NASPAA’s *Teaching Resources Guide for Public Affairs and Administration, Third Edition*, developed by the School of Public Affairs and Administration (SPAA) at Rutgers University-Newark, brings together a broad array of teaching and learning resources in public policy, public affairs and administration and makes each available via a web link. Over 2,000 resources and web links are provided in the areas of instructional resources, academic integrity, cases for the classroom, syllabi, textbooks and publishers, simulations, and teaching statistics/research methods.
Teaching Resources Guide for Public Affairs and Administration

Third Edition

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Website
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Third Edition

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# Teaching Resources Guide for Public Affairs and Administration

*Third Edition*

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Introduction

This Teaching Resources Guide is intended to create a gateway for the connection of knowledge and theory to practice and dialogue. Teaching is essential to programs in public affairs and administration. Our students look to our faculty for substantive, enlivening courses. But effective pedagogy cannot be taken for granted. Faculty members are both producers and consumers of pedagogical innovations. Yet beyond the publication of textbooks, those learning resources often enjoy only limited distribution and use. This compendium brings together a broad array of teaching and learning resources in public affairs and administration, and each is directly available via a web link.

Surprisingly, thousands of these resources are available to faculty in our field. Some have been developed by university instructional centers and address common concerns, such as academic integrity, course design, diversity, collaboration, testing, or new technologies. Many are drawn from the work of colleagues in NASPAA-member institutions, offering cases, syllabi, and a broad range of teaching resources pertinent to the public and non-profit sectors. Perhaps the largest sets of resources are those published texts that are the foundations for most of our course offerings.

This project was inspired by the Public Administration Teaching Roundtable, an informal group of academics centered in the New York-New Jersey Metropolitan area that met regularly in the 1970s and 1980s to discuss innovative means for enlivening the classroom. With the advent of web-based links to publications and other teaching resources, broader opportunities for disseminating such educational innovations are now more virtual.

This Third Edition of the teaching guide contains new resources addressing current public policy and management issues, with textbooks, syllabi, cases, and simulations all updated based on input from the academic and practitioner communities. Also included in this new edition is a section specific to NASPAA accreditation and, in particular, directed to creating measurements and methods for identifying and tracking student learning outcomes. We also have included resources on academic integrity, dealing with disruptive behavior, and accommodating students with special needs. You will note throughout the text "Top Picks". These notations highlight what the editors believe to be some of the "best in class" resources.

We will continue to honor our commitment to periodic revisions of this Guide based on input from our widespread teaching community, and our continuing web-based dialogue at:
http://spaa.newark.rutgers.edu/teaching-resources

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January 2014
The Network of Schools of Public Policy, Affairs, and Administration

The Teaching Resources Guide for Public Affairs and Administration, Third Edition is a collaboration between The School of Public Affairs and Administration at Rutgers University – Newark and the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). NASPAA is a global accreditation association and the leading national accreditor of Public Affairs and Public Administration programs in the United States. It accredits programs in public policy, public affairs, public administration, and public and nonprofit management.

NASPAA Overview

NASPAA is the global standard in public service education. It is a membership organization of graduate programs in public policy, public affairs, public administration, and public & nonprofit management. Its members award MPA, MPP, MPAff, and similar degrees. As of 2014, NASPAA has 285 member schools located across the U.S. and in 13 other countries around the globe.

NASPAA’s Commission on Peer Review and Accreditation is the recognized accreditor of master's degree programs in the field.

In 2013, NASPAA changed its name to the Network of Schools of Public Policy, Affairs, and Administration, to recognize the organization's growing global focus and presence. Since 1970, NASPAA has been ensuring excellence in education and training for public service, and promoting the ideal of public service.

NASPAA accomplishes its mission through direct services to its member institutions and by:

- Developing appropriate standards for master's programs through its Commission on Peer Review and Accreditation;
- Representing to governments and other institutions the objectives and needs of education for public affairs and administration;
- Encouraging curriculum development and innovation and providing a forum for publication and discussion of education scholarship, practices, and issues;
- Building a data center that is becoming the authoritative source of data in public affairs education;
- Surveying members to provide them (and policymakers and the public) with information on key educational issues;
- Provide internship opportunities for students and career resources for graduates;
- Undertaking joint educational projects with allied professional organizations; and
- Collaborating with institutes and schools of public administration in other countries through conferences, consortia, and joint projects.

For more information about NASPAA see http://www.naspaa.org/about_naspaa/about/overview.asp
Part I: Guide to Sourcing Textbooks and Publishers

Textbooks can be used as a starting point for exploration of a certain field, and can also be used by researchers as valuable tools to examine the system of knowledge in specific arenas. Normally, a textbook is updated every two or three years in order to reflect the new developments in the discipline and the interaction of theory and practice. This section presents a search strategy for finding textbooks for teaching and research. A comprehensive list of publishers in Public Administration is provided to guide readers in searching for the most recently published titles in a range of topics. In order to source textbooks, teachers can cross-reference these publishers’ webistes. In addition, five other sources are provided for sourcing textbooks. We provide links to their websites, a description of the strengths and concentrations of their search engine facility, and a basic step-by-step guide on how to use them. In order to find the right textbooks, readers are encouraged to use a combination of each method or to determine which sources with serve them most effectively.

Textbook sourcing tools

Google Scholar (free resource)
http://scholar.google.com

Google Scholar is a free search engine for academic publications. Indexed search results are linked to the web pages for academic journals, scholarly books, and textbooks. Most peer reviewed journals are included in the search results, but it also includes non peer review journals.

How to source textbooks:

1. Go to http://scholar.google.com

2. Enter key words in the search box. e.g., “finance + government + brazil” to find texbooks on public finance in Brazil. (For instructions on using effective search language see http://www.powersearchingwithgoogle.com). Note that book listings are marked by “(BOOK)” in parenthesis in the link.

3. Click on interesting search results to go to view publication information in Google Books.

4. Cross-reference textbook with online retailers or your library to establish availability.

Worldcat Library (free resource)
http://www.worldcat.org/

Worldcat Library, another free online resource, is a global cooperative of thousands of libraries from around the world. It lists books, articles, DVDs, CDs, websites, magazines, and other media.

How to source media:

1. Go to http://www.worldcat.org
2. Enter published date, format type, content type, year, audience, and publication key words in the advanced search options. (For instructions on using effective search language see http://www.powersearchingwithgoogle.com)

3. Click on results for publication information and a listing of the nearest libraries that stock the publication.

4. Cross-reference textbook with online retailers or your library to establish availability. Most library EBSCOhost websites will link the publication directly to the search result.

**Academic Search Complete (available in your institution library)**
http://www.ebscohost.com/academic/academic-search-complete

Academic Search Premier is for journal articles, newspapers, and magazines, CD-roms, and trade publications rather than textbooks. Teachers and researchers will find a useful range of tools that can be used in the class or for research. While non-affiliated teachers may enjoy a free trial, subscription access is only available through institutional access.

How to source media:

1. Go to http://www.ebscohost.com/academic/academic-search-complete
2. Enter published date, document type, and publication key words in the search options. (For instructions on using effective search language see http://www.powersearchingwithgoogle.com)
3. Click on results for abstract and publication information.
4. Cross-reference textbook with online retailers or your library to establish availability. Most library EBSCOhost websites will link the publication directly to the search result.

**Business Source Premier (available in your institution library)**
http://www.ebscohost.com/academic/business-source-premier

Business Source Premier is for journal articles, newspapers, and magazines, CD-roms, and other more business related media such as company reports and business analysis tools. Teachers and researchers will find a useful range of tools that can be used in the class or for research. While non-affiliated teachers may enjoy a free trial, subscription access is only available through institutional access.

How to source media:

2. Enter published date, document type, and publication key words, and select “book” under document type in the search options. (For instructions on using effective search language see http://www.powersearchingwithgoogle.com)
3. Click on results for abstract and publication information.
4. Cross-reference textbook with online retailers or your library to establish availability. Most library EBSCOhost websites will link the publication directly to the search result.
ProQuest Social Sciences Premium Collection (available in your institution library)


ProQuest Social Sciences Premium Collection is for journal articles and data and information collections such as charts, maps, tables, and data sets in all disciplines in social science. Teachers and researchers will find a useful range of tools that can be used in the class or for research. While non-affiliated teachers may enjoy a free trial, subscription access is only available through institutional access.

How to source media:

2. Enter published date, document type, source type, and publication key words in the search options. (For instructions on using effective search language see http://www.powersearchingwithgoogle.com)

3. Click on results for abstract and publication information.

4. Cross-reference textbook with online retailers or your library to establish availability. Most library ProQuest websites will link the publication directly to the search result.

ProQuest Political Science (available in your institution library)


ProQuest Political Science is for journal articles, dissertations and working papers from Political Science Research Network. Teachers and researchers will find a useful range of tools that can be used in the class or for research. While non-affiliated teachers may enjoy a free trial, subscription access is only available through institutional access.

How to source media:

2. Enter published date, document type, source type, and publication key words in the search options. (For instructions on using effective search language see http://www.powersearchingwithgoogle.com)

3. Click on results for abstract and publication information.

4. Cross-reference textbook with online retailers or your library to establish availability. Most library ProQuest websites will link the publication directly to the search result.
Publishers Listing

As an alternative way to peruse available titles by a specific publisher in the area of Public Administration, this listing provides links to the web pages of the publisher. The webpages can be searched for recent publications or textbooks in a specific topic area.

Ablex Publishing Corporation

Addison Wesley Publishing Co.
http://www.pearsoned.co.uk/Imprints/Addison-Wesley/

Allyn & Bacon/Longman Publishers
http://www.pearsoned.co.uk/Imprints/AllynBacon

American Society for Public Administration
http://www.aspanet.org

Ashgate Publishing
http://www.ashgate.com

Aspen Publishers, Inc.
http://www.aspenpublishers.com

Basic Books
www.basicbooks.com

Blackwell
http://bookshop.blackwell.co.uk/jsp/welcome.jsp

Bloomberg Press
www.ordering1.us/bloombergbooks/index.php?sid=1&ccamp=RETAIL

Brookings Institution
http://www.brook.edu/

Butterworth-Heinemann
www.bh.com

Cambridge University Press
http://www.cambridge.org/

Cengage
http://www.cengage.com/us/

Central European University Press
www.ceupress.com

Charles C. Thomas Publisher
www.ccthomas.com

Chatelaine Press
http://www.chatpress.com/

Chatham House Publications
http://www.chathamhouse.org/publications

Columbia University Press
www.cc.columbia.edu/cup

Cornell University Press
http://www.cupserv.org/

CQ Press
www.cqpress.com

CRC Press
http://www.crckpress.com/

Duke University Press
http://www.dukeupress.edu/

Dushkin Publishing
http://www.dushkin.com

Edward Elgar Publishing
https://www.e-elgar.co.uk/

Elsevier Science & Technology Books
www.elsevier.com/wps/find/homepage.cws_home

Emerald Insight Publishing
http://www.emeraldinsight.com/

Fieldstone Alliance
http://www.fieldstonealliance.org/

Georgetown University Press
www.press.georgetown.edu

Government Printing Office
http://www.gpo.gov

Greenwood Press or Greenwood Publishing Group
http://www.greenwood.com

Guilford Press
www.guilford.com

Harper Business
<table>
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<tr>
<th>Publisher</th>
<th>Website</th>
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<tr>
<td>Holmes &amp; Meier Publishers, Inc.</td>
<td><a href="http://www.holmesandmeier.com">www.holmesandmeier.com</a></td>
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<tr>
<td>IGI Global</td>
<td><a href="http://www.igi-global.com/">http://www.igi-global.com/</a></td>
</tr>
<tr>
<td>Impact Publications</td>
<td><a href="http://www.impactpublications.com">www.impactpublications.com</a></td>
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<tr>
<td>IOS Press</td>
<td><a href="http://www.iospress.nl/">http://www.iospress.nl/</a></td>
</tr>
<tr>
<td>John Hopkins University Press</td>
<td><a href="http://www.press.jhu.edu">www.press.jhu.edu</a></td>
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<tr>
<td>Lexington Books</td>
<td><a href="http://www.lexingtonbooks.com">www.lexingtonbooks.com</a></td>
</tr>
<tr>
<td>LexisNexis</td>
<td><a href="http://www.lexis-nexis.com">www.lexis-nexis.com</a></td>
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<tr>
<td>McGraw-Hill Higher Education</td>
<td><a href="http://www.mhhe.com">www.mhhe.com</a></td>
</tr>
<tr>
<td>Open University Press</td>
<td><a href="http://mcgraw-hill.co.uk/openup/">http://mcgraw-hill.co.uk/openup/</a></td>
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<tr>
<td>Oxford University Press</td>
<td><a href="http://www.oup.co.uk/">http://www.oup.co.uk/</a></td>
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<tr>
<td>Penguin Group USA</td>
<td><a href="http://www.penguin.com">www.penguin.com</a></td>
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<tr>
<td>The Policy Press</td>
<td><a href="https://www.policypress.org.uk">https://www.policypress.org.uk</a></td>
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<tr>
<td>Random House</td>
<td><a href="http://www.randomhouse.com">www.randomhouse.com</a></td>
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<tr>
<td>Routlege, Taylor and Francis Group</td>
<td><a href="http://www.routledge-ny.com">http://www.routledge-ny.com</a></td>
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<tr>
<td>Sage Publications</td>
<td><a href="http://www.sagepub.com">http://www.sagepub.com</a></td>
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<tr>
<td>Scarecrow Press</td>
<td><a href="https://rowman.com/scarecrow">https://rowman.com/scarecrow</a></td>
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Part II: 
*Data Analysis*

This section presents online data analysis tools, informational sites, and data sets from a range of academic and professional institutions. It is organized under sub-sections for *Research Methodology and Statistics*, *Statistical Resources*, *Software Packages for Qualitative Analysis*, and *Qualitative Methods Resources*.

