Charitable Activities,” Ph.D.

Lubowski, Ruben, “Econometric Analysis of Changes Among the Major Land-Use Categories,” Ph.D.

Rethemeyer, R. Karl, “Centralization or Democratization: Assessing the Internet’s Impact on Policy Networks,” Ph.D.


Yang, Jannil, ‘Strategic Ambiguity in Electoral Politics,” Ph.D.

Zwane, Alik Peterson, “Essays in Environment and Development,” Ph.D.

MICHIGAN

Wayne State University


Western Michigan University

Collins, Patricia, “Organizational Alignment Within A State Government Agency,” DPA

Howe, Dale K., “Demographic Factors Predictive of Medicaid Enrollment in Michigan Counties,” Ph.D.

Quarles, Nancy, “Visionary Leadership: The Importance in the Public Sector from the Perspective of City Managers,” Ph.D.

Rafels, Sylvia, “Women and Combat: Impediments to the Total Integration of...
Doctoral Degrees Awarded by NASPAA Schools

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Women in the Military,” DPA

MISSISSIPPI
Jackson State University

Mississippi State University

NEW JERSEY
Princeton University
Block, William, “Whither Hegemony? Germany and the Politics of European Monetary Union,” Ph.D.
Rutgers University, Newark
Melitski, Jr., James, “Information Technology in the Public Sector,” Ph.D.

NEW YORK
New York University
Iatropati, Patrecia, “Equity and Distribution of Resources and Performance Across Elementary and Middle Schools Within Large Urban School Districts: Evidence from New York City,” Ph.D.
Peck, Laura, “Subgroup Analysis in Social Experiments,” Ph.D.
Sandman, David, “The Impact of Male Patient and Physician Gender Concordance on Receipt of Preventative Care,” Ph.D.
Valaydon, Bina, “Health Sector Reform and the Civil Service System in Mauritius: Analysis of Barriers to Management Reform in the Ministry of Health From 1988-99,” Ph.D.

Syracuse University

North Carolina
North Carolina State University

OHIO
The Ohio State University

The University of Akron
James Boex, “Testing the Market Failure Status of Graduate Medical Education,” Ph.D.

Kofi Newman, “Housing Policy in Distress: Race, Religion, and Funding Success of Community Development Corporations,” Ph.D.

OREGON
Portland State University
See DOCTORAL DEGREES, pg. 21
U. Pittsburgh ad

Doctoral Degrees Awarded

From DOCTORAL DEGREES, pg. 20

Gunnels, Mary D., “Why and Where
Pedestrians are Injured in Multnomah
County, Oregon: A Multi-method Analysis
of the Relationship Between the
Pedestrian, the Street Environment, and

Rickard, Angela K., “The Effects of Parent
Care and Child Care Role Quality on
Work Outcomes Among Dual-Earner
Couples in the Sandwiched Generation,”
Ph.D.

Van Orden, Richard J., “A Comparative
Case Study of Employee Work Stations,”
Ph.D.

Pennsylvania State University at
Harrisburg

DeLoe, Richard R., “Protecting the Health
of Our Children: An Assessment of State
Implementation of Laws Prohibiting
Tobacco Sales to Minors,” Ph.D.

Gerard, Robert J., “Peer Evaluation as a
Predictor of Future Success,” Ph.D.

Grohman, Gary, “An Analysis of Codes of
Ethics of Nonprofit, Tax-Exempt
Membership Associations: Does Principal
Constituency Make a Difference?,” Ph.D.

University of Pittsburgh

Paytas, Jerome R., “Governance and
Competitive Regions,” Ph.D.

Perkins, Jr., Jeffrey, “The Evolution of
Youth Build: A Case Study of
Organizational Innovation and Growth in a
Changing Social Policy Environment,”
Ph.D.

Reyes, Giovanni, “Globalization and Latin
American Economies 1960-1996: A
Network Analysis Model and Implications
for Economic Growth,” Ph.D.

Wheeler, Sarah M., “Determinants of the
Unmet Need for Contraception in Brazil,”
Ph.D.

Tennessee State University

McAllister, William K., “New Technology
and Organizational Effectiveness:
Geographic Information Systems in Urban
Planning Agencies,” Ph.D.

Vickie L. “Megan’s Law: Citizen
Responses to Sex Offender Notification
Laws,” Ph.D.

Diane Wilde, “Ethical Behavior
Determinants of Public Administrators:
Profession, Position, Organizational
Climate,” Ph.D.

The University of Texas at Arlington

Hill, Sharon, “Knowledge of TANF
Policies: Implications for Potential Client
Outcome,” Ph.D.

Lockwood-Reyermann, Suzanne, “The
Impact of Federal Legislation on Cervical
Cancer Screening,” Ph.D.

Kishma, Jane, “Preparing for Disaster:
Implementing Emergency Management
Programs,” Ph.D.

Moon, Lori Henderson, “Deconcentration
Policies and Programs for Low-Income
Families: Neighborhood Satisfaction and
Effects on Household Opportunity
Structures,” Ph.D.

Phillips, Paul, “Policy Preferences of
Urban City Councils in Texas,” Ph.D.

The University of Texas at Austin

Fickle, Jacqueline, “Quality Assessment of
Medicaid Managed Care Programs by
State Medicaid Agencies,” Ph.D.

Gilbreath, Janiece, “Estimating
Differences in Air Emissions from
Industrial Chemical Production in Texas
and Mexico,” Ph.D.

Mastracci, Sharon, “Labor and Service
Delivery: Training Programs for Women in
Non-Traditional Occupations,” Ph.D.

Virginia Commonwealth University

Bartlett, Henry, “Factors Associated with
Primary Care Physicians Referrals to
Mental Health Professionals for Patients
with a Depressive Disorder: A National
Survey,” Ph.D.

Biler, Brenda, “The Effects of Respondent
Characteristics and Exit, Voice, and
Loyalty Cues in a Clergy Workforce:
Identifying Organizational Relapse and
Offering Remedies for Repair,” Ph.D.

Bolton, Fred, “Non-Prior Service
Retention in the Virginia Army National
Guard,” Ph.D.

Brooks, Frank Erick, “Remnants of the
Past: Vestiges of Segregation in Higher
Education Policy and Policymaking in
Alabama,” Ph.D.

Diskul, Pajita, “Toward Effective Self-
Managing Work Teams (SMWTs): The
Relationship Between Perceived
Leadership Styles and SMWT
Characteristics,” Ph.D.

Foy, Richard, “The Admissibility of the
Horizontal Gaze Nystaemus Test in the
Adjudication of Driving Under the
Influence: A Study of Virginia Judicial
Attitudes,” Ph.D.

Furayyan, Musaed, “Public Executive In-
Service Development in Saudi Arabia,”
Ph.D.

Grant, Patricia, “An Analysis of the Level
of Fear and Risk of Victimization
Experienced by Correctional Officers
Within Juvenile Detention Centers,” Ph.D.

Heryanto, Bambang, “The Spirit and
Image of the City: A Case Study of the
Changing and Developing Urban Form of
Wang, Pandang, Indonesia,” Ph.D.

Hull, John, “Current Status of Quality and
Customer Service Improvement in State
Government,” Ph.D.

Peterson, William, “The Case of Hugh
Finn: The Right-To-Die in Contemporary
America,” Ph.D.

Ross, Nancy, “The Implications of State-
Developed Funding Formulas: A New
Look at Distributive Politics,” Ph.D.