**Research Methodology and Statistics**

**American Statistical Association (ASA) Survey Research Method Section**
http://www.amstat.org/sections/srms/index.html
The mission of the Section on Survey Research Methods is to promote the improvement of survey practice and the understanding of survey methods by encouraging both theoretical and applied research on survey-related topics and by disseminating information on survey methods. Areas of interest for the Section include all that employ survey methodology as a focus or as a prime tool of investigation. Of special interest are:

- Theoretical foundations of sampling
- Sample design and estimation
- Nonsampling errors and data collection methods
- Analysis and presentation of survey data
- Education of the public and students on the importance of scientific survey research
- Publication and dissemination of survey research findings
- Ethics related to survey conduct and standards for survey practice

**Center for Social Research Methods**
http://www.socialresearchmethods.net/
This website is for people involved in applied social research and evaluation. You'll find lots of resources and links to other locations on the Web that deal in applied social research methods. Some highlights of what is available:

- The Knowledge Base – an online hypertext textbook on applied social research methods that covers everything you want to know about defining a research question, sampling, measurement, research design and data analysis.
- Selecting Statistics – an online statistical advisor! Answer the questions and it will lead you to an appropriate statistical test for your data.
- The Simulation Book – A previously unpublished book of manual (i.e., dice-rolling) and computer simulation exercises of common research designs, for students and researchers to learn how to do simple simulations

**Communication Research.Org**
http://www.communicationresearch.org/methodology.htm
This site provides a comprehensive list about quantitative research methods on the Internet.

**Discuss Sampling Methods**
http://nestor.coventry.ac.uk/~nhunt/meths/ When organizations require data they either use data collected by somebody else (secondary data), or collect it themselves (primary data). This is usually done by sampling; collecting data from a representative sample of the population they are interested in.
Electronic Resources for Research Methods
http://informationr.net/rm/
Site designed, developed and maintained by T.D. Wilson, PhD, Professor Emeritus, University of Sheffield, UK. Last updated 18th February, 2005.

Guide to Good Statistical Practice
http://www.reading.ac.uk/ssc/home.html The Statistical Services Centre produces a series of guides on good statistical practice, intended primarily to give help to research and support staff in development projects.

Introduction Research Design and Statistics
http://philender.com/courses/intro/Professor Philip B. Ender’s Class notes. Department of Education, Graduate School of Education & Information Studies, University of California Los Angeles.

Methods in Behavioral Research
http://methods.fullerton.edu/
This Web site is organized by the chapters in the book. Each chapter lists Web resources that you can access to enhance learning about and teaching research methods

Questionnaire Design and Survey Sampling
http://home.ubalt.edu/ntsbarsh/stat-data/Surveys.htm The contents of this site are aimed at students who need to perform basic statistical analyses on data from sample surveys, especially those in marketing science. Students are expected to have a basic knowledge of statistics, such as descriptive statistics and the concept of hypothesis testing.

Research Development
http://www.york.ac.uk/admin/hr/researcher-development/This page has links to many sites which cover research methodologies, evaluative techniques, writing skills and presentation of research. It also includes guides on how to keep up to date with research developments.

Research Methods Knowledge Base
http://www.socialresearchmethods.net/kb/By William M. Trochim, Cornell University. The Research Methods Knowledge Base is a comprehensive web-based textbook that addresses all of the topics in a typical introductory undergraduate or graduate course in social research methods. It covers the entire research process including: formulating research questions; sampling (probability and nonprobability); measurement (surveys, scaling, qualitative, unobtrusive); research design (experimental and quasi-experimental); data analysis; and, writing the research paper. It also addresses the major theoretical and philosophical underpinnings of research including: the idea of validity in research; reliability of measures; and ethics. The Knowledge Base was designed to be different from the many typical commercially-available research methods texts. It uses an informal, conversational style to engage both the newcomer and the more experienced student of research. It is a fully hyperlinked text that can be integrated easily into an existing course structure or used as a sourcebook for the experienced researcher who simply wants to browse.

Research Methods Resources
http://hlwiki.slais.ubc.ca/index.php/Research_methods This includes comprehensive categories for the links related to the foundation of research methodology and specific methods-both qualitative and quantitative.

Resources for Methods in Evaluation and Social Research
http://gsociology.icaap.org/methods/This page lists free resources for methods in evaluation and social research. The focus is on “how-to” do evaluation research and the methods used: surveys, focus groups, sampling, interviews, and other methods. Most of these links are to resources that can be read over the web. A few, like the GAO books, are for books that can be sent away for, for free (if you live in the US), as well as be read over the web.
Survey Research
http://www.cuacs.ncsu.edu/serv-survey.asp This site provides information about survey overview. It also contains links to focus group research, sampling, time series analysis, etc.

Survey Research Library
http://www.srl.uiuc.edu/
Colleges of Urban Planning and Public Affairs, University Illinois at Chicago. This is a specialist website on survey research. It has listings of survey research tools and a useful list of "academic & not-for-profit survey research organizations."

The Survey System
http://www.surveysystem.com/index.html
The Survey System is the most complete software package available for working with telephone, online and printed questionnaires. It handles all phases of survey projects, from creating questionnaires through data entry, interviewing or email or Web page Internet surveys to producing tables, graphics and text reports that make you look good. Unlike spreadsheets, databases or general purpose statistics packages, The Survey System was designed specifically for questionnaires; so our software saves you time.

Topics in Statistical Data Analysis: Inferring from Data
http://home.ubalt.edu/ntsbarsh/stat-data/Topics.htm
This site offers information on statistical data analysis. It describes time series analysis, popular distributions, and other topics. It examines the use of computers in statistical data analysis. It also lists related books and links to related Web sites.

Statistical Resources

Afristat
http://www.afristat.org/

American Factfinder
http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
American Factfinder is the portal to all Census data in the United States. It includes decennial census products, the American Community Survey, and special surveys done by the U. S. Census Bureau.

Bureau of Economic Analysis
http://www.bea.gov/
BEA is an agency of the Department of Commerce. Along with the Census Bureau and STAT-USA, BEA is part of the Department's Economics and Statistics Administration. BEA produces economic accounts statistics that enable government and business decision-makers, researchers, and the American public to follow and understand the performance of the Nation's economy. To do this, BEA collects source data, conducts research and analysis, develops and implements estimation methodologies, and disseminates statistics to the public.

Bureau of Labor Statistics
http://www.bls.gov/
The Bureau of Labor Statistics (BLS) is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates essential statistical data to the American public, the U.S. Congress, other Federal agencies, State and local governments, business, and labor. The BLS also serves as a statistical resource to the Department of Labor. BLS data must satisfy a number of criteria, including relevance to current social and economic issues, timeliness in reflecting today's rapidly changing economic conditions, accuracy and consistently high statistical quality, and impartiality in both subject matter and presentation.
Economic Commission for Africa
http://www.uneca.org/
Established in 1958, ECA is one of five regional commissions under the administrative direction of United Nations (UN) headquarters. As the regional arm of the UN in Africa, it is mandated to support the economic and social development of its 53 member States, foster regional integration, and promote international cooperation for Africa's development. It reports to the UN Economic and Social Council (ECOSOC).

Economic and Social Commission for Europe
http://www.unece.org/stats/
UNECE statistical work is steered by the Conference of European Statisticians under the joint auspices of the United Nations Economic Commission for Europe and the United Nations Statistical Commission. The main objectives of the Conference of European Statisticians are:

• to improve national statistics and their international comparability having regard to the recommendations of the Statistical Commission of the United Nations, the Specialized Agencies and other appropriate bodies as necessary;
• to promote close coordination of the statistical activities in the ECE region of international organizations so as to achieve greater uniformity in concepts and definitions and to reduce to a minimum the burdens on national statistical offices;
• to respond to any emerging need for international statistical cooperation arising out of transition, integration and other processes of cooperation both within the ECE region and between the ECE region and other regions.

Economic and Social Commission for Latin America and the Caribbean (ECLAC)
http://www.eclac.cl/

Economic and Social Commission for Western Asia
http://www.escwa.org/
ESCWA promotes economic and social development through regional and sub-regional cooperation and integration and serves as the main general economic and social development forum within the United Nations system for the ESCWA region. It formulates and promotes development assistance activities and projects commensurate with the needs and priorities of the region and acts as an executing agency for relevant operational projects. ESCWA coordinates its activities with those of the major departments/offices of the United Nations at Headquarters and of specialized agencies and intergovernmental organizations, such as the League of Arab States, the Gulf Cooperation Council and the Organization of the Islamic Conference, with a view to avoid duplication and ensure complementarity, synergy and exchange of information.

Eurostat
http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home
It provides the European Union with a high-quality statistical information service.

FBI Universal Crime Reports
www.fbi.gov/about-us/cjis/ucr/ucr
The UCR is the standardized reporting method for all localities in the United States.

Food and Agriculture Organization of the United Nations (FAO)
http://www.fao.org/
The Food and Agriculture Organization of the United Nations leads international efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO is also a source of knowledge and information. We help developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all. Since our founding in 1945, we have focused special attention on developing rural areas, home to 70 percent of the world's poor and hungry people.
International Civil Aviation Organization
http://www.icao.int
The ICAO Journal includes a commentary on the challenge of reporting and interpreting air transport statistics, which may be more of a science than most people appreciate.

International Labor Office (ILO)
Labor statistics play an essential role in the efforts of member States to achieve decent work for all and for the ILO’s support of these efforts. These statistics are needed for the development and evaluation of policies towards this goal and for assessing progress towards decent work. They are also an important tool for information and analysis, helping increase understanding of common problems, explain actions and mobilize interest.

International Monetary Fund
http://www.imf.org/
The IMF is an organization of 184 countries, working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty. The IMF’s data and statistics section has one of the most comprehensive collections of social, economic, and political indicators, and a range of interpretative tools.

International Trade Statistics
http://www.wto.org/english/res_e/statis_e/statis_e.htm
The International Trade Statistics provides interactive access to the most up-to-date WTO trade statistics.

National Agricultural Statistics Service
http://www.usda.gov/nass/
American agriculture is continually counted, measured, priced, analyzed, and reported to provide the facts needed by people working throughout this vast industry. The USDA National Agricultural Statistics Service’s (NASS) mission is to provide timely, accurate, and useful statistics in service to U.S. agriculture. The abundance of information produced has earned for NASS employees the title, “The Fact Finders of Agriculture.”

National Center for Education Statistics
http://nces.ed.gov/pubsearch/
Conduct customized searches to find NCES publications and data products. Once located, you can browse the content of publications or download files.

National Center for Health Statistics
http://www.cdc.gov/nchs/
The National Center for Health Statistics allow us to: 1) document the health status of the population and of important subgroups; 2) identify disparities in health status and use of health care by race/ethnicity, socio-economic status, region, and other population characteristics; 3) describe our experiences with the health care system; 4) monitor trends in health status and health care delivery; 5) identify health problems; 6) support biomedical and health services research; 7) provide information for making changes in public policies and programs; 8) evaluate the impact of health policies and programs.

Organization for Economic Co-Operation Development (OECD)
http://www.oecd.org
The OECD groups 30 member countries sharing a commitment to democratic government and the market economy. With active relationships with some 70 other countries, NGOs and civil society, it has a global reach. Best known for its publications and its statistics, its work covers economic and social issues from macroeconomics, to trade, education, development and science and innovation.

Statistical Institute for Asia and the Pacific
http://www.unsiap.or.jp/
The Institute aims to strengthen the capability of the developing countries of the region to collect, analyze and disseminate statistics as well as to produce timely and high-quality statistics that can be utilized for
economic and social development planning, and to assist those developing countries in establishing or strengthening their statistical training capability and other related activities.