Stolics, Greg, “The Intellectual Influence
of Leonard D. White on the Field of
Public Administration,” Ph.D.

Thompson, Kathy, “An Examination of the
Government Relations Profession from the
Perspective of Contract Lobbyists: A
Comparison of Male and Female
Lobbyists,” Ph.D.

Wittman, Robert, “Influence of Social,
Political, Economic and
Biological/Environmental Characteristics
Upon Shellfish Sanitation Programs,”
Ph.D.
GET YOUR PH.D.
IN PUBLIC ADMINISTRATION

FAU’s School of Public Administration offers:

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- Excellent placement record in faculty and research positions upon graduation.
- Ph.D. students work closely with distinguished professors, including:
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  - Ronald Carlson
  - Donald R. Cypher
  - Ali Farzamand
  - Clifford W. McClure
  - Jay Mendell
- Hugh T. Miller
- Ronald L. Nyman
- Patrick Janzen
- Alix Sargent
- Khi Thong

The School of Public Administration, headquartered on FAU’s Deerfield Beach campus, in addition to the Boca Raton campus, also offers the Master of Public Administration (MPA) program, the Master of Nonprofit Management, and the Bachelor of Public Management degrees.

For more information, contact Dr. Hugh Miller at hmiller@fau.edu

www.fau.edu/spa
(954) 762-5650

FLORIDA ATLANTIC UNIVERSITY
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Annual Roster of NASPAA Accredited Programs

The Commission on Peer Review and Accreditation is recognized by the Council on Higher Education Accreditation (CHEA) as a specialized accrediting agency and authorized to accredit masters degree programs in public affairs and administration. In 1977, member institutions of the National Association of Schools of Public Affairs and Administration (NASPAA) voted to adopt a program of voluntary peer review evaluation of masters degrees or degree programs in public affairs and administration. That same year, the association adopted Standards for Professional Masters Degree Programs in Public Affairs, Policy and Administration. Peer review was initiated by the member institutions to facilitate the continuing development and quality of public service education.

In 1983, the members of the association voted to apply to the Council on Postsecondary Accreditation (COPA), to become recognized as a specialized accrediting agency to accredit masters degrees in public affairs and administration. On October 3, 1986, the Board granted NASPAA recognition as a specialized accrediting agency. In 1993, COPA was disbanded and replaced by the Commission on Recognition of Postsecondary Accreditation (CORPA). In 1996, CORPA was disbanded and replaced by CHEA. CHEA will review NASPAA’s Commission on Peer Review and Accreditation in the Fall of 2003.

The review/accreditation process combines program self-study, review by the Commission on Peer Review and Accreditation, and a two-to-three day campus visit by a COPRA appointed site visit team. The review/accreditation cycle begins each year on September 1, with the submission of a self-study report. In June, the Commission meets for a final review session and determines if a program is in conformity with the standards. At that time, an Annual Roster of Accredited Programs is published by the Commission.

NASPAA’s membership consists of 248 member institutions, which offer undergraduate and graduate degrees in public affairs and administration. Of the total number of programs eligible to participate in peer review, 139 or 56 percent have been accredited. The sizable number of programs which have voluntarily participated in peer review and accreditation reflects their genuine and deep interest and concern in the quality of public service education.

Site Evaluation Years

The years appearing immediately following the institutional name indicate the projected date for the next regularly scheduled review. This year identification does not preclude the Commission from authorizing a site evaluation prior to the designated year.

ALABAMA

Auburn University at Auburn, 2004-05
Department of Political Science
MASTER OF PUBLIC ADMINISTRATION

Auburn University at Montgomery, 2005-06
Department of Political Science & Public Administration
MASTER OF PUBLIC ADMINISTRATION

The University of Alabama at Birmingham, 2008-09
Department of Political Science & Public Affairs
MASTER OF PUBLIC ADMINISTRATION

ARIZONA

Arizona State University, 2002-03
School of Public Affairs
MASTER OF PUBLIC ADMINISTRATION

The University of Arizona, 2008-09
School of Public Administration & Policy
MASTER OF PUBLIC ADMINISTRATION

ARKANSAS

Arkansas State University, 2002-03
Department of Political Science
MASTER OF PUBLIC ADMINISTRATION

University of Arkansas at Little Rock, 2006-07
Graduate Program in Public Administration
MASTER OF PUBLIC ADMINISTRATION

CALIFORNIA

California State University, Bakersfield, 2007-08

Department of Public Policy & Administration
MASTER OF PUBLIC ADMINISTRATION

California State University, Chico, 2002-03
Department of Political Science
MASTER OF PUBLIC ADMINISTRATION

California State University, Dominguez Hills, 2002-03
Department of Public Administration
MASTER OF PUBLIC ADMINISTRATION

California State University, Fresno, 2005-06
Department of Political Science
MASTER OF PUBLIC ADMINISTRATION

California State University, Fullerton, 2002-03
Division of Criminal Justice & Political Science
MASTERS IN PUBLIC ADMINISTRATION

California State University, Hayward, 2005-06
Department of Public Administration
MASTER OF PUBLIC ADMINISTRATION

California State University, Long Beach, 2008-09
Graduate Center for Public Policy & Administration
MASTER OF PUBLIC ADMINISTRATION

California State University, Los Angeles, 2007-08
Department of Political Science
MASTER OF SCIENCE IN PUBLIC ADMINISTRATION

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Roster of NASPAA Accredited Programs

From ACCREDITED PROGRAMS, pg. 23

California State University, San Bernardino, 2002-03
Department of Public Administration

MASTERS IN PUBLIC ADMINISTRATION

California State University, Stanislaus, 2003-04
Department of Politics & Public Administration

Naval Postgraduate School, 2006-07
The Graduate School of Business and Public Policy (GSBPP)
DEFENSE-FOCUSED MASTERS OF BUSINESS ADMINISTRATION

San Diego State University, 2006-07
School of Public Administration & Urban Studies

MASTER OF PUBLIC ADMINISTRATION

San Francisco State University, 2006-07
Public Administration Program

MASTERS IN PUBLIC ADMINISTRATION

San Jose State University, 2002-03
Department of Political Science

MASTER IN PUBLIC AFFAIRS

University of La Verne, 2006-07
Department of Public Administration

MASTER OF PUBLIC ADMINISTRATION

University of Southern California, 2005-06
School of Policy, Planning and Development

MASTER OF PUBLIC ADMINISTRATION

Colorado

University of Colorado at Denver, 2006-07
Graduate School of Public Affairs

MASTER OF PUBLIC ADMINISTRATION

Connecticut

University of Connecticut, 2003-04
Master of Public Affairs Program

MASTER OF PUBLIC AFFAIRS

Delaware

University of Delaware, 2003-04
School of Urban Affairs & Public Policy

MASTERS IN PUBLIC ADMINISTRATION

District of Columbia

American University, 2007-08
School of Public Affairs

MASTERS IN PUBLIC ADMINISTRATION

The George Washington University, 2007-08
Department of Public Administration

MASTER OF PUBLIC ADMINISTRATION

Florida

Florida Atlantic University, 2006-07
School of Public Administration

MASTER OF PUBLIC ADMINISTRATION

Florida International University, 2003-04
College of Health and Urban Affairs

MASTER OF PUBLIC ADMINISTRATION

Florida State University, 2005-06
Reubin O’D. Askew School of Public Administration and Policy