**Statistics of Income Division**

**UN Conference on Trade and Development**
http://www.unctad.org/Templates/StartPage.asp?intItemID=2068
The United Nations Conference on Trade and Development (UNCTAD) celebrates its fortieth anniversary this year. During four decades, the organization has been the focal point within the United Nations for the integrated treatment of trade and development and related issues in the areas of investment, finance, technology, enterprise development and sustainable development. It undertakes research, policy analysis and data collection for the debates of government representatives and experts.

**United Nations Industrial Development Organization (UNIDO)**
http://www.unido.org/
UNIDO’s research activities include Industrial statistics, Industrial development indicators and Scoreboard, Economic research, Industrial Development Reports (IDR), Sectoral studies, Policy studies.

**United Nations Educational, Scientific and Cultural Organization (UNESCO)**
The UNESCO Institute for Statistics is the statistical branch of the United Nations Organization for Education, Science and Culture (UNESCO). The Institute aims to:

- gather a wide range of quality statistical information to help Member States analyze the efficiency and effectiveness of their programs and to inform their policy decisions;
- interpret and report on the global situation with regard to education, science and technology, culture and communication.

**United Nations Statistics Division**
http://www.un.org/Depts/unsd/
The Statistics Division compiles statistics from many international sources and produces global updates, including the Statistical Yearbook, World Statistics Pocketbook and yearbooks in specialized fields of statistics. It also provides to countries, specifications of the best methods of compiling information so that data from different sources can be readily compared.

**United Nations Population Fund (UNFPA)**
http://www.unfpa.org/
UNFPA, the United Nations Population Fund, is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programs to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

**US Bureau of Transportation Statistics**
http://www.bts.gov/
The Bureau of Transportation Statistics (BTS) was born as a statistical agency in 1992. The Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991 established BTS for data collection, analysis, and reporting and to ensure the most cost-effective use of transportation-monitoring resources. BTS brings a greater degree of coordination, comparability, and quality standards to transportation data, and to fill important gaps.
US Department of Housing and Urban Development
http://www.huduser.org/portal/datasets/HUD_data_matrix.html
This is the primary location for public housing statistics in the United States, and has information about housing finance and other topics not included in the Census.

The World Bank
http://www.worldbank.org/
The World Bank is a vital source of financial and technical assistance to developing countries around the world.

World Health Organization (WHO)
http://www.who.int/en/
The World Health Organization is the United Nations specialized agency for health. It was established on 7 April 1948. WHO's objective, as set out in its Constitution, is the attainment by all peoples of the highest possible level of health. Health is defined in WHO's Constitution as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Software Packages for Qualitative Analysis

ATLAS.ti
http://www.atlasti.de/
ATLAS.ti is a powerful workbench for the qualitative analysis of large bodies of textual, graphical, audio, and video data. It offers a variety of tools for accomplishing the tasks associated with any systematic approach to unstructured data, e.g., data that cannot be meaningfully analyzed by formal, statistical approaches. ATLAS.ti helps you to uncover the complex phenomena hidden in your data. ATLAS.ti offers a powerful and intuitive work environment that is designed to keep you focused on the material itself.

CDC EZ-Text
CDC EZ-Text is a software program developed to assist researchers create, manage, and analyze semi-structured qualitative databases. The software allows users to design data-entry templates tailored to their questionnaire, enter responses, and interactively create on-line codebooks, which can be applied in a number of ways to analyze their data. Copies of the EZ-Text software and user documentation can be downloaded free of charge, courtesy of the Divisions of HIV/AIDS Prevention, Centers for Disease Control & Prevention.

http://www.content-analysis.de/2007/10/01/code-a-text.html
The Code-A-Text Web site includes information about C-I- SAID, the Code-A-Text Integrated System for the Analysis of Interviews and Dialogues. This is a very powerful system for studying documents which integrates qualitative and quantitative methods. The source documents can be text, audio or video, usually based upon interviews or dialogues but can include documents such as questionnaires. Outputs from the system include reports, tables and charts which can be accompanied by a range of statistics that can be used to describe the data in tandem with qualitative methods. The site includes a comprehensive overview of the software, access to a user guide and demonstration copy as well as reports on updates, bugs and fixes. The full program can be downloaded from this site, after payment of a license fee.

Computer Assisted Qualitative Data Analysis Software (CAQDAS) Networking Project
http://caqdas.soc.surrey.ac.uk/
CAQDAS aims to disseminate an understanding of the practical skills needed to use software which has been designed to assist qualitative data analysis (e.g. field research, ethnography, text analysis). The project also provides a variety of media where the debate surrounding associated methodological and epistemological issues, can take place."
The Ethnograph v5.0 for Windows PCs is a versatile computer program designed to make the analysis of data collected during qualitative research easier, more efficient, and more effective. You can import your text-based qualitative data, typed in any word processor, straight into the program. The Ethnograph helps you search and note segments of interest within your data, mark them with code words and run analyses which can be retrieved for inclusion in reports or further analysis.

Event Structure Analysis
http://www.indiana.edu/~socpsy/ESA/
Event Structure Analysis “is an on-line Java program that helps you analyze sequential events”. It is the creation of Professor David Heise of Indiana University, who also designed the ESA Web site. As well as giving access to the program, the site offers sample datasets, a help page, a tutorial (which uses Julius Caesar’s veni, vidi, vici as a model analysis) and a list of references (some of which are clickable).

HyperRESEARCH
http://www.researchware.com/products/hyperresearch.html
HyperRESEARCH is a computer software for qualitative data analysis. “... It allows you to: code any amount of data any number of times; retrieve and manipulate portions of coded source material; test propositions about the data on any code or combination of codes using Boolean searches; test hypotheses about the overall meaning of your data using artificial intelligence and print or export the retrieved data to a word processor, spreadsheet or statistical package." It is available for both Macintosh and Windows platforms. The site contains information on the software, tips and tricks, a mailing list, a demo version of the software, details of how the software is being used in qualitative research in many disciplines and details of how to order it.

Institute for Sociology, Friedrich Schiller University
http://www.textanalysis.info/
Dr Harald Klein’s site offers resources on computer based text analysis, offering information on software, archives, articles, and newsgroups.

MAXqda
http://www.maxqda.com/
MAXqda is the successor to the well-known software package winMAX. It supports everyone who performs qualitative data analysis and helps to systematically evaluate and interpret texts. It is also a powerful tool for developing theories as well as testing theoretical conclusions. It is used in a wide range of academic and non-academic disciplines, for instance Sociology, Political Science, Psychology, Public Health, Anthropology, Education, Marketing, Economics and Urban Planning. The site contains information on the software, tips and tricks, a mailing list, a demo version of the software, details of how the software is being used in qualitative work and research, online tutorials, prices and how to order the full version.

NVivo
NVivo is designed for qualitative researchers who need to combine subtle coding with qualitative linking, shaping, searching and modeling. Ideal for those working with complex data, such as multimedia, wanting to do deep levels of analysis. Also allows researchers to import and export data to and from statistical packages. For those researchers wanting to merge several projects, Merge for NVivo is available as an add-on-module.

Qualrus – The Intelligent Qualitative Analysis Program
http://www.qualrus.com/ Qualrus is a qualitative analysis program produced by US software company Idea Works Inc., that uses intelligent computational strategies to assist with coding, analyzing, and applying qualitative data. It handles text and multimedia sources. Its features include: intelligent coding suggestions, support for user scripts, analysis tools, data export and import.
Scolari
http://www.scolari.co.uk/
Scolari is the research methods software division of SAGE Publications. The web site's 'Software by Category' listing groups the available software by topics such as 'Observational Data Collection and Analysis', 'Qualitative Research' and 'Research Design', and offers a brief descriptions of each software program. Ordering information is available from the 'How to Order' section which also gives details of educational discounts and student pricing.

Transana
http://www.transana.org/
Transana is software for professional researchers who want to analyze digital video or audio data. Transana lets you analyze and manage your data in very sophisticated ways. Transcribe it, identify analytically interesting clips, assign keywords to clips, arrange and rearrange clips, create complex collections of interrelated clips, explore relationships between applied keywords, and share your analysis with colleagues. The result is a new way to focus on your data, and a new way to manage large collections of video and audio files and clips.

Qualitative Methods Resources

Action Research at Queen’s University
http://resources.educ.queensu.ca/ar/The site provides access to a range of materials from action research activities in preservice and graduate programs of the Faculty of Education at Queen's University.

The Association for Qualitative Research
http://www.aqr.org.uk/
It represents the interests of its members, currently some 1,150 individuals, who are directly involved in qualitative research: not just researchers, recruiters and field managers but also clients, academics, ad agency planners, etc. It also seeks to take the industry forward by being a catalyst for change. AQR has always provided a forum in which qualitative research developments can be raised and debated, standards maintained and enhanced, new skills learnt and shared through its comprehensive events and education programs.

Bibliography of Sources for Discourse Analysis Methods
http://www-personal.umich.edu/~jaylemke/meth-bib.htm
A bibliography for verbal data and discourse analysis written by Jay L. Lemke of the University of Michigan. It covers publications from 1962 to 1995 and could be a useful starting point for students and researchers undertaking qualitative research involving analysis of transcripts, speech and language.

British Library Sound Archive: Oral History
http://sounds.bl.uk/Oral-history
Part of the British Library Sound Archive, the Oral History section collects audio and videotaped interviews as well as carrying out its own programs of life story recordings. They also act as the main base for oral history in Britain, linking themselves to relevant worldwide oral history groups and also providing training and advice on methods. The Web site contains information about the use of oral history, a listing of the collection, a guide to using it and a selection of further oral history links and contacts. Also featured is information on the National Life Story Collection and the Millennium Memory Bank Project: a huge project to provide 'a unique and invaluable snapshot of how the British think of themselves and their past from the perspective of the beginning of a new millennium'. Sound extracts of interviews can be heard throughout the site. Sound files are in RealAudio format and require the use of RealPlayer software.
The Case Study as a Research Method
https://www.gslis.utexas.edu/~ssoy/usesusers/l391d1b.htm
This paper explains how to use the case study method and then applies the method to an example case study project designed to examine how one set of users, non-profit organizations, make use of an electronic community network. The study examines the issue of whether or not the electronic community network is beneficial in some way to non-profit organizations and what those benefits might be.

Center for Organization, Leadership and Management Research
http://www.colmr.research.med.va.gov/mgmt_research_in_va/methodology/qualitative_research.cfm
The role, benefits and appropriate use of qualitative research have been discussed extensively in the literature. Several references to excellent articles can be found in the references section and links to references.

Consortium ON Qualitative Research Methods (CQRM)
http://www.asu.edu/clas/polisci/cqrm/
CQRM promotes the teaching and use of qualitative research methods in the social sciences. Its activities include an annual training institute, where leading scholars have (to date) taught advanced qualitative methods to nearly two hundred graduate students and junior faculty.

Critical Methods Society
http://www.criticalmethods.org/qual.htm
This site is a compendium of printed and internet resource material on how to do qualitative research. Click on the links on the right. Additional material and corrections welcome.

Dan Kurland's www.criticalreading.com
http://www.criticalreading.com/
Dan Kurland has been a teacher of developmental reading/writing in various US academic institutions. His Web site aims to provide 'the fundamentals of critical reading and effective writing' and is useful as an introduction to the topic for the new student, as well as a refresher to the more experienced. In a series of short sections, 'Criticalreading.com shows you how to recognize what a text says, what a text does, and what a text means by analyzing choices of content, language, and structure. It shows you what to look for, and how to think about what you find.'

Digital South Asia Library
http://dsal.uchicago.edu/index.html
This web site houses South Asian reference materials, maps, statistics and photographic collections from the following: Hensley Photographic Library, American Institute of Indian Studies, Government College of Arts and Crafts (Chennai), and Oriental and Indian Office Collection. It is part of the University of Chicago Libraries.

Electronic Journal of Sociology
http://www.sociology.org/
The EJS is thus offered free of charge to individuals, libraries, academic and commercial organizations. It is part of, and a model for, a new publishing paradigm whereby the scholars themselves retain control over all aspects of the scholarly communication process.

ESDS Qualidata
http://www.esds.ac.uk/qualidata/about/introduction.asp
ESDS Qualidata is a specialist service of the ESDS led by the UK Data Archive (UKDA) at the University of Essex. The service provides access and support for a range of social science qualitative datasets, promoting and facilitating increased and more effective use of data in research, learning and teaching. The work builds on Qualidata's expertise and international reputation in this area.

Grounded Analysis
http://www.langrust.com/grounded1.htm
The traditional technique of the social sciences has been to build theories by testing pre-existing hypotheses that came from somewhere else. Grounded Theory development procedures use data in a
new way: to stimulate, and then to shape, the inductive thought processes of the researcher. It is a systematic approach to hypothesis building and theory testing. And it has proven to be very powerful.