MASTER OF PUBLIC ADMINISTRATION

The University of West Florida, 2005-06
Division of Administrative Studies

MASTER OF PUBLIC ADMINISTRATION

University of Central Florida, 2004-05
Department of Public Administration

MASTER OF PUBLIC ADMINISTRATION

University of North Florida, 2005-06
Department of Political Science & Public Administration

MASTER OF PUBLIC ADMINISTRATION

Georgia

Clark Atlanta University, 2002-03
Department of Public Administration

MASTER OF PUBLIC ADMINISTRATION

Georgia College & State University, 2002-03
Department of Government & Sociology

MASTER OF PUBLIC ADMINISTRATION

Georgia State University, 2007-08
Andrew Young School of Policy Studies

MASTER OF PUBLIC ADMINISTRATION

Georgia Southern University, 2004-05
Department of Political Science

MASTER OF PUBLIC ADMINISTRATION

Savannah State University, 2008-09
College of Liberal Arts and Social Sciences

MASTER OF PUBLIC ADMINISTRATION

State University of West Georgia, 2002-03
Department of Political Science

MASTER OF PUBLIC ADMINISTRATION

Valdosta State University, 2003-04
Department of Political Science

MASTER OF PUBLIC ADMINISTRATION

Idaho

Boise State University, 2007-08
Department of Public Policy and Administration

MASTER OF PUBLIC ADMINISTRATION

Illinois

Depaul University, 2008-09
Public Services Graduate Program

MASTERS OF SCIENCE IN PUBLIC SERVICE

Governors State University, 2003-04
College of Business & Public Administration

MASTERS IN PUBLIC ADMINISTRATION

Northern Illinois University, 2005-06
Division of Public Administration

MASTERS IN PUBLIC ADMINISTRATION

Southern Illinois University, Carbondale, 2007-08
Department of Political Science

MASTERS IN PUBLIC ADMINISTRATION

Southern Illinois University at Edwardsville, 2004-05
Department of Public Administration & Policy Analysis

MASTER OF PUBLIC ADMINISTRATION

The University of Illinois at Chicago, 2002-03
Graduate Program in Public Administration

MASTERS IN PUBLIC ADMINISTRATION

The University of Illinois at Springfield, 2002-03
School of Public Affairs & Administration

MASTER OF PUBLIC ADMINISTRATION

Indiana

Indiana University, Bloomington, 2005-06
School of Public & Environmental Affairs

MASTERS IN PUBLIC ADMINISTRATION

Indiana University, Northwest, 2005-06
Division of Public and Economic Affairs

MASTERS IN PUBLIC ADMINISTRATION

Indiana University-Purdue University, Ft. Wayne, 2005-06
School of Public and Environmental Affairs

MASTERS IN PUBLIC ADMINISTRATION

Kansas

The University of Kansas, 2007-08
Department of Public Administration

MASTER OF PUBLIC ADMINISTRATION

Kansas State University, 2003-04
Department of Political Science

MASTER OF PUBLIC ADMINISTRATION

Wichita State University, 2008-09
Hugo Wall School of Urban and Public Affairs

MASTER OF PUBLIC ADMINISTRATION

Kentucky

Eastern Kentucky University, 2003-04
Department of Government

MASTER OF PUBLIC ADMINISTRATION

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Kansas State U.

Florida State U.

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Roster of NASPAA Accredited Programs

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Kentucky State University, 2003-04
School of Public Administration
MASTER OF PUBLIC ADMINISTRATION

University of Kentucky, 2006-07
Martin School of Public Policy & Administration
MASTER OF PUBLIC ADMINISTRATION

University of Louisville, 2003-04
School of Economics & Public Affairs
MASTER OF PUBLIC ADMINISTRATION

LOUISIANA

Grambling State University, 2003-04
Department of Political Science & Public Administration
MASTER OF PUBLIC ADMINISTRATION

Southern University, 2003-04
Department of Public Administration
MASTER OF PUBLIC ADMINISTRATION

MAINE

University of Maine, 2007-08
Department of Public Administration
MASTER’S OF PUBLIC ADMINISTRATION

University of Southern Maine, 2007-08
Edmund S. Muskie School of Public Service
MASTER OF ARTS IN PUBLIC POLICY & MANAGEMENT

MARYLAND

University of Baltimore, 2003-04
Department of Government & Public Administration
MASTER OF PUBLIC ADMINISTRATION

University of Maryland, Baltimore County, 2008-09
Policy Science Graduate Program
MASTER OF POLICY SCIENCES

MICHIGAN

Eastern Michigan University, 2004-05
Department of Political Science
MASTER IN PUBLIC ADMINISTRATION

Grand Valley State University, 2008-09
School of Public & Nonprofit Administration
MASTER OF PUBLIC ADMINISTRATION

Michigan State University, 2007-08
Program in Public Policy & Administration
MASTERS OF PUBLIC ADMINISTRATION

Oakland University, 2007-08
Department of Political Science
MASTERS OF PUBLIC ADMINISTRATION

Wayne State University, 2005-06
Graduate Program in Public Administration
MASTER OF PUBLIC ADMINISTRATION

MISSISSIPPI

Jackson State University, 2003-04
Department of Public Policy & Administration
MASTER OF PUBLIC POLICY & ADMINISTRATION

Mississippi State University, 2003-04
Department of Political Science
MASTERS IN PUBLIC POLICY AND ADMINISTRATION

MISSOURI

Southwest Missouri State University, 2005-06
MPA Program
MASTER OF PUBLIC ADMINISTRATION

St. Louis University, 2006-07
Public Policy Studies & Administration
MASTER OF PUBLIC ADMINISTRATION

The University of Missouri, Kansas City, 2005-06
Henry W. Bloch School of Business & Public Administration
MASTER OF PUBLIC ADMINISTRATION

University of Missouri-Columbia, 2003-04
Institute of Public Affairs
MASTER OF PUBLIC ADMINISTRATION

University of Missouri, St. Louis, 2007-08
Public Policy Administration Masters Program
MASTERS IN PUBLIC POLICY ADMINISTRATION

NEBRASKA

University of Nebraska at Omaha, 2005-06
College of Public Affairs & Community Service
MASTER OF PUBLIC ADMINISTRATION

NEVADA

University of Nevada, Las Vegas, 2003-04
Department of Public Administration
MASTER OF PUBLIC ADMINISTRATION

NEW JERSEY

Kean University, 2008-09
Department of Public Administration
MASTER OF PUBLIC ADMINISTRATION

Rutgers University, Camden, 2006-07
Graduate Department of Public Policy & Administration
MASTER OF PUBLIC ADMINISTRATION

Rutgers University, Newark, 2003-04
Graduate Department of Public Administration
MASTER IN PUBLIC ADMINISTRATION

Seton Hall University, 2008-09
Center for Public Service
MASTER OF PUBLIC ADMINISTRATION

NEW MEXICO

The University of New Mexico, 2004-05
School of Public Administration
MASTER OF PUBLIC ADMINISTRATION

New Mexico State University, 2003-04
Department of Government
MASTER OF PUBLIC ADMINISTRATION

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### Roster of NASPAA Accredited Programs