The Grounded Theory Institute
http://www.groundedtheory.org/
This site is concerned with the development of Grounded Theory and it mainly covers the work of Dr. Barney G. Glaser. Note that the Web site design is rather old - it still uses frames for some pages, but the information on the site should be of interest to all those undertaking research using grounded theory. Details are given of seminars run by The Grounded Theory Institute and there is also an online Forum which is used for questions and information on grounded theory. Non-members can access the General Forum, but you have to join to see the other specific topic Forums. The site also gives details on how to join, new publications, and the Grounded Theory Review, which is a subscription journal.

International Institute for Qualitative Methodology
http://www.uofaweb.ualberta.ca/iiqm/
This is the homepage of the International Institute for Qualitative Methodology. The site is maintained by the Institute from their headquarters at the University of Alberta, in Edmonton, Alberta, Canada. The Institute aims to foster progress in qualitative research and methodology and to enable dialogue between international researchers in this area. Information on publications, workshops, conferences, research training is provided, alongside links to related resources.

International Journal of Qualitative Methods
http://ejournals.library.ualberta.ca/index.php/IJQM/index
The International Journal of Qualitative Methods is a peer reviewed journal published quarterly as a web-based journal by the International Institute for Qualitative Methodology at the University of Alberta, Canada, and its international affiliates. It is a multi-disciplinary, multi-lingual journal, free to the public. Its goals are to heighten the awareness of qualitative research, to advance the development of qualitative methods in varying fields of study, and to help disseminate knowledge to the broadest possible community of academics, students, and professionals who undertake scholarly research.

METHODS – Qualitative
http://gsociology.icaap.org/methods/qual.htm
The site provides various on-line resources on qualitative research methods by type.

Narrative Methods for Organizational and Communication Research
http://business.nmsu.edu/~dboje/papers/narrative_methods_intro.htm
A web resource library of qualitative materials, exercises, and study guides to supplement the (2001) book titled Narrative Methods for Organizational and Communication Research.

Overview of Qualitative Methods and Analytic Techniques
The site describes and compares the most common qualitative methods employed in project evaluations. These include observations, in-depth interviews, and focus groups. It also covers briefly some other less frequently used qualitative techniques. In addition, a list of recommended readings is provided.

PARnet
http://www.parnet.org/
PARnet is an action research web site on the Internet. An important part of the PARnet concept is to make it easy to share a large quantity of dynamic information and maintain its integrity, while at the same time reducing the cost and time commitment of maintaining such a project. This is accomplished by making it easy for all users to post new content and associating the stewardship tasks for each bit of information with the original contributor. Many items in the PARnet database have a renewal cycle. When this is the case, the system periodically prompts each contributor to review and renew items he or she has added.
Qualitative Content Analysis
http://qualitative-research.net/fqs-texte/2-00/2-00mayring-e.htm
The article describes an approach of systematic, rule guided qualitative text analysis, which tries to
preserve some methodological strengths of quantitative content analysis and widen them to a concept of
qualitative procedure.

Qualitative Methods – Internet Resources
http://www.liv.ac.uk/lstm/QRMweb/QRM1.htm
This web resource, primarily designed for students studying for the Qualitative Methods Module of the
Master of Community Health course at Liverpool School of Tropical Medicine, aims to provide direct links
to a number of websites providing information on various aspects of qualitative research.

Qualitative Methods
http://www.socialresearchmethods.net/kb/qualmeth.htm
There are a wide variety of methods that are common in qualitative measurement. In fact, the methods
are largely limited by the imagination of the researcher. Discussed here a few of the more common
methods.

Qualitative Methods Workbook
http://www.ship.edu/~cgboeree/qualmeth.html
The Qualitative Methods Workbook is an "e-text" prepared for the college course Qualitative Research
Methods at Shippensburg University.

The Qualitative Report
http://www.nova.edu/ssss/QR/index.html
An online journal dedicated to qualitative research

Qualitative Research
http://kerlins.net/bobbi/research/qualresearch/
Many useful resources for conducting qualitative inquiry are offered.

Qualitative Research Consultants Association
http://www.qrca.org/
QRCA is a not-for-profit association of consultants involved in the design and implementation of
qualitative research - focus groups, in-depth interviews, in-context and observational research, and more.

Qualitative Research: descriptions
http://bmj.bmjjournals.com/cgi/collection/qualitative_research_descriptions
The site lists papers related to qualitative research.

Qualitative Research Journals
http://www.nova.edu/ssss/QR/QR1-4/wark.html
The site includes a list of journals which have published and/or will publish qualitative research.

Qualitative Research Methods
http://www.wilderdom.com/qualitative.html
Information, resources, & links for qualitative research methods.

Qualitative Research in Information Systems
http://www.qual.auckland.ac.nz/
The site provides qualitative researchers in IS – and those wanting to know how to do qualitative research
– with useful information on the conduct, evaluation and publication of qualitative research.

Qualitative Social Science Research Methodology
An overview of qualitative research methods.
QualPage
http://www.qualitativeresearch.uga.edu/QualPage/
Resources for Qualitative Research

Selective Bibliography
http://research.umbc.edu/~eckert/qualbib.htm
It consists of General Overview, Interviewing, Group Interviewing Techniques, Observation Techniques, Data Analysis and Presentation.

Social Research Update
http://sru.soc.surrey.ac.uk/
Social Research Update is published quarterly by the Department of Sociology, University of Surrey, Guildford GU7 7XH, England.

Teaching Qualitative Methods
http://www.wcer.wisc.edu/tqm/
The site provides an online resource center intended to support teachers in their advancement of qualitative research in any and all disciplines.

User-Friendly Handbook for Mixed Method Evaluations
This is a free online guide to using a mixture of methods, i.e. using both quantitative and qualitative techniques in research. Published by the National Science Foundation's Directorate for Education and Human Resources in 1997, the handbook aims to 'provide information on qualitative techniques and discuss how they can be combined effectively with quantitative measures'. The publication is aimed at researchers and principal investigators who need 'practical rather than technically sophisticated advice about evaluation methodology'. Although the NSF supports mainly science and engineering, the principles in this handbook will also be of use to social scientists. The Handbook is divided into 4 parts: (I) Introduction to Mixed Method Evaluations (II) Overview of Qualitative Methods and Analytic Techniques; (III) Designing and Reporting Mixed Method Evaluations; and (IV) Supplementary Materials, which contains an annotated bibliography and glossary.
Part III:

**Pedagogical Resources**

This section, which includes Teaching Techniques and Online Teaching Forums, offers a wide range and variety of valuable resources for instructors. It covers how to design a course; responding to a diverse student body; discussions; lectures; collaborative strategies; student learning and its enhancement; writing assignments; testing and grading; instructional media and technology; assessing student learning and teaching; T.A. training and development; viewpoints; and philosophy.

**Lesson Planning and Teaching Techniques**

**Teaching Centers – Center for Teaching Excellence, The University of Kansas**
http://cte.ku.edu/resources/websites.shtml
A listing of teaching centers around the world.

**Research and Papers – The Idea Center**
http://www.theideacenter.org/research-and-papers/idea-papers
An online repository for ideas about all areas of teaching from teachers at US universities.

**Resource and Event Videos – The Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan**
http://www.usask.ca/gmcte/resources/resource-and-event-videos
Case-Based Learning, Academic Integrity Intro, Student Personal Problems, Graduate Student Teaching, Teaching Large Classes, Designing a Syllabus.

**Teaching Resources – UC Davis**
http://www.ucdavis.edu/faculty/teaching.html
Instructional materials on Copyrights and intellectual property. There is also a link to the UC Davis Center for Excellence in Teaching and Learning Course management.

**Teaching Resources – Tufts University**
http://provost.tufts.edu/celt/teaching-resources/
"PDF tip sheets and sample forms for download. Topics include Summative & Formative Assessment, Building Faculty-Student Interaction, Five Suggestions for a Successful First Class, and more."

**Teaching Resources: What the Best College Teachers Do – Montclair State University**
http://www.montclair.edu/academy/resources/teaching-resources/
This website is a collection of instructional material mostly from other websites that aims to provide information to teachers on improving the quality of their lecture, class discussions, and managements style, as well as useful ideas relating to different kinds of class challenges such as large classes and teaching with technology.

**Teaching resources – Stanford University, Teaching Commons**
https://teachingcommons.stanford.edu/resources/teaching-resources
Teaching tips and ideas for Teaching Assistants.

**Derek Bok Center for Teaching and Learning – Harvard University**
http://bokcenter.harvard.edu/ibc/ibc.do
A resources and informational website that offers research and learning news on education studies.
Higher Education Links (International) – The Higher Education Research and Development Society of Australasia
http://www.herdsa.org.au/?page_id=210
A collection of helpful links to international organizations that exist to improve teaching in higher education.

Carnegie Foundation for the Advancement of Teaching
http://www.carnegiefoundation.org/
This website is an R&D resource for the advancement of teaching which provides several good reading, video, networking, and news platforms to facilitate the spread of knowledge about teaching.

Resource Center – The Higher Education Academy, United Kingdom
http://www.heacademy.ac.uk/resources
This website offers a wealth of resources and teaching evaluation tools. Areas include discipline and thematic specific resources, EvidenceNet (an online resource for evidence-based teaching), journal links, and links to other websites.

Higher Education - Resources for Teaching and Research – University of Canterbury, New Zealand
http://library.canterbury.ac.nz/infolit/guides/research/academic.shtml
A great listing of online resources and publications for teaching in various subjects according to the following topics: Curriculum planning, Evaluation, Assessment, Supervising students, Teaching & lecturing in higher education, and Teaching with technology/instructional technology.

Teaching Tips Index – Honolulu Community College
http://www.honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#techniques
This website from Honolulu CC offers a plethora of information for instructors. Topics include:
• The First Day
• Preparing a course syllabus
• Preparing a lesson plan
• Teaching techniques
• Course design
• Communication
• Critical thinking
• Using questions effectively in teaching
• Instructional assessment techniques
• Teaching organization
• Human development
• How people learn
• Paying attention to core academic and workplace skills
• Motivating students
• Dealing with difficult behaviors
• Dealing with stress
• Feel good about teaching

A Berkeley Compendium of Suggestions for Teaching with Excellence – University of California at Berkeley
http://teaching.berkeley.edu/compendium/
The suggestions included in this compendium, with few exceptions, are the contributions of more than 150 members of the faculty of the University of California, Berkeley. These faculty members, which include over one-third of the past recipients of the Distinguished Teaching Award, opened their classrooms to evaluation by the project staff and gave generously of their time, their experience, and their ideas for teaching with excellence. It is to them that our greatest debt of thanks is owed.

Good Teaching Techniques, B.G. Davis – University of California at Berkeley
http://teaching.berkeley.edu/bgd/teaching.html
Tools for Teaching, Davis, B.G., Jossey-Bass; San Francisco, 1993
Written by Prof. Barbara Gross Davis and available through her webpage, this is compendium of classroom-tested strategies and suggestions designed to improve the teaching practices of all college instructors, including beginning, mid-career, and senior faculty members. The book describes 49 teaching tools that cover both traditional practical tasks, such as writing a course syllabus and delivering an effective lecture. It also describes newer, broader concerns such as responding to diversity on campus and coping with budget constraints.
National Teaching and Learning Forum
http://www.ntlf.com/
The National teaching and Learning Forum is a subscription publication dedicated to all aspects of pedagogy. Many of the articles are written by college faculty for college faculty. Although much of the content is for subscribers only, many helpful resources are offered free of charge under the “Supplementary Materials Archive” in the Site Map page.

Teaching Effectiveness Program – University of Oregon
http://tep.uoregon.edu/resources/index.html
The Teaching Effectiveness Program provides a wide range and variety of valuable resources for instructors. Materials include general classroom resources, information focusing on diversity, articles about featured University of Oregon teachers, library listings, and web links.

Teaching Resource Center – University of Virginia
http://trc.virginia.edu/Publications/Teaching_Concerns/TC_Topic.htm
Many of the articles in TRC’s newsletter, Teaching Concerns, provide tips on ways to improve teaching. The tips, of which there are many, are very diverse in scope. Subjects include advice about dealing with unprepared students, learning styles, discussion leadership, and many more.

Theory into Practice (TIP)
http://tip.psychology.org/
TIP is a tool intended to make learning and instructional theory more accessible to educators. The database contains brief summaries of 50 major theories of learning and instruction. These theories can also be accessed by learning domains and concepts.

Campus Technology
http://www.campus-technology.com/index.asp
Campus Technology is the only monthly publication focusing exclusively on the use of technology across all areas of higher education. Campus Technology provides in-depth, aggressive coverage of specific technologies, their uses and implementations, including enterprise resource planning; e-Learning and course management systems; presentation technologies; communication, portal, and security solutions - all the important issues and trends for campus IT decision makers.