<table>
<thead>
<tr>
<th>State</th>
<th>University Name</th>
<th>Program Type</th>
<th>Location</th>
<th>Start Year</th>
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<td><strong>NEW YORK</strong></td>
<td>Baruch College, CUNY, 2007-08</td>
<td>School of Public Affairs</td>
<td>New York City</td>
<td>2007-08</td>
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<td>Department of Public Management</td>
<td>New York City</td>
<td>2007-08</td>
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<td>Long Island University, Brooklyn Campus, 2008-09</td>
<td>Public Administration Program</td>
<td>Brooklyn, NY</td>
<td>2008-09</td>
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<td>SUNY College at Brockport, 2004-05</td>
<td>Master of Public Administration</td>
<td>Brockport, NY</td>
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<td>Wagner Graduate School of Public Service, 2002-03</td>
<td>Master of Public Administration</td>
<td>New York City</td>
<td>2002-03</td>
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<td>Syracuse University, 2006-07</td>
<td>Department of Public Administration</td>
<td>Syracuse, NY</td>
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<td>University at Albany, SUNY, 2008-09</td>
<td>Department of Public Administration and Policy</td>
<td>Albany, NY</td>
<td>2008-09</td>
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<tr>
<td><strong>NORTH CAROLINA</strong></td>
<td>Appalachian State University, 2002-03</td>
<td>Master of Public Administration</td>
<td>Boone, NC</td>
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<td>Department of Political Science and Criminal Justice</td>
<td>Boone, NC</td>
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<td>East Carolina University, 2007-08</td>
<td>Master of Public Administration</td>
<td>Greenville, NC</td>
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<td>North Carolina State University, 2006-07</td>
<td>Department of Political Science</td>
<td>Raleigh, NC</td>
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<td>Institute of Government</td>
<td>Chapel Hill, NC</td>
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<td>Charlotte, NC</td>
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<td><strong>OREGON</strong></td>
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<td>Master of Public Administration</td>
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<td>Graduate Program in Public Policy &amp; Management</td>
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<td>Department of Urban Affairs and Geography</td>
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<td>Department of Political Science</td>
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<td>The University of South Carolina, 2005-06</td>
<td>Department of Government and International Studies</td>
<td>Columbia, SC</td>
<td>2005-06</td>
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<td>Department of Political Science</td>
<td>Vermillion, SD</td>
<td>2005-06</td>
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<td>The University of Tennessee at Chattanooga, 2005-06</td>
<td>Joint Master of Public Administration</td>
<td>Chattanooga, TN</td>
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<td>The University of Toledo, 2002-03</td>
<td>Department of Political Science &amp; Public Administration</td>
<td>Toledo, OH</td>
<td>2002-03</td>
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<td>The University of Virginia at Knock Hill, 2002-03</td>
<td>Department of Political Science</td>
<td>Charlottesville, VA</td>
<td>2002-03</td>
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<td></td>
<td>William &amp; Mary College of William and Mary, 2002-03</td>
<td>Master of Public Administration and Policy</td>
<td>Williamsburg, VA</td>
<td>2002-03</td>
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<td>University of Pennsylvania, 2004-05</td>
<td>Department of Political Science</td>
<td>Philadelphia, PA</td>
<td>2004-05</td>
</tr>
</tbody>
</table>

See ACCREDITED PROGRAMS, pg. 27
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Roster of NASPAA Accredited Programs

University of North Texas, 2005-06
Department of Public Administration
MASTER OF PUBLIC ADMINISTRATION

UTAH
Brigham Young University, 2003-04
George W. Romney Institute of Public Management
MASTER OF PUBLIC ADMINISTRATION
The University of Utah, 2004-05
Public Administration Program
MASTER IN PUBLIC ADMINISTRATION

VIRGINIA
George Mason University, 2005-06
Department of Public & International Affairs
MASTER OF PUBLIC ADMINISTRATION
Old Dominion University, 2002-03
Department of Economics, Public Administration & Urban Studies
MASTER OF PUBLIC ADMINISTRATION
Virginia Commonwealth University, 2002-03
Department of Political Science & Public Administration
MASTER OF PUBLIC ADMINISTRATION
Virginia Polytechnic Institute & State University, 2008-09
Center for Public Administration & Policy
MASTER OF PUBLIC ADMINISTRATION

WEST VIRGINIA
West Virginia University, 2007-08
Eberly College of Arts and Sciences
MASTER OF PUBLIC ADMINISTRATION

Monterey Institute ad
Listing of Schools of Public Administration/Public Policy and NASPAA Member Institution Web sites

* = NASPAA Accredited Program

Some school web sites were unavailable at the time of publication and are therefore not listed.

**California State University, Hayward**
Department of Political Science & Public Administration
http://www.csuhayward.edu/alss/puad/

**California State University, Long Beach**
Graduate Center for Public Policy & Administration
http://www.csb.california.edu/grad/cpmaprog/

**California State University, Los Angeles**
Department of Political Science
http://www.csucla.edu/dept/pol_sc/MPA.html

**California State Polytechnic University**
Department of Political Science
http://www.cscl.pomona.edu/~tleelom/mpa/program

**California State University, Sacramento**
Department of Public Policy and Administration
http://www.csu.edu/mpa

**California State University, San Bernardino**
Department of Public Administration
http://www.csbu.edu/pa

**California State University, Stanislaus**
Department of Politics & Public Administration
http://www.csus.edu/ppa/index.html

**California State University, Northridge**
Department of Political Science
http://www.csumb.edu/~rcook/D009/

**Golden Gate University**
Graduate School of Liberal Studies and Public Affairs
http://www.ggu.edu/schools/lsls/public_admin/degree/mpa.html

**University of La Verne**
Department of Public Administration
http://www.uofl.edu/acadim/dept/padm/padmhp.html

**The Monterey Institute of International Studies**
International Policy Studies Division
http://www.mias.mis.com

**Naval Postgraduate School**
The Graduate School of Business and Public Policy (GSBPP)
http://www.nps.edu/navy.mil/~san

**San Diego State University**
School of PA & Urban Studies and Urban Studies
http://www.sdsu.edu/academic/craswp/publicadmin.html

**University of San Francisco**
College of Professional Studies
http://www.cps.usfca.edu/

**San Francisco State University**
Public Administration Program
http://sfa/sfa.edu/~mpa/

**San Jose State University**
Department of Political Science
http://www.sjsu.edu/depts/polsci/

**University of Southern California**
School of Policy, Planning and Development
http://www.ucla.edu/department/policy/planning/

**University of Colorado**
Graduate School of Public Affairs
http://www.colorado.edu/cpaf

**University of Connecticut**
Master of Public Affairs Program
http://www.mpa.uconn.edu

**University of New Haven**
Department of Public Management
http://www.newhaven.edu/
NASPAA Member Institution Web sites

From WEB SITES, pg. 28

**Georgia**
Albany State University
Department of History & Political Science
http://users.aasu.edu/users/academics/polsci.htm
Augusta State University
Department of Political Science
http://www.aug.edu/political_science
* Clark Atlanta University
Department of Public Administration
http://www.cau.edu
Columbus State University
Department of Political Science
http://www.westga.edu/~polisci/
* The University of Georgia
* Georgia College & State University
Department of Government & Sociology
http://www.gcsu.edu/acad_aftairs/coll_artsci/gov_soc
Columbus State University
Department of Political Science
http://polisci.colstate.edu/pg7.htm
* The University of Georgia
* Georgia College & State University
Department of Public Administration & Policy
http://www.gsu.edu/~wwwsps

**Guam**
University of Guam
Department of Public Administration
http://www.unag.edu/cpaa/index.html
* Savannah State University
MPA Program, College of Liberal Arts and Social Sciences
http://www.savstate.edu/class/mpaa
* Valdosta State University
Department of Political Science
http://www.valdosta.edu/mpa/online/
* State University of West Georgia
Department of Political Science
http://www.westga.edu/~polisci/