Graduate Student Development – University of Nebraska-Lincoln
http://www.unl.edu/gradstudies/current/teaching
This teaching tips website offers many resources for teaching assistants and graduate student instructors. Many of the reports are available for downloading in PDF format.

Multimedia Educational Resource for Learning and Online Teaching
http://www.merlot.org/Home.po
MERLOT is a free and open resource designed primarily for faculty and students of higher education. Links to online learning materials are collected here along with annotations such as peer reviews and assignments.

Governance, the Public Sector and Corporate Power – Athabasca University, Canada
http://www.athabascau.ca/courses/govn/301/
The course examines a number of transformations in Canadian society. It examines the shifting configuration of contemporary governance and the privileged position of corporations in Canadian society and power structure, as well as the phenomenon of globalization and the international extension of business power. It also looks at the role of the mass media in shaping culture and dominant ideas within society; the restructuring of economic and social policy; constitutional change; the impact of market forces on state and civil society; the transformation of citizen to customer; and the increased threat to social cohesion. Finally, the course reflects upon the future of the public sector in Canada.
Innovative Public Management – Athabasca University, Canada
http://www.athabascau.ca/syllabi/govn/govn405.htm
The purpose of this course is to enable students to understand, and to think critically about, the recent widespread reforms to public administration and management. The course addresses the contemporary challenges to governance, and the powerful forces – such as globalization, technological change, and public expectations – that have forced nation states to redefine both their political and administrative roles. Upon completion of the course, students should be able to assess changes in Canadian public management and evaluate them in a comparative perspective.

Public Policy and Administrative Governance – Athabasca University, Canada
http://www.athabascau.ca/courses/govn/390/
The core objectives of the course are to familiarize students with the institutions and processes of state governance and to provide a conceptual framework for studying the development and implementation of public policy.

Public Policy in a Global Era – Athabasca University, Canada
http://www.athabascau.ca/courses/govn/403/
This course aims to provide students with the conceptual, theoretical and analytical tools required to study and critically assess Canadian public policy. Students will be introduced to the policy-making process at the national level in Canada. They will examine some of the more influential theories that purport to ‘explain’ the character and content of public policy. And, finally, students will explore the dominant policy trend of this global era – that is, the “internationalization” or “globalization” of public policy.

APSA Teaching Programs and Services
http://www.apsanet.org/content_3840.cfm
The American Political Science Association’s “Teaching Websites” site offers links to resources concerning education in higher education.

Center for Excellence in Learning and Teaching – Iowa State University
http://www.celt.iastate.edu/about/homepage.html
The CELT website offers many recommendations and tutorials for college instructors, especially graduate student teachers. Some of the content is specifically for Iowa State University faculty, but there is also helpful information for teachers at any institution.

Case Study Resources
In public affairs and administration, the case study approach to analyzing public policy issues provides a strong tool for considering the application of theory on a real-time basis. In utilizing the case study approach, instructors provide students with an opportunity to analyze the application of theory to action in public and/or nonprofit settings. This approach expands the knowledge base of the student to include a practitioner’s perspective on theory application. The following section includes web-based case study resource portals (free and commercial) and includes the following topics: Health Care, Nonprofit, Government, Performance Management, Human Resources, Diversity, Finance, and Technology.

Accenture
Accenture is a global management consulting, technology services and outsourcing company. Combining unparalleled experience, comprehensive capabilities across all industries and business functions, and extensive research on the world’s most successful companies, Accenture collaborates with clients to help them become high-performance businesses and governments.
Access to Information on the Environment in the United States OECD

American University – School of Public Affairs
http://www.american.edu/spa/researchcenters/
Seven research centers and institutes within the School of Public Affairs T American University bring together reports, case studies and research textbooks offering a complete resource for Public Affairs and Administration teachers and researchers. The centers/institutes include: Congressional and Presidential Studies, Women and Politics, Democracy and Election Management, Public Finance, Justice, Public Policy Implementation, and Environmental Policy.

American Society for Quality
A collection of case studies focused on the improvement of government service delivery.

ASPA’s Center for Accountability and Performance
http://www.aspaonline.org/cap/about/index.html
ASPA’s Center for Accountability and Performance offers access to case studies from the federal, state, and municipal levels of government as well as in the area of performance management.

Association for Research on Nonprofit Organizations and Voluntary Action
http://www.arnova.org
Case studies and other research materials focused on nonprofit sector issues are available through a membership access.

Australia – Department of Environment and Conservation, New South Wales
Case Study: Bronte Catchment Project. Inclusive environmental management.

Australia – Northern Rivers Area Health Service, New South Wales

Australia – Wollondilly Shire, N.S.W. Twyford Consulting, Wollondilly Shire Council
http://www.activeDemocracy.net/case_studies.htm

The Brookings Institution
Metropolitan Policy Program: This site provides case studies on urban related issues.
http://www.brookings.edu/about/programs/metro

Additionally, the Brookings Institution has another site that is a general link to the many policy centers that exist under its umbrella. Well worth the time and effort of searching.
http://www.brookings.edu/about#centers/

California – Integrated Waste Management Board
http://www.ciwmmb.ca.gov/LGLibrary/Innovations/
Case Studies: Commercial/government sector, Community/residential sector, Material specific, Specific successful programs, Specific successful jurisdictions.
Cases and Simulations Portal for Public and Nonprofit Sectors
The School of Public Affairs and Administration (SPAA), Rutgers University – Newark
http://spaa.newark.rutgers.edu/casesimportal/

A free, publically accessible online database with access to over 1,000 cases and simulations and related multi-media and fictionalized cases – resources that highlight the advances, innovations, challenges, and trends in the public and nonprofit sectors. This digitized network brings together a broad array of teaching and learning resources in public and nonprofit administration, and each is directly available in full-text format through our portal. This database will be continually updated and will reflect the most current perspectives on real-time issues affecting the public and nonprofit sectors throughout the globe. This new resource has been created for public and nonprofit service teachers, students, administrators, volunteers, elected officials, citizens, and researchers.

Topics included in the portal:

- Rutgers SPAA Sponsored Cases and Simulations
- Public/Nonprofit Administration
- Organizational Theory
- Human Resources & Diversity
- Decision Making
- Politics/Policy Making
- Multi-Level Governance/Networking
- Performance Measurement & Management
- Program Evaluation
- Budgeting/Finance
- Leadership
- Ethics
- Technology
- Community Service/Citizen Participation
- Future Opportunities & Issues

Case Studies in Public Policy Development by Ginsler & Associates Inc
http://www.ginsler.com/resources

Ginsler & Associates Inc. brings over 25 years’ experience in nonprofit community development, human services planning, and community capacity building. Working with community organizations, donors, and governments in such areas as homelessness, hunger, community research, and multi-sector coordination and collaboration, Ginsler brings out the best in community service agencies, local businesses, and government programs.

Case Method Website: How to Teach with Cases – University of California, Santa Barbara
http://www.soc.ucsb.edu/projects/casemethod/teaching.html

This site consists provides general materials on teaching with the case method and with links to other sites dedicated to teaching case method.

Case Studies in Science – State University of New York-Buffalo
http://www.etc.buffalo.edu/resources/resources-from-select-workshops.html

This site includes a list of workshop videotapes, articles, books, bibliographies, and web links to teaching and case study literature. In addition, articles and information that are provided exemplify how science and scientific methodological techniques can be introduced into the classroom.

Center for Technology in Government – SUNY - University at Albany (State University of New York)
http://www.ctg.albany.edu/

“The mission of the Center for Technology in Government at the University at Albany is to foster public sector innovation, enhance capability, generate public value, and support good governance.” Through
partnerships, the Center applies it research to advance innovation in public service locally and globally. Articles, Cases, White Papers and current research profiles are accessible through this site.

Center for Creative Leadership
http://www.ccl.org
The mission of the Center for Creative Leadership is to advance the understanding, practice, and development of leadership for the benefit of society worldwide.

Center on Budget and Policy Priorities
http://www.cbpp.org/
Areas of research include health policies, labor market policies, low income, housing, and poverty. “The Center conducts research and analysis to help shape public debates over proposed budget and tax policies and to help ensure that policymakers consider the needs of low-income families and individuals in these debates”.

Charlotte, NC – Origination and History of Balanced Measures Approach
http://govinfo.library.unt.edu/npr/library/papers/bkgrd/charlotte.htm

Citizen.org
www.citizen.org/documents/Bolivia_(PDF).PDF
Single Case Study: Water Privatization in Chabamba, Bolivia

Citizen Driven Government Performance – National Center for Public Performance
Rutgers University-Newark – School of Public Affairs and Administration
http://spaa.newark.rutgers.edu/ncpp/
The cases featured on this website are narratives of citizen-driven initiatives that involve citizens in the measurement of government performance.

Colorado – Department of Natural Resources
http://www.wildlife.state.co.us
Case studies of trail projects involving significant wildlife issues.

Connecticut – Department of Environment Protection
Case studies are available.

Congressional Internet Caucus Advisory Committee
http://www.netcaucus.org/statistics/
The Congressional Internet Caucus Advisory Committee (ICAC) strives to assure informed decision-making by policymakers.

Electronic Hallway
http://hallway.evans.washington.edu/
Numerous cases of course design and materials are provided, including links to other sources of information. A password is needed. The Electronic Hallway is administered by the Daniel J. Evans School of Public Affairs at the University of Washington.

E-Governance Institute, National Center for Public Performance – Rutgers University-Newark
http://spaa.newark.rutgers.edu/ncpp
The Institute is committed, through its work to supporting the gathering and sharing of knowledge; and in providing information and data that would promote the understanding of how e-governance can strengthen the fundamental partnership between the public sector and the private citizen.
European Case Clearing House
http://www.ecchatbabson.org/
“Quite simply, we are the largest single source of management case studies in the world. We hold and distribute all cases produced by the world’s best-known management teaching establishments, as well as case studies in many languages produced by individual authors from almost every corner of the globe”.

Europe – Local Government Public Service Reform Initiative

Ford Foundation, Publications
http://www.fordfoundation.org/library
The Foundation’s recent publications on social and civil affairs including peace and justice, women’s issues, and sustainable development are available on this site. Case studies, research reports, and multimedia resources are available.

George Mason University Center for the Study of Public Choice
http://www.gmu.edu/centers/publicchoice/
The Center is a research institution where eminent scholars conduct innovative research, publish their findings and conclusions in a variety of print and electronic media, and teach the science of public choice.

Georgetown University Institute for the Study of Diplomacy
http://www.guisd.org/
Over 400 case studies in international affairs are available through this site. There is a fee associated with purchasing the cases although no fee is applied for searching the site.

Harvard University – John F. Kennedy School of Government
https://www.case.hks.harvard.edu/images/other/1136_0.pdf An overview of the case method. The case method of instruction has been a trademark of graduate professional education at Harvard University since it first developed at the Harvard Law School in the 19th century. It is predicated on the belief that discussion focused on real-world situations and guided by skilled instructors will better prepare students for professional life than would lecture and theory alone.

Indiana – Department of Workforce Development
http://www.in.gov/dwd/
Success stories on job seeking and other workforce topics.

International Consortium of Governmental Financial Management
http://www.icgfm.org/reports.htm
This site provides case studies on governmental financial issues.

Iowa State University – Citizens Identifying Performance Measures – The Experience in Iowa

John F. Kennedy School of Government – Harvard University
http://www.ksgcase.harvard.edu
The Case Program at the Kennedy School of Government, Harvard University is the world’s largest producer and repository of case studies designed for teaching about how government works, how public policy is made, and how nonprofit organizations operate. Use this site to search the case catalog, read abstracts for nearly 2,000 cases, sequels/epilogues and notes, and access full-text cases.

Kansas Historical Society
http://www.kshs.org/government/index.htm
The Kansas State Historical Society was established in 1875 by the Kansas Editors’ and Publishers’ Association to save present and past records. In 1879, the state enacted legislation that recognized the
Society as “the trustee of the state” for the purpose of maintaining the state's history. Site contains case studies on government document record keeping.

**Learning and Teaching Support Network Centre for Economics**
http://www.economics.ltsn.ac.uk/handbook/casestudies/12.htm
The Learning and Teaching Support Network Centre for Economics (Economics LTSN) centre provides a range of free services that support university teachers of economics in the UK

**Local Initiatives Support Corporation**
http://www.lisc.org/resources/2003/01/initiative_1064.shtml?Planning+%2526+Land+Use
Established by the Ford Foundation, LISC offers citizens the power to take control of distressed neighborhoods and transform them into vibrant healthy communities. Case studies and research reports on neighborhood revitalization efforts of LISC are available through this site.

**Michigan – Department of Labor & Economic Growth**
http://www.michigan.gov/cis/0,1607,7-154-25676_25679---,00.html
Case Study Series: Residential, Public Buildings, Business and Non-Profit, Industrial, Transportation, Wind and Solar, Additional Case Studies

**Microsoft, U.S. Government Cases**
http://www.microsoft.com/casestudies/
These Microsoft case studies show how U.S. government organizations are increasing security, reducing operational costs, saving taxpayer money, and improving public services.