**Hawaii**
University of Hawaii
Department of Public Administration
http://www2.so.hawaii.edu/puha
* Boise State University
Department of Public Policy and Administration
http://www.ppa.boisestate.edu
University of Idaho
Department of Political Science
http://www.uidaho.edu/~polsci/

**Illinois**
The University of Chicago
Irving B. Harris Graduate School of Public Policy Studies
http://www.uchicago.edu/
* DePaul University
Public Services Graduate Program
http://www.depaul.edu/~pubserv/
* Governors State University
College of Business & Public Administration
http://www.govst.edu/users/gegpa/
* The University of Illinois at Chicago
Graduate Program in Public Administration
http://www.uic.edu/~uppa/pa/
* University of Illinois at Springfield
School of Public Affairs & Administration
http://www.uvs.edu/~spa/mainst.htm
* Northern Illinois University
Division of Public Administration
http://www.niu.edu/~spa/mainst.htm
* Southern Illinois University, Carbondale
Department of Political Science
http://www.siu.edu/departments/vola/policyu/impaa.htm
* Southern Illinois University at Edwardsville
Department of Public Administration & Policy Analysis
http://www.siu.edu/psaa/

**Indiana**
* Indiana University, Bloomington
School of Public & Environmental Affairs
http://www.iub.edu/~speaa/web/index.html
* Indiana University, Northwest Division of Public and Economic Affairs
http://www.iun.edu/~speaa/
* Indiana University-Purdue University, Ft. Wayne
School of Public & Environmental Affairs
http://www.ipfw.edu/spea/
* Indiana University-Purdue University Indianapolis
School of Public & Environmental Affairs
http://www.ipu.indiana.edu
* Indiana University, South Bend Campus
School of Public & Environmental Affairs
http://www.iusb.edu/~spea/
* Indiana State University
Department of Political Science
http://web.indstate.edu/polisci/

**Iowa**
* Drake University
Department of Public Administration
http://www.drake.edu/cbo/pa/
* Iowa State University
Department of Political Science
http://www.iastate.edu/~polsci/impaa.html

**Kansas**
* Kansas State University
Department of Political Science
http://www.ksu.edu/polsci
* The University of Kansas
Department of Political Science
http://www.ukans.edu/~kupa
* Wichita State University
Hugo Wall School of Urban and Public Affairs

See WEB SITES, pg. 30
NASPAA Member Institution Web sites

**Kentucky**
- Eastern Kentucky University
  - Department of Government
    - http://www.government.eu.edu
- University of Kentucky
  - Martin School of Public Policy & Administration
    - http://www.uky.edu/~mpa/
- Kentucky State University
  - School of Public Administration
    - http://www.kysu.edu/PublicAdmin/Default.html
- University of Louisville
  - School of Economics & Public Affairs
    - http://sipa.louisville.edu/academicPrograms/MPP.htm

**Murray State University**
- Department of Political Science & Legal Studies
  - http://www.murray.edu/acad/cpha/cpha--web.htm

**Western Kentucky University**
- Department of Political Science

**Louisiana**
- Grambling State University
  - Department of Political Science & Public Administration
    - http://www.gram.edu/COLA/department_of_political_science.htm
- Louisiana State University
  - Public Administration Institute
    - http://www.bus.lsu.edu/pai/
- University of New Orleans
  - College of Urban & Public Affairs
    - http://www.uno.edu
- Southern University
  - Department of Public Administration
    - http://publicpolicy.sunbr.edu/

**Maine**
- The University of Maine at Augusta
  - Department of Public Administration
    - http://www.uma.main.edu/academics/sacadmPrograms.html
- University of Maine
  - Department of Public Administration
    - http://www.umaaine.edu/publicadmin/
- University of Southern Maine
  - Edmund S. Muskie School of Public Service
    - http://www.muskie.usm.maine.edu

**Maryland**
- University of Baltimore
  - Division of Government & Public Administration
    - http://www.ubalt.edu/cpa_dgpa/
- Johns Hopkins University
  - Institute of Policy Studies
    - http://jhu.edu/ipa
- University of Maryland, Baltimore County
  - Policy Science Graduate Program
    - http://www.umbc.edu
- University of Maryland, College Park
  - School of Public Affairs
    - http://www.ppa.umd.edu

**Massachusetts**
- Bridgewater State College
  - Department of Political Science
    - http://www.bridge.edu/DSEPT/POLSCI/ index.HTM
- Clark University
  - College of Professional and Continuing Education
    - http://www.copace.clarku.edu
- Harvard University
  - JFK School of Government
    - http://www.eg במסadas.harvard.edu
- University of Massachusetts, Amherst
  - Center for Public Policy and Administration
    - http://www.masspolicy.org
- University of Massachusetts Boston
  - John W. McCormack Institute of Public Affairs
    - http://www.mccormack.umb.edu
- Northeastern University
  - Department of Political Science
    - http://www.casdh.neu.edu/~polisci/
- Suffolk University
  - Department of Public Management
    - http://www.suffolku.suffolk.edu

**Michigan**
- Central Michigan University
  - Department of Political Science
    - http://www.cmich.edu/PSC.HTML
- Eastern Michigan University
  - Department of Political Science
    - http://www.emich.edu/publis/polisci/mpaprog.htm
- Grand Valley State University
  - School of Public & NonProfit Administration
    - http://www.gvsu.edu/spa
- University of Michigan, Ann Arbor
  - The Gerald R. Ford School of Public Policy
    - http://www.fsp.umich.edu/
- The University of Michigan, Dearborn
  - Department of Public Administration
    - http://umd.umich.edu
- Michigan State University
  - Libraries Series Acquisitions
    - http://polisci.msu.edu/mpa
- Northern Michigan University
  - Department of Political Science & Public Administration
    - http://www.mmu.edu/mpa/
- Oakland University
  - Department of Political Science
    - http://www.oakland.edu/mpa
- Wayne State University
  - Graduate Program in Public Administration
    - http://www.clawayne.edu/polisci/
- Western Michigan University
  - School of Public Affairs & Administration
    - http://www.mm.edu/mpa/

**Minnesota**
- University of Minnesota
  - Humphrey Institute of Public Affairs
    - http://www.hhh.umn.edu

See WEB SITES, pg. 31
### NASPAA Member Web sites

**From WEB SITES, pg. 30**

**Mississippi**
- Jackson State University
  Department of Public Policy & Administration
- Mississippi State University
  Department of Political Science
  [http://www.msstate.edu/dept/PoliticalScience/](http://www.msstate.edu/dept/PoliticalScience/)
- Mississippi Valley State University
  Social Science Department

**Missouri**
- University of Missouri-Columbia
  Harry S. Truman School of Public Affairs
  [http://truman.missouri.edu](http://truman.missouri.edu)
- The University of Missouri, Kansas City
  Henry W. Bloch School of Business & Public Administration
  [http://www.blohs.umkc.edu](http://www.blohs.umkc.edu)
- University of Missouri, St. Louis
  Public Policy Administration Masters Program
  [http://www.umsl.edu/divisions/graduate/ithmpa/](http://www.umsl.edu/divisions/graduate/ithmpa/)

**Park College**
- Hauptmann School of Public Affairs
  [http://www.park.edu/admin/grad/ithmpa.htm](http://www.park.edu/admin/grad/ithmpa.htm)

**Southwest Missouri State University**
- MPA Program
  [http://www.missour.edu/PoOsci/MPA.htm](http://www.missour.edu/PoOsci/MPA.htm)
- St. Louis University
  Public Policy Studies & Administration
  [http://www.slu.edu/colleges/pspa/](http://www.slu.edu/colleges/pspa/)

**Montana**
- Montana State University
  Department of Political Science
  [http://www.montana.edu/wwpsu/](http://www.montana.edu/wwpsu/)

**Nebraska**
- University of Nebraska at Omaha
  College of Public Affairs & Community Service
  [http://coid.unomaha.edu/~wwwpa/pahome.html](http://coid.unomaha.edu/~wwwpa/pahome.html)

**Nevada**
- University of Nevada, Las Vegas
  Department of Public Administration
  [http://www.nvce.unlv.edu/Colleges/Business/PublicAdmin/pubadmin.html](http://www.nvce.unlv.edu/Colleges/Business/PublicAdmin/pubadmin.html)

**New Jersey**
- Fairleigh Dickinson University
  Public Administration Institute
  [http://www.fdu.edu/centers/pub.html](http://www.fdu.edu/centers/pub.html)
- Kean University
  Department of Public Administration
  [http://www.kean.edu/AcademicSchools/BusGovTech.htm](http://www.kean.edu/AcademicSchools/BusGovTech.htm)
- Princeton University
  Woodrow Wilson School of Public & International Affairs
- Rutgers University, Camden
  Graduate Department of Public Policy & Administration
  [http://camden.rutgers.edu/~publicad/](http://camden.rutgers.edu/~publicad/)
- Rutgers University, Newark
  Graduate Department of Public Administration
  [http://rutgers-newark.rutgers.edu/pubadmin](http://rutgers-newark.rutgers.edu/pubadmin)
- Seton Hall University
  Center for Public Service
  [http://artsci.shu.edu/cps/](http://artsci.shu.edu/cps/)

**New Mexico**
- The University of New Mexico
  School of Public Administration
  [http://www.unm.edu/~spagrad](http://www.unm.edu/~spagrad)
- New Mexico State University
  [http://www.nmsu.edu/~mpa](http://www.nmsu.edu/~mpa)

**New York**
- Audrey Cohen College
  MPA Program
- Baruch College, CUNY
  School of Public Affairs
  [http://www.baruch.cuny.edu/ita/](http://www.baruch.cuny.edu/ita/)
- Binghamton University
  MPA Program
  [http://www.binghamton.edu/mpa/index.html](http://www.binghamton.edu/mpa/index.html)
- Columbia University
  School of International & Public Affairs
- Cornell University
  Institute for Public Affairs
  [http://www.cf.cornell.edu/ita/](http://www.cf.cornell.edu/ita/)
- John Jay College, CUNY
  Department of Public Management
  [http://www.jjay.cuny.edu/academic/graduate/pub_ad m/sip/](http://www.jjay.cuny.edu/academic/graduate/pub_ad m/sip/)
- Long Island University, Brooklyn
  Public Administration Program
  [http://www.brooklyn.liu.edu/cwic/bklyn/mpa/publi c.html](http://www.brooklyn.liu.edu/cwic/bklyn/mpa/publi c.html)
- Long Island University, C.W. Post Campus
  Department of Health Care & Public Administration
  [http://www.cwpost.liu.edu/bws/cwp/colofman/pub ic.html](http://www.cwpost.liu.edu/bws/cwp/colofman/pub ic.html)
- Marist College
  MPA Program
  [http://www.marist.edu/graduate/mpa/](http://www.marist.edu/graduate/mpa/)
- Medgar Evers College of the City University of New York
  Social Science Division
  [http://www mec.cuny.edu/academic.htm](http://www mec.cuny.edu/academic.htm)
- New School University
  Robert J. Milano Graduate School of Management & Urban Policy
  [http://www.newschool.edu/wilman/](http://www.newschool.edu/wilman/)
- New York University
  Wagner Graduate School of Public Service
  [http://www.nyu.edu/wagner/](http://www.nyu.edu/wagner/)
- Pace University
  Department of Political Science/MPA Program
  [http://www.pace.edu/dyonn/mpa](http://www.pace.edu/dyonn/mpa)
- University at Albany, SUNY
  Department of Public Administration and Policy
  [http://www.albany.edu/tospe/](http://www.albany.edu/tospe/)
- SUNY College at Brockport
  Department of Public Administration
  [http://cc.brockport.edu/pupadmin/index.html](http://cc.brockport.edu/pupadmin/index.html)
- Syracuse University
  Department of Public Administration
  [http://www.maxwell.syr.edu/psag/psag.htm](http://www.maxwell.syr.edu/psag/psag.htm)

**North Carolina**
- Appalachian State University
  Department of Political Science & Criminal Justice
  [http://www.acs.appstate.edu/dep/ps-cj/](http://www.acs.appstate.edu/dep/ps-cj/)
- Duke University
  Terry Sanford Institute of Public Policy
  [http://wwwpubsd.duke.edu](http://wwwpubsd.duke.edu)
- East Carolina University
  Department of Political Science
  [http://www.ecu.edu/polsci/npa](http://www.ecu.edu/polsci/npa)
- North Carolina Central University
  Public Administration Program
  [http://www.ccne.nc.edu/artsci/polsci/gapro_prog_pa.htm](http://www.ccne.nc.edu/artsci/polsci/gapro_prog_pa.htm)
- The University of North Carolina at Charlotte
  Department of Political Science
  [http://www.uncc.edu/polisci/mpa.html](http://www.uncc.edu/polisci/mpa.html)

See WEB SITES, pg. 33
SUNY-Albany ad

Louisiana State U. ad
NASPAA Member Web sites

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* The University of North Carolina at Greensboro
  Department of Political Science
  http://www.uncg.edu/pcc/mpa

The University of North Carolina at Pembroke
Master of Science in Public Management
http://www.uncp.edu

* North Carolina State University
  Department of Political Science & Public Administration
  http://www.unc.edu/pa/index.html

* University of North Carolina at Chapel Hill
  Institute of Government
  http://www.unc.edu/compa/

University of North Carolina, Wilmington
Department of Political Science
http://www.unw.edu/mpa

Western Carolina University
Department of Political Science & Public Affairs
http://www.wcu.edu/c6/politicalscience/

North Dakota
University of North Dakota
Department of Political Science
http://npa.nd.edu/polisci-pa/

Ohio
The University of Akron
Department of Public Administration & Urban Studies
http://www.uakron.edu/paus/

Bowling Green State University
Master's Program in Public Administration & International Affairs
http://www.bgsu.edu/departments/poli-sc/mpa/index.html

University of Cincinnati
Department of Political Science
http://www.uc.edu/mpa/

* Cleveland State University
  Urban University Program
  http://urban.csuohio.edu

* Kent State University
  Department of Political Science
  http://www.kent.edu/mpa.htm

Ohio University
Department of Political Science
http://www.ohio.edu/departments/polisci/mpa.html

* The Ohio State University
  School of Public Policy & Management
  http://ppm.osu.edu

* The University of Toledo
  Department of Political Science & Public Administration
  http://www.utoledo.edu/www/poli-sc/pshome.html

University of Dayton
Department of Political Science
http://www.udayton.edu/~mpa

* Wright State University
  Department of Urban Affairs and Geography

Oklahoma
The University of Oklahoma
Public Administration Program
http://www.uo.edu/has/pcu/