**Mining, Minerals and Sustainable Development**
http://www.iied.org/mining-minerals-sustainable-development
Mining, Minerals and Sustainable Development (MMSD) was an independent two-year process of consultation and research with the objective of understanding how to maximize the contribution of the mining and minerals sector to sustainable development at the global, national, regional and local levels. Through this process, MMSD has proposed a clear agenda for global change in the minerals sector that is based on careful analysis that is understood and supported by many key stakeholders and that identifies mechanisms for moving forward. The Mining, Minerals and Sustainable Development Project (MMSD) was an independent two-year project of research and consultation seeking to understand how the mining and minerals sector can contribute to the global transition to sustainable development. MMSD was a project of the International Institute for Environment and Development (IIED) commissioned by the World Business Council for Sustainable Development (WBCSD).

**Minnesota – Minneapolis, MN & Saint Paul**
MN Center for Urban and Regional Affairs, H. H. Humphrey School, University of Minnesota
http://www.cura.umn.edu/publications/catalog/reporter-35-1-1
Community Organizing and Citizen Involvement: Case Studies from the Twin Cities Training Program for Neighborhood Organizers

**Minnesota Pollution Control Agency**
Nationwide case studies about pollution control are provided.

**National Academy of Public Administration**
http://www.napawash.org/
The National Academy of Public Administration is an independent, non-partisan organization chartered by Congress to assist federal, state, and local governments improving their effectiveness, efficiency, and accountability. For more than 35 years, the Academy has met the challenge of cultivating excellence in the management and administration of government agencies. This site has case studies on public administration, online or offline.
National Alliance to End Homelessness
http://www.naeh.org/
The National Alliance to End Homelessness is a nonprofit organization whose mission is to mobilize the nonprofit, public, and private sectors of society in an alliance to end homelessness.

National Civic League
http://ncl.org/
The National Civic League’s web site contains information on a broad variety of topics related to our mission. Browse NCL's programs for an assortment of online community building resources, articles, and speeches from experienced facilitators, researchers, and leaders.

National Endowment for the Arts
http://arts.gov/artistic-fields
This section of the NEA website offers a compendium of case studies in the arts crossing disciplines (music, theatre, dance, visual arts, literature, and folk arts) and touches on issues of concern to the entire arts community whether you are an artist, arts administrator, board member, community volunteer, or educator.

Nelson A. Rockefeller Institute of Government
http://rockinst.org
They provide lots of case studies on public administration, among which many are specific to New York state and local government.

New York City Waste Le$$
New York City government website dedicated to the dissemination of information about the City of New York’s efforts to implement programs and links to other government case studies about waste disposal, prevention, recycling, etc.

NOAA Coastal Services Center
http://www.csc.noaa.gov/digitalcoast/stories/list
Stories from the Field from NOAA’s Digital Coast has numerous examples of environmental hazards, planning, and best practices for tools and data application.

Ohio Balanced Growth Practices
http://balancedgrowth.ohio.gov/BestLocalLandUsePractices/CaseStudies.aspx
Case studies on Community projects on land use.

PA consulting Group
PA Consulting Group is a leading management and IT consulting and technology firm. Independent and employee-owned, they operate globally in more than 30 countries and transform the performance of major organizations in both the private and public sectors.

Pew Center for Civic Journalism
http://www.pewcenter.org/doingcj/pubs/cases/intro.html
The Pew Center’s objective is to report on various civic journalism experiments around the country, sharing the lessons learned with the rest of the profession and tracking how those experiments are evolving.

Public Affairs Topics from All over the World – Rutgers University-Newark
http://www.youtube.com/RUPubserve

Public Performance & Management Review
This journal has cases and comments.
Reason Public Policy Institute Citizens’ Budget Reports: Improving Performance and Accountability in Government

Roseville: MetroGIS
Performance Measures Case Study: City of Roseville.

Sierra, Nevada Ecosystem Project, CA
http://www.watershed.org/?q=node/264. SNEP is the Sierra Nevada Ecosystem Study, a congressionally mandated 3-year study of the entire Sierra Nevada range. The study was managed by the University of California Centers for Water and Wild Land Resources, Davis, CA under a research agreement with the U. S. Forest Service, Pacific Southwest Research Station, Albany, CA. Posted on this web site will be the final reports from this intensive study by an independent science team.

South Korea OECD

Sustainable Communities Network
http://www.sustainable.org/casestudies/studiesindex.html
Communities throughout the country are undertaking initiatives that integrate environmental, economic and social goals. In this section you will find profiles of innovative projects and programs as well as numerous links to web sites that describe a wealth of other initiatives.

Syracuse, NY – Maxwell School, Syracuse University
http://ncpp.org
Teaching Case: Syracuse, New York

Temple University – The Fox School of Business, Center for Competitive Government
http://www.sbm.temple.edu/ccg
The Center deals with description, evaluation and planning of innovations by government.

The Trust for Public Land
http://www.tpl.org/ The Trust is a national, nonprofit, land conservation organization that conserves land for people to enjoy as parks, community gardens, historic sites, rural lands, and other natural places, ensuring livable communities for generations to come. The Conservation Finance Program of the Trust for Public Land helps states and communities generate new funds for parks and open space acquisition through legislative action or referenda. This archive contains case studies of successful conservation finance measures

University of Washington – Evans School of Public Affairs
http://evans.washington.edu/research
The University of Washington’s Evans School of Public Affairs offers a variety of resources in the following areas:
• This Nonprofit management
• Environmental policy and management
• Poverty studies
• Education
• International affairs
• Public management, policy analysis, and finance
The Urban Institute
http://www.urban.org
The Urban Institute is a nonprofit policy research organization to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. A lot of cases are available online.

United Nations Development Program
http://www.undp.org/content/undp/en/home.html
UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. We are on the ground in 166 countries, working with them on their own solutions to global and national development challenges. As they develop local capacity.

United Nations Educational Scientific and Cultural Organization
http://www.unesco.org
This site provides case studies related to culture and science in various regions of the world and its relationship to public administration. (The site has been reorganized and you must now use the search engine function to find the many case studies.)

United Nations Public Administration Network – UNPAN Case Studies
http://www.unpan.org/
This site provides case studies and other resources from cities around the world.

United States – Department of Agriculture, Economic Research Service
http://www.ers.usda.gov/Emphases/SafeFood/
Case Studies of Safe Food Supply.

United States – Department of Education
Case Study of River City High School Project Classes.

United States – Department of Energy’s Industrial Technologies Program, Case Studies
http://www.eere.energy.gov/industry/bestpractices/case_studies.html
The U.S. Department of Energy collaborates with U.S. industry to implement energy-efficiency demonstration projects in operating plants. Best Practices participates in plant-wide assessments and the demonstration projects. Once an assessment or project is complete, the Best Practices team publishes a case study. Before an energy-efficiency project can be implemented, it must be funded. Under management case studies, corporate-level managers are more apt to approve money for such projects if they know of similar projects that have been successful. These case studies are aimed at such decision-makers and help them examine the bottom-line benefits that result from successful applications of energy-efficient practices and technologies.

United States – Department of Health and Human Services, Centers for Disease Control and Prevention
http://www.cdc.gov/eis/casestudies/casestudies.htm
The Public Health Training Network (PHTN) is a distance-learning network of people and resources that takes training and information to the learner. PHTN uses a variety of instructional media ranging from print-based to videotape and multimedia to meet the training and information needs of the health workforce nationwide. The case studies in applied epidemiology have been developed at CDC and used in training activities since 1951. They are the cornerstones of the initial training for Epidemic Intelligence Service (EIS) Officers, CDC’s “disease detectives”. The case studies allow students to practice their epidemiologic skills in the classroom to carefully crafted exercises that detail real public health problems. They cover a wide variety of topical areas (e.g., infectious diseases, chronic illnesses, occupational and environmental health) and epidemiologic principles (e.g., outbreak investigation, surveillance, study design, data interpretation, descriptive and analytic methods).
United States – Department of Transportation/Federal Highway Administration, Federal Transit Administration
http://www.fhwa.dot.gov/environment/ejustice/case/
Case studies illuminate effective practices on how to better promote environmental justice principles.

United States – Federal Emergency Management Agency
There are successful cases on emergency relief missions around the world.

United States – Federal Trade Commission
http://www.ftc.gov/be/econrpt.htm
Bureau of Economics: Economic Reports.

United States – General Accounting Office
http://www.gao.gov/docsearch/featured/bp_reviews.html
Best Practices Reviews identify other public and private sector organizations that are widely recognized for major improvements in their performance in a specific area, such as financial management. The processes, practices, and systems identified in these leading organizations are referred to as best practices and provide a model for other organizations with similar functions and/or missions.

United States – General Services Administration
http://www.gsa.gov/portal/category/105619
Business Case/Case Studies.

United States – Library of Congress
http://www.loc.gov/rr/frd/terrorism.html
Terrorism and Crime Studies.

United States – National Archives
http://www.archives.gov/about/speeches/07-17-97.html
Changing Organizations: NARA as a Case Study.

United States – National Institute of Standards and Technology
http://www.atp.nist.gov/eao/eao_pubs.htm
ATP Economic Studies, Survey Results, Reports and Working Papers.

United States – National Park Service
http://www.nps.gov/partnerships/case_studies.htm
Infrastructure development projects, tourism, historic assets preservation case studies, and many others.

United States – National Renewable Energy Laboratory
http://nrelpubs.nrel.gov/casestudies
Profiles in Renewable Energy: Case Studies.

United States – Office of Personnel and Management
http://www.opm.gov/studies/index.htm
Cases about performance measurement, leadership, incentives, etc.

University of California, Santa Barbara – Case Method Website, How to Teach With Cases
http://www.soc.ucsb.edu/projects/casemethod/teaching.html
This part of the site consists of some general materials to help you learn to teach with the case method. For teaching specific cases, see the “Teaching Notes” section of the case itself.

Vanderbilt University – Case Method of Instruction [CMI] Outreach Project
http://www.cmiproject.net/
This project aims to increase awareness of the case method of instruction as an alternative or supplement to more traditional methods of early intervention personnel preparation and to increase the
number of instructors who are skilled in using the method. The CMI-Outreach Project is funded through the U.S. Department of Education, Office of Special Education Programs and operates as part of Peabody College’s Department of Special Education at Vanderbilt University, Nashville TN.

**Washington Strategic Planning Office of City of Seattle**  
Seven case studies in environmental management. Lessons from these case studies and the implications for Seattle are discussed.

**World Bank**  
Additional resources for governance and public sector management cases from developing countries:

**Yale University**  
[http://ponpo.som.yale.edu/publ.html](http://ponpo.som.yale.edu/publ.html)  
PONPO’s Cases in Nonprofit Governance Series is a unique curricular resource, offering perspectives on the dynamics of nonprofit governing boards.

### Simulations

Simulations are attractive teaching resources. For example, they allow students to act as a mayor or city planner. They can fight crime, unemployment, and pollution. They can balance a budget, decide the tax rate, and fund different levels of city services. Simulations operate at different levels. At the local level, the players are typically officials in a small local government (such as a city in the United States or a barony in a medieval kingdom). At the national level, players are officials in a national government or rulers of nations. Players may also be officials in organizations such as the United Nations, a political party, or a corporation, or may control different organizations. Some nation-simulation games combine elements of all of these.

In terms of style, there are two different kinds of simulations. One is internet-based and the other is a computer software simulation. For instance, American Government Simulation is an internet-based nation-simulation game. Internet-based simulations normally deal with existing nations (such as the modern day United States, United Kingdom or Canada). Computer software simulations such as the Civilization series and Simcity, on the other hand, deal with fantasy countries or even historical nations (i.e., The Roman Empire).

Simulations included in this section:
- American Government Simulations
- Budget Shadows
- Cases and Simulations Portal, Rutgers - Newark
- Capitalism 2
- Civilization 4
- Doonesbury Election Game-Campaign ’96
- Global Simulation Workshop
- The Iowa Electronic Markets

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American Government Simulations
http://www.americangovernmentsimulation.com/
AGS became the new standard by which online sims are measured within days of its launch on Independence Day 2004 – and they're still growing! AGS has added and refined countless new innovations to the “game” of American politics, including:

- A complete presidential campaign simulation, including primaries, debates, ads, finances and live Election Night news coverage.
- The media factor. Players vie for coverage in the weekly Capitol Chronicle or in interview slots on the Sunday morning talk shows.
- Public opinion and reaction. Your actions can have consequences. Poll numbers can skyrocket or slip. Other nations can laud your skill or condemn your failures.
- Prestige simulator. Players gain Prestige Points with political successes or lose them with setbacks.
- Money. Keep your party's big donors happy, and you'll have all the money you need for your next campaign. Make them unhappy and things get tricky.
- Realistic House procedures, including Majority and Minority coalitions, Deputy Speakers to preside over House business, and a fully customized Rules of Order.
- The States play a role in Washington, especially when you're running for Senator or Governor.
- Expanded customization and functionality. New features are added regularly, for maximum realism. What you get out of AGS is what you put in, and now, you can put in a lot.