Oregon
* University of Oregon
  Graduate Program in Public Policy & Management
  http://oasgia.uoregon.edu

* Portland State University
  Department of Public Administration
  http://www.pdx.pdx.edu/PA/

* Willamette University
  Atkinson Graduate School of Management
  http://www.willamette.edu/agm/

Pennsylvania
* Carnegie Mellon University
  Heinz School of Public Policy & Management
  http://www.heinz.cmu.edu

Marywood University
Department of Nursing and Public Administration
http://www.marywood.edu/gas/departments/

The University of Pennsylvania
  Fels Center of Government
  http://www.fels.penn.edu/fgc/

* The Pennsylvania State University at Harrisburg
  School of Public Affairs
  http://www.shbg.psu.edu/mpa

* University of Pittsburgh
  Graduate School of Public and International Affairs
  http://www.gspia.pitt.edu

Shippensburg University
Department of Political Science
http://www.shsu.edu

Slippery Rock University
Department of Government & Public Affairs
http://www.sru.edu/

Villanova University
Department of Political Science
http://www.gsc.villanova.edu

Widener University
College of Arts and Sciences Master of Public Administration

Puerto Rico
University of Puerto Rico
Graduate School of Public Administration
http://sprac.upr.edu/9090- admmpa/

Rhode Island
University of Rhode Island & Rhode Island College
Master of Public Administration Program
http://cick.uri.edu/prov/mpa/mpa.html

South Carolina
Clemson University
Department of Political Science
http://www.business.clemson.edu/mpa

* College of Charleston
  Joseph P. Riley, Jr. Institute for Urban Affairs & Policy Studies
  http://www.cofc.edu/

* The University of South Carolina
  Department of Government and International Studies
  http://www.cla.sc.edu/gipte/gradmpa/mpa.html

South Dakota
* The University of South Dakota
  Department of Political Science
  http://www.usd.edu/polisci/

Tennessee
East Tennessee State University
Master of Public Management Program
http://pubmgmt.tsu.edu/

* The University of Memphis
  Division of Public Administration
  http://www.memphis.edu/padm

* The University of Tennessee at Chattanooga
  Department of Political Science
  http://www.utc.edu/~mpa

See WEB SITES, pg. 34
NASPAA Member Web sites

From WEB SITES, pg. 33

* Tennessee State University
Institute of Government
http://istate.edu/log

* The University of Tennessee, Knoxville
Department of Political Science
http://web.ukr.edu/~polsci/mpa.html

Texas
University of Houston, Central Campus
Public Administration Program
http://www.uh.edu/

University of Houston at Clear Lake
Programs in Government & Public Management
http://www.chl.uh/grad/majors/pubadmin.htm

Midwestern State University
College of Health & Human Services
http://www.mswu.edu/~has/human.html

* University of North Texas
Department of Public Administration
http://www.unt.edu/depts/pubadmin

* Southwest Texas State University
http://www.polisci.swt.edu/public_administration/public_admin.html

Stephen F. Austin State University
Department of Political Science
http://tfan.lfasu.edu/f_semester/MLPASFA.html

Texas A&M University
George Bush School of Government and Public Service
http://bush.tamu.edu/home/

Texas A&M International University
Department of Social Sciences
* The University of Texas at Arlington
School of Urban & Public Affairs
http://www.utpa.edu/

* The University of Texas at Austin
LBJ School of Public Affairs
http://www.utexas.edu/lbj/

* The University of Texas at Dallas
School of Social Sciences
http://www.utdallas.edu/dept/sosscc

* The University of Texas at El Paso
Department of Political Science
http://www.utep.edu/~libarts/mpa.htm

The University of Texas, Pan American
Department of Political Science
http://www.pam.u.tx/dept/policy/

The University of Texas at San Antonio
Department of Public Administration
http://cppa.utsa.edu/mpa/

Texas Southern University
http://tsu.txsu.edu/catalog/arts/pubafff/pubaffr.htm

* Texas Tech University
Center for Public Service
http://www.ttu.edu/~csp/

The University of Texas at Tyler
Department of Social Sciences http://www.uttyler.edu/socialsciences/mpa.htm

Utah
* Brigham Young University
George W Romney Institute of Public Management
http://marriottschool.byu.edu/mpa

* The University of Utah
Public Administration Program
http://www.gppa.utah.edu/cppa/cppa--index.html

Vermont
The University of Vermont
Community Development and Applied Economics
http://www.uvm.edu/

Virgin Islands
University of the Virgin Islands
Division of Social Sciences
http://www.uvi.edu/pub--relations/divsoc.htm

Virginia
* George Mason University
Department of Public & International Affairs
http://www.gmu.edu/departments/pia/

James Madison University
Public Administration Program
http://www.jmu.edu/polisci/

* Old Dominion University
Graduate center for Urban Studies and Public Administration
http://www.odu-cbpa.org/cbpa/mpa.htm

* Virginia Commonwealth University
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Internship Programs at NASPAA Schools

Thomas Vocino, Linda C. Wilson

Internships are prevalent in both graduate and undergraduate programs in public administration and public policy. Beneficiaries of MPA internships include colleges and universities, agencies and public officials, and the interns themselves. Internships bridge the gap between theory and practice, allowing students to hone career skills and have an opportunity to test career choices. Agencies are able to tap into a supply of inexpensive labor and glean current ideas from an educated talent pool. Directors who make placements receive feedback that enables them to update curricula and strengthen programs. Properly conducted, internships provide a win-win solution for all the players.

A review of the literature and conversations with colleagues revealed a lack of nationwide comparative information on the operation of master’s level internship programs in public administration and public policy. A survey of National Association of Schools of Public Affairs and Administration (NASPAA) member schools was conducted to collect data on internship enrollment, placement and compensation, evaluation and administrative practices. From this study, we are able to present data regarding the graduate internship component of service learning at NASPAA schools.

Responses indicated that internships exist in 92 percent of all MPA programs in NASPAA-affiliated schools. Directors from two of the schools without internship programs indicated that they had begun the program development process. More than half of the schools place 10 or fewer interns each year; smaller internship numbers reflected the reality of most MPA students being part-time inservice practitioners. Only about six percent of the schools indicated annual internship enrollments figures in excess of 60 students.

Internships are not the only alternative for experiential learning. Of the programs surveyed, only nine percent require internships for all students, but 47 percent require internship assignments for preservice students. Another nine percent did not require, but strongly recommended internships for preservice students. Internships were strongly recommended but optional for 24 percent of graduate students.

The majority of programs adhered to NASPAA internship guidelines in program development and implementation. Of the survey respondents, 74 percent indicated that internship components were developed according to NASPAA guidelines. A smaller number, 19 percent, did not employ NASPAA guidelines in program development. Comments from respondents whose programs did not follow NASPAA guidelines expressed a need for greater program flexibility due to the nature of placements and agency requirements.

Ultimately, the success of the internship experience hinges on the quality of interaction between the agency, the student and the program director. In this regard, slightly over half of the respondents indicated that their programs employ an internship or placement coordinator. Of those programs that do not employ a separate coordinator, the responsibilities are assumed in large part by MPA directors, department heads and faculty members. In a few cases, internship duties are performed by university placement officers, career counselors and graduate school directors.