AGS was developed by a group of former members of NGS: America, a sim that ran from approximately July 2003 to January 2004. The group intended to build upon the “NGS model” of online political simulation, adding a number of new mechanisms and concepts, including:

- Simulated elections and “events” to add consequences to players' decisions.
- House organization, resting upon majority and minority parliamentary coalitions.
- Media mechanisms such as press releases, editorials and news stories.

AGS went live on July 4, 2004. Within two months of opening AGS became the most popular political sim on the internet, with hundreds of active members. AGS continues to grow, adding innovative new features to create the web's most realistic, full-featured simulation.

Budget Shadows
http://staff.lib.msu.edu/harris23/red_tape/o&e9501.htm
Try your hand at entitlement reform. Download Budget Shadows, a challenging, fun, interactive program that puts you in the driver's seat. See what effect different policy decisions would have on entitlement programs, the U.S. budget, and U.S. citizens. Decide for yourself what choices and trade-offs you think the federal government should make to address our fiscal challenges. (Lotus for Windows is required.) Budget Shadows is a byproduct of the Bipartisan Commission on Entitlement and Tax Reform's year-long study of the nature and scope of America's long-term fiscal-dilemma.
A simulation which allows the user to assemble his or her own entitlement reform package and determine its future fiscal impact on the nation. It is a part of "Crossroads: the Future of Entitlements in America (1995)." Crossroads is an educational tool designed to provide an interactive look at the fiscal choices facing America. The CD documents the activities of President Clinton's Bipartisan Commission on Entitlement and Tax Reform. The Commission's Lotus-based simulation "Budget Shadows" is also located on this CD. Budget Shadows allows the user to assemble his or her own package of entitlement reforms and to see the effects of those decisions on the Nation's fiscal future. For Macintosh and Windows; requires Lotus 1-2-3 for Windows to run Budget Shadows.

A free, publically accessible online database with access to over 1,000 cases and simulations and related multi-media and fictionalized cases – resources that highlight the advances, innovations, challenges, and trends in the public and nonprofit sectors. This digitized network brings together a broad array of teaching and learning resources in public and nonprofit administration, and each is directly available in full-text format through our portal. This database will be continually updated and will reflect the most current perspectives on real-time issues affecting the public and nonprofit sectors throughout the globe. This new resource has been created for public and nonprofit service teachers, students, administrators, volunteers, elected officials, citizens, and researchers.

Topics included in the portal:

- Rutgers SPAA Sponsored Cases and Simulations
- Public/Nonprofit Administration
- Organizational Theory
- Human Resources & Diversity
- Decision Making
- Politics/Policy Making
- Multi-Level Governance/Networking
- Performance Measurement & Management
- Program Evaluation
- Budgeting/Finance
- Leadership
- Ethics
- Technology
- Community Service/Citizen Participation
- Future Opportunities & Issues

The business simulation is for those who mean business. Create and control the business empire of your dreams. This in-depth strategy game covers almost every aspect of business that could be encountered in the real world. Use marketing, manufacturing, purchasing, importing, retailing, and more to become a corporate CEO. Capitalism 2 features two new campaigns – The Capitalist Campaign and the Entrepreneur Campaign – plus an in-depth tutorial to make the most complex business strategy a breeze to learn.

Features:
- New multiplayer game for up to seven players (play it on ubi.com).
- Vivid 3D graphics show off a bustling city environment.
- Choose from over 60 product types to manufacture and market.
• Hire and fire upper management positions such as Chief Operating Officer, Chief Marketing Officer, and Chief Technical Officer.
• Develop your own technology or acquire it from another company.
• Expand your corporation into a true conglomerate; get ink on your fingers and take to the airwaves with your newspaper publishers, TV, and radio stations.

Civilization 4
http://www.2kgames.com/civ4/home.htm
With over 6 million units sold and unprecedented critical acclaim from fans and press around the world, Sid Meier’s Civilization is recognized as one of the greatest PC game franchises of all-time. Now, Sid Meier and Firaxis Games will take this incredibly fun and addictive game to new heights by adding new ways to play and win, new tools to manage and expand your civilization, all-new easy to use mod capabilities and intense multiplayer modes and options. Civilization IV will come to life like never before in a beautifully detailed, living 3D world that will elevate the game play experience to a whole new level. Civilization IV has already been heralded as one of the top ten games of 2005, and a must-have for gamers around the globe!

Doonesbury Election Game-Campaign ’96
The Doonesbury Election Game: Campaign ’96 is a fun, but largely forgotten, simulation of 1996 US Presidential Election that allows the players to create their own tickets, pick campaign staffs from dozens of comic strip Doonesbury characters, and run the campaign. Designed by Randy Chase, Doonesbury Election Game plays like an updated version of his 1993 classic Power Politics, except this time there are many more options and trimmings, although not necessarily a brighter AI. You play the role of campaign manager for whichever party you choose: Republican, Democratic, or Independent. You will have control over all aspects of your candidate, but will still have to remain aware of your competitors, as they will do anything to thwart your campaign.

When the game begins, your first duty is to pick your party and candidate from a list of real 1996 candidates. If you dislike them all, you can create your own candidate. Any candidate can be controlled by a human player, so up to 3 people can join the game. You then get to decide on your candidate’s attributes and views on topics such as abortion and gun control. You will then pick your running mate and staff. Here is where Doonesbury fans will have the most fun, because the advisors are chosen from a pool of major Doonesbury characters, each with his or her own strengths and weaknesses that are true to the series. There are 4 positions to fill: Strategy Advisor, Spin Doctor, Financial Advisor, and Communications Director, all of whom are crucial to your success.

Gameplay is turn-based, with you deciding on what to do each day in your office as the clock ticks down toward Election Day. You can call each of your advisors to get news updates and advice. You can schedule trips for your candidate and running mate, and arrange events that would help your campaign in different ways, e.g. a political rally helps gain press exposure, while fundraising events allow you to meet with the voters and fill your coffer in the process. When things really start to heat up, you can challenge your opponents to a debate. You can order a poll in each state to see how well your campaign is going, and spend money on advertising and press conferences.

The computer has a wealth of statistics and information on each state’s voting history. You can check on your opponents’ win/loss record to see how well they’ve done in previous elections. Lastly, you can watch short, 30-second video clips of different candidates from past elections. As the day wears on, you receive newspapers, poll results, and notes from your advisors.

Global Simulation Workshop
http://www.osearth.com/
The Global Simulation Workshop is a 3-hour interactive game that builds critical skills and teaches its participants about global issues.
Developed by a team of experienced educators and researchers over the past three decades, the game has been played by more than 350,000 people from around the world. More than 2,500 educational institutions, organizations, and corporations from 35 countries have used the game to teach their participants about how the world works, and how to make it work better.

History. Economics. Geography. Political science. Ethics. Social studies. Technology. Media. Culture. All of these elements are integrated into the Global Simulation Workshop. In a world so intricate and dynamic, it is easy for individuals to lose sight of the “big picture”. The Global Simulation Workshop helps them reconnect with the global perspective by putting the world into their hands.

In the late 1940's, the world was coping with the ravages of world war and nationalism. Buckminster Fuller, the American inventor, educator, and visionary, conceived a tool to help address these critical problems: the World Game.

Fuller's vision for the World Game grew out of his earlier studies of war games at the U.S. Navy War College. He envisioned a “great logistics game,” like a war game, but he at first called his version a “World Peace Game.” Fuller's game was intended to be a tool that could be used by people around the world to understand and develop solutions to what he called the real enemies of humanity: hunger, illiteracy, lack of health care, environmental degradation, and “you or me” thinking.

Later, Fuller proposed to house The World Game in a giant geodesic dome that he designed as the U.S. Pavilion for the 1967 Montreal World's Fair. His giant dome was built, but the USIA rejected his World Game exhibit as too “revolutionary.” Undaunted, Fuller continued to develop his World Game. In 1972, the World Game Institute was established by Fuller and two colleagues, o.s.Earth founders Howard Brown and Medard Gabel. The World Game Institute brought the World Game experience to hundreds of thousands of participants around the world. The World Game Institute also developed the world's largest and most accurate map of the world, one of the most detailed and substantive databases of global statistics available anywhere, and educational resources designed to teach interdependence, collaboration, respect for diversity, and individual participation in a global society.

The o.s.Earth Global Simulation is a direct descendent of Fuller's “World Peace Game.” In a Global Simulation, Fuller's original idea is enhanced with state of the art multimedia, the inclusion of relevant current issues, and dynamic game play. What results is a challenging and moving experience that participants remember for a very long time.

The Iowa Electronic Markets
http://tippie.uiowa.edu/iem/index.cfm
The IEM is a real time and real money electronic futures market designed specifically as a teaching and research tool. Students use real money accounts to trade contracts with payoffs based upon real-world events such as political outcomes, stock price rates of return, movie box office receipts, and federal reserve policy decisions. The markets run continuously with new sets of contracts opening at least once a month.

Participating in the IEM provides students with real incentives to learn about markets and follow economic, financial and political news. Trading in the markets requires students to apply class concepts to real decisions. Thus, the markets reinforce ideas from class and enhance student understanding. The IEM provides students with a broader learning experience. It allows them to participate directly in a market instead of simply reading and talking about markets. This experiential learning improves pedagogy, stimulating students to develop their own intuition for concepts developed in class. The markets operate with user friendly, menu-driven technology and are easily accessed through the Internet. In addition, many of our market pages include links to other resources on the web. Trading in the IEM helps students integrate concepts from economics, statistics, accounting and finance. It provides hands-on experience with markets, one of the key ways in which wealth is distributed and acquired.
The IEM is an interactive case study in which students' own behavior generates economic transactions. These transactions can be used as a forum for discussing the underlying economic events which instigated the trading, or used to prepare financial statements which:

- Investigate how to value assets: Historical cost vs. market value vs. expected return, and valuing individual assets that are purchased as a bundle.
- Investigate how to measure earnings matching costs to assets: specific ID, LIFO, FIFO, weighted average.
- Recognizing gains and losses: differentiate recognition from realization.

Instructors must set up an IEM Class Description before their students can open their IEM trading accounts.

**Jennifer Government: Nation States**
http://www.nationstates.net/cgi-bin/index.cgi

Nation States is a free nation simulation game. Build a nation and run it according to your own warped political ideals. Create a Utopian paradise for society's less fortunate or a totalitarian corporate police state. Care for your people or deliberately oppress them. Join the United Nations or remain a rogue state. It's really up to you.

**National Budget Simulation**
http://www.budgetsim.org/nbs/

This simple simulation should give you a better feel of the trade-offs that policy makers need to make in creating federal budgets and dealing with deficits. This simulation asks you to adjust spending and tax expenditures in the 2006 budget proposed by the White House in order to achieve either a balanced budget or any other target deficit. In order to make the choices we face in the budget clearer, we assume that you make the adjustments all in one year.

According to the Congressional Budget Office, the 2006 fiscal deficit is projected to be $296 billion. This does not include the costs of the Iraq War, so in the simulation the deficit has been increased by $105 billion, the costs of the supplemental appropriations for Iraq and Afghanistan operation for fiscal 2005, for a total projected deficit of $401 billion. These costs and the associated deficits can be adjusted in the simulation based on your estimates of the likely continuing costs of the war or whether to scale back or end those operations.

The Simulation also allows you to adjust the costs of the 2001 and 2003 tax cuts, either cutting or canceling them to raise revenue, or increasing them to create larger tax cuts. It also allows you to increase or decrease tax expenditures, also known as tax deductions, credits or “loopholes.”

There are two ways to play the game: a simple version that challenges you to cut major categories of spending and/or eliminate tax loopholes, or a longer version with sub-categories of spending. It is suggested that you do the simulations first without knowing their budgets. You may be surprised that cutting certain programs yield little revenue. This makes the simulation a bit more challenging since it tests whether your perception of where money goes in the budget matches the reality.

A graph will be produced showing the distribution of spending and tax expenditures in the main categories. Just remember: increasing any category, whether a spending or a revenue category, will increase the deficit, while cutting any category will decrease the deficit.

- Why this simulation uses a one-year budget rather than projections over a number of years.
- Why does this simulation cut this coming year's budget, rather than projecting cuts over many years like Congress and the President often do?