NASPAA guidelines encourage frequent interaction between program directors and
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agency supervisors in order to enhance the student’s learning experience. The frequency of that interaction is likely a function of the time constraints of the internship coordinator. Almost two-thirds of the respondents indicated that program coordinators were not provided release time from duties in order to supervise interns. Most granted release time in the form of teaching loads. In programs where internship duties rotate among faculty members, two respondents reported receiving summer stipends in lieu of reduced teaching loads.

Clearly, coordinators with multiple responsibilities who are granted neither release time nor additional pay are challenged to allocate sufficient time for interaction with agencies. Likewise, the quality of student orientation is incumbent upon coordinators and agency supervisors. Approximately 52 percent of program coordinators conduct routine visits to the employing agency. In excess of one-third, or 35 percent, indicated that coordinators did not make routine visits. A few respondents (four percent) defined agency visits as occasional rather than routine, and another three percent indicated that the frequency of the visits varied among agencies.

Data indicate that interns are more likely to participate in pre-placement orientation sessions than post-placement sessions. With regard to student participation in pre-placement orientation, the responses were equally divided. While 48 percent of respondents indicated that students participate in pre-placement orientation, another 48 percent reported in the negative.

Post-placement orientation sessions are designed to allow students, coordinators, and agency supervisors an opportunity to discuss mutual expectations, and to acquaint agency personnel with special needs of interns. Data indicate that in 38 percent of the programs, students participate in post-placement orientation. While another three percent reported that the practice varied from one agency to another, students in 57 percent of the programs do not have a post-placement orientation.

NASPAA guidelines recommend that internship evaluation be an ongoing and continuous process, and that evaluation results be reflected in student grades. Survey data indicate that student internships are subject to some form of evaluation in 89 percent of programs. Included in the 11 percent who indicated that internships do not culminate in evaluations are those optional assignments of work-study students. The data reflect the variety of evaluation alternatives employed by the programs surveyed. At first glance, it appears that the two most common evaluation techniques include those performed by the employing agency or by the agency and the professor. Further analysis of the data indicates, however, that in 86 percent of the programs, student interns submit post-placement reports that serve as instruments of self-evaluation in a number of programs.

NASPAA guidelines support a variety of public sector placement offerings from which student interns can choose assignments. Survey data indicate a growing number of placements in private sector firms. The three most popular internship arrangements, however, are with state and local government agencies and nonprofit organizations. Data indicated that 32 percent of all respondents assigned more than one-quarter of their students to state agencies. A far greater percentage (70 percent) reported assigning more than 25 percent of interns to local government agencies. Non-profit placement trailed slightly behind state agencies in popularity. Fewer than one-third of coordinators (28 percent) indicated that they placed more than 25 percent of their interns with non-profit organizations. Only three percent of coordinators reported assigning in excess of 25 percent of their placements to private firms.

The widest survey variations occurred in intern compensation levels. NASPAA guidelines recommend that agencies provide students a stipend, wage or salary for work performed. Only 15 respondents (11 percent) indicated that student interns receive no compensation from an employing agency. Most of the remaining respondents indicated that at least some portion of interns receive agency compensation. Over one-third of that number (34 percent) indicated that all interns receive payments.
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Beyond the Classroom
Internship Programs Well-administered, Though Not Large in Terms of Student Numbers

From INTERNSHIP PROGRAMS, pg. 37

by the employing agency.

Wages, salaries and stipends earned by student interns are dependent upon a number of variables. Pay differentials reflect differences in the types and sizes of agencies, number of hours worked each week by students, length of internship period and, in some instances, the negotiating skills of the interns. Estimates of hourly wages ranged from a low of $5.15 per hour to a high of $36.00 per hour. Of the responses that expressed earning in an hourly wage, 72 percent placed the rate in a range from $6 to $15 per hour.

Compensation data expressed as a monthly salary ranged from a low of $200 per month to a high of $2,800 per month. A wage rate of $10 was frequently cited, and appeared to be a benchmark for average hourly internship rates. While 41 percent of the coordinators estimated the average rate below $10 per hour, 26 percent estimated that interns earned on average more than $10 per hour.

Written materials were submitted from 42 programs and included student and agency evaluation forms, agency contracts and learning agreements. With few exceptions, agency evaluations of interns included requests for a narrative description of student performance in the internship assignment; most involved a combination of forced choice questions and a narrative portion. In addition to questions regarding general work traits, evaluation instruments solicited information on the intern’s ability to conduct research and use computer software. Additional questions dealt with the intern’s knowledge of best practices and the effective use of community resources. Common among the questions were those that dealt with oral and written communication skills and the intern’s ability to deal effectively with agency clients.

Over one-quarter of the evaluation instruments requested that agency supervisors recommend a letter grade for the course. A significant number involved both mid-term and final evaluations by the agency supervisor. All narrative evaluation instruments inquired about the agency’s overall level of satisfaction with the intern, whether the supervisor would be willing to offer the intern a position within the agency, and his willingness to accept additional placements from the school’s internship program. Almost half of the programs submitting written materials required students to perform a self-evaluation. Questions included a description of the job and what the intern had learned from the experience, in addition to the intern’s perception of his own level of performance.

Well over 90 percent of NASPAA schools provide students with the opportunity for service learning through internship programs. With the exception of a relatively few large MPA and MPP programs that cater to preservice students, a majority of internship programs place ten or fewer interns per year. While most programs have an internship component, fewer than ten percent require the internship for all students and slightly less than one-half of the programs require internships for all preservice students. For the remaining programs, students are encouraged but are not required to perform internship assignments.

Three-quarters of the respondents indicate that the internship component of the master’s degrees at their universities has been developed in accordance with NASPAA internship guidelines. As well, a large majority of programs have assigned persons to oversee a student’s internship assignment; most do not receive release time for their responsibilities. Many indicated that these duties were generally a part of the tasks that MPA program directors perform as part of their overall administrative responsibilities. Only half of the internship coordinators make routine visits to the employing agencies—probably because of time constraints. Approximately half the interns participated in pre-placement assessment sessions. With regard to evaluation of student performance, approximately 90 percent of interns are evaluated according to NASPAA guidelines. These evaluations primarily take the form of an assessment instrument completed by the agency supervisor, a student paper on the internship experience graded by the student’s academic advisor, or a combination of the two approaches.

Most interns serve in state and local government, with a significant number assigned to non-profit organizations. Relatively few students serve as interns in the federal or private sectors. In addition, interns are compensated at widely varying rates. Some lucky few receive full-time salaries with fringe benefits, but the large majority of students who receive monetary compensation are paid at an hourly rate in the range of $6.00 to $15.00 per hour.

All in all, internship programs at NASPAA schools, while not large in terms of student numbers, seem generally well-administered. In many cases, students are compensated monetarily when they serve as interns, but, more importantly, agency supervisors and academic advisors seem to be making a considerable effort to foster learning and help those students meet their professional objectives. These objectives would be further strengthened if all NASPAA schools compensated the academic advisor with release time for the supervision of interns. If this practice becomes well established, the greater is the likelihood that this quality objective of service learning will be achieved.

ASPA member Linda C. Wilson is a recent graduate of the joint Ph.D. program in public administration and public policy at Auburn University and Auburn University at Montgomery. E-mail: vocino@strudel.aum.edu

ASPA member Thomas Vecino is professor and head of the department of political science and public administration at Auburn University at Montgomery. E-mail: vecino@strudel.aum.edu

ASPA member Linda C. Wilson is a recent graduate of the joint Ph.D. program in public administration and public policy at Auburn University and Auburn University at Montgomery. E-mail: elsiewilson@yahoo.com

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