The primary reason is that thinking about dealing with the budget in one year is simpler: simpler to present, simpler to program and simpler to understand the issues at stake in the budget debate. And that simplicity is a virtue since long-term budget projections have an obvious history of obscuring hard choices and, frankly, allowing politicians to lie about ultimate results. This is one of the main reasons we have seen the return of the present budget deficit. The reality is that it is no easier to cut the deficit over a few
years than in one year – the choices are the same. The only difference is that various budget gimmicks over time obscure those choices.

There are three major reasons projections into the future obscure these choices: inflation, changes in revenues due to population growth, and changes in numbers in need for government services due to population changes.

Inflation cuts the value of dollars spent on programs each year. A “freeze” in spending that ignores inflation will mean a real cut in that program. As an example, if we assume 3% inflation each year, a “freeze” in spending means almost a 20% real cut in the program over seven years. It is a much more clear and honest debate if we discuss whether to cut the program 20% up front.

Changes in revenue due to population growth means that the government can expect to raise more revenue each year without doing anything. This is on top of revenue increases due to inflation. Some budget projections play games with this expectation in order to argue for a budget. The massive tax cuts in the early 1980s projected much larger revenue increases than ever materialized, allowing “projections” of much smaller deficits than we actually ended up with by the end of the decade.

Along with revenues increasing with population growth, there are changes in the numbers in need of government services due to population changes. Population growth means more children in school, more total people unemployed (even with the same unemployment rate), more people qualifying for Medicare and Social Security and so on. What this means is that even if a program’s spending increases with inflation, those benefits will be divided between more and more people, meaning fewer textbooks per child, lower benefits for Medicare recipients and so on. Increasing revenues due to population changes can often match increasing needs, but playing with projections with either number allow budget-cutters to obscure real cuts in programs for those using them.

The bottom-line is that adjusting the present budget (using fiscal year 2006 in our simulation) is the simplest way to show the choices we face in balancing the budget. In fact, it is a lot easier to make these cuts or raise revenue now, since as our population ages, the need for Medicare and Social Security is projected to grow much faster than both inflation and the growth in revenues. So if we can’t balance the present budget, we can’t do it any easier in the future.

Note that the gross totals for the national budget combine both spending, tax expenditures and the losses of revenue from the 2001 and 2003 tax cuts. Such number totals in budgets are always a bit arbitrary; concentrate on the deficit number as the target in this simulation.

What categories of spending are used in this simulation?

The categories of spending used in this simulation generally match the categories used in the official budget of the United States under its “Functions and Sub-functions” perspective on the budget, Table 27–1. Budget Authority and Outlays by Function, Category and Program. Most of these categories match the way most people discuss the budget, even when some of the specific programs may be unknown.

This simulation makes a few changes, breaking out a number of additional major categories. It divides the “Education, training, employment, and social services” category into an “Education”, “Training, Labor and Unemployment” and a “General Family Support” category.

Instead of the encompassing “Income Security” category, which is a grab-bag of retirement programs, welfare programs, and work-related spending like unemployment compensation, this simulation:

• Merges military retirement and military health programs into the veterans’ retirement and disability category.
• Merges unemployment into the “Training, Labor and Unemployment” category.
• Merges Adoption and Child Support functions into the “General Family Support” category.
• Creates a new “Aid to Low-income Families” category.
There is also an additional category for the “Iraq and Afghanistan Operations.” Sub-functions in the “long” version of the game generally remain the same although some small programs have been grouped together in new categories.

*How the 2001 and 2003 tax cuts are used in this simulation*

As a standing for a whole range of tax rate adjustments, the $103 billion in lost revenue from the 2001 tax cut and the $110 billion in additional lost revenue from the proposed 2003 tax cuts are included in the simulation.

These can be increased or decreased as people feel tax rates should be adjusted. Some people may feel that with a recession, a new round of tax cuts are needed to stimulate the economy, so this gives you that option as well as eliminating the tax cut altogether. In the long budget version, you have the option to selectively eliminate the tax cut for different economic groupings. This allows you to adjust the progressivity of the tax cut.

Note that there is some overlap between the 2001/2003 tax cuts and the numbers used in tax expenditures, so if you cut in both these categories and the tax expenditures categories, the final deficit numbers will not be perfectly accurate.

*Why tax expenditures are treated like general spending in this simulation*

Along with giving you the ability to control the over $2 trillion in yearly spending, this simulation gives you the opportunity to adjust what are called officially “tax expenditures” and are unofficially referred to as tax loopholes.

These tax entitlements loom large in the overall budget picture; in fact, the total of all tax expenditures comes to over $1 trillion, enough to eliminate the deficit and cut income tax rates across the board by 50% to boot.

Since such tax expenditures for specific political goals are paid for by either deficits or higher taxes on the general population, they are little different from general spending, aside from the fact that the money is spent with less accountability and political review.

Such expenditures are tabulated each year by both the Congressional Joint Committee on Taxation and the Treasury Department along with their annual estimated cost. What distinguishes a “tax expenditure” from a general tax deduction is defined by the Joint Tax Committee on Taxation as follows: “Special tax provisions are referred to as tax expenditures because they are considered to be analogous to direct outlay programs...Tax expenditures are most similar to those direct spending programs which have no spending limits, and which available as entitlements.” The tax expenditures in this simulation follow the official tax expenditure lists established by the Office of Management and Budget. Numbers for tax expenditures come from the White House's Analytic Perspectives document, Table 19-1 Tax Expenditures.

**Politics Canada**


Politics Canada is a free online game in which you have the opportunity to become an MP (Member of Parliament), serve the interests of Canada, its provinces and territories, represent both your conscience and constituency, get your party elected to the corridors of power and, if you’re lucky enough, to become the Prime Minister yourself. Politics Canada is a political simulation, where you are voted in as a MP (Member of Parliament).

Your job:

- To serve and to make Canada a better place to live in.
- To help and promote your party.
- To mould your future.
And who knows, maybe you want power, be it party leader or a cabinet Minister or even the Prime Minister himself.

The Political Machine
http://www.politicalmachine.com/
Spend 41 weeks on the campaign trail, serving as a campaign manager for a presidential candidate. In an effort to secure a spot in the Oval Office, you must secure the greatest number of electoral votes and utilize the various facets of political strategy. Establish a campaign network, build capital, deliver speeches, buy advertising, fund-raise, and make appearances on national TV news programs in your efforts to master the political machine.

Features:
- **Experience the presidential campaign as an insider**: With a strategic model based on data collected from surveys, exit polls, and the 2000 U.S. Census, The Political Machine gives users a realistic look at today's current issues and politicians by political party and by geographic location.
- **??? for president**: Players can design their own candidates based on a dozen different characteristics, or use existing political candidates such as George W. Bush, John Kerry, and dozens of historical politicians including Ronald Reagan and Franklin D. Roosevelt.
- **Be a media darling**: Create awareness by making media appearances and being interviewed on national news programs such as Barry King Live, 60 Seconds, The O'Malley Factor, HardHitter hosted by Bill Mathens, Barbara Sawyer, and JoeUser.com.
- **Raise your clout with 10 special interest groups**: Win endorsements from special interest groups including the National Gun Owner's Association, the Environmentalist's Club, the National Association for Women, the Christian Confederation, and the U.S. Chamber of Business.
- **Political operatives and political activists**: Utilize political operatives such as the Media Darling and the Money Man, or enlist activists like the Scandal Monger. Beware of the Time Waster and other activists that may hurt your campaign.
- **Four game modes**: Four different game modes allow the user to choose from Quick Play, Campaign Play, Fantasy Play, and multiplayer modes.
- **Single-player and multiplayer capabilities**: The Political Machine is both a single-player and a multiplayer game, giving players the choice to compete against the computer or other users online at www.politicalmachine.com.

Political Sim
http://accuratedemocracy.com/s_sim_ad.htm
Political Sim lets players taste 41 flavors of democratic voting. From Australia to Zuidland there are many ways to elect reps. Each country's voting rule creates hot spots on the electoral field. But the strong positions move if the voting rule is changed. Some rules elect only centrists, some elect moderates, and others are just erratic.

Simulated voters rank the candidates, giving 1st choice to the closest, 2nd choice to the 2nd closest, and so on. Their positions on the screen may represent geography or political opinions.

Players take the roles of party leaders positioning rival candidates to maximize support. Moving a candidate requires paying for ads and answering interview questions can win donations. Four players controlling candidates in 2 parties create a challenging mixture of conflict and cooperation. Elections for research or fun may have 2 to 16 candidates, competing for 1 to 7 seats.

Political Sim was created to make the power of voting rules easy to understand through visual displays. You don't need to do the tallies. You don't need to calculate statistics. The merits of Condorcet or PR or both together are easy to see and explain in everyday terms: consistently central, or evenly spread out, or centrally balanced.

You can develop an intuitive feel for statistical patterns by playing with them. You can put voters in random, normal, uniform, or checkerboard patterns. You can spread the candidates out wide or cluster them near the center, developing a feel for “standard deviation” as you play.
In addition to games that teach some political science and statistics, PoliticalSim creates slide shows for lectures. Users can record and recall the voters, candidates and winning positions from typical and unusual simulations.

The sim can record charts of voters' top choices for each step in a LER or STV tally. It also calculates a council's “utility” score and the percentages of voters with their first, second or third choices elected. These statistics and more can be recorded from the results of several rules over many elections and later analyzed.

**Romance of the Three Kingdoms X**
http://www.koei.com/index.cfm

Romance of the Three Kingdoms X (RTKX) is the latest installment in KOEI's long-running Historical Simulation Game series. The game covers nearly one hundred and forty-seven years of Chinese history starting with the fall of the Han Dynasty at the end of second century A.D.

The tenth installment in Koei's Romance of the Three Kingdoms strategy game series, Romance of the Three Kingdoms X begins when the beleaguered Chinese empire falls victim to a rebellious plot, and continues through over one hundred years of civil war. As players progress through history, their game world grows and develops based on achievements, skills and strategies. Detailed tutorials, a help function and convenient command explanations allow for trouble-free play.

RTKX reinstates the highly favored officer-based play system, but with a greater focus on character and story. The improved Officer-based system now includes new in-game events taken directly from the eponymous novel. The game's events are viewed and interpreted differently by each officer and affect the personal life of the player's character, adding a greater sense of drama to the game.

Through the Officer-based play system the player's experience is affected in various ways by social class. The player has a choice of characters from five distinct social classes: Sovereign, Viceroy, Prefect, Vassal, or Free officer.

In Western cultures, the Three Kingdoms period is best known for its images of great warriors clashing in violent battles, but the complete history places equal importance on the debates had by civil servants like Zhuge Liang and Sima Yi. For the first time in the series, the recreations of these debates allow players to experience the significant political victories of the time.

War in RTKX is carried out through two types of conflicts: regional battles and campaigns. Local battles include field skirmishes, sieges of enemy cities, and urban-based combat. Large-scale campaigns involve all of the cities in a given region, and are waged only by armies of sufficient size. As enormous armies begin to form, the growing threat of campaigns adds a new level of tension that lasts well up until the game's end.

**SimCity**
http://simcity.com

*Available versions of SimCity*

- **SimCity 4** (http://www.simcity.com/en_US/product/simcity4) is the most visually realistic version of SimCity to date, and gives players the broadest ability for creating natural and man-made features.
- **SimCity Creator** (http://www.simcity.com/en_US/product/simcity-creator) is probably the most relevant tool for public administrators. In your role of Mayor you have powers to assign personnel roles and to hire and fire.
- **SimCity Societies** (http://www.simcity.com/en_US/product/simcity-societies) is another good one for public administrators and has interesting tools for creating different political and economic issues.
The history of videogames is short and violent. As technology ramped up, early, pacifist fare like Pong gave way to the 8-bit sound and fury of Space Invaders, Asteroids, Defender and their brethren, creating a trend in gaming that continues to this day.

Perhaps it is for these reasons that the original SimCity was met with, if not outright derision, then certainly bewilderment and skepticism when SimCity creator Will Wright was shopping the concept to publishers. Here was a game where the emphasis was on creation instead of destruction. Game-play could continue virtually indefinitely, at a time where most games of the time were designed to last mere minutes. In an era where most games cast you in the role of fighter pilot, spaceship commander or some other variant of the square-jawed hero, SimCity was all about the decidedly unheroic concept of... city planning. Gamers were bestowed with the very dry and civic-minded honorific of Mayor and asked to manage the growth and planning of a simulated metropolis. All together, this strange game seemed like it would disappear altogether from the annals of video game history in a flash.

Instead, SimCity disappeared off stores shelves, as consumers turned out in droves to purchase the game. Millions of copies of the SimCity games have been sold over the years, and SimCity has arguably formed the cornerstone of a genre in itself – God Games, also known as System Simulation Games.

Ironically, SimCity arose from the ashes of a more typical videogame, The Raid of Bungeling Bay. Bungeling Bay featured a heavily armed helicopter laying siege to equally heavily armed islands. Will quickly discovered that he was having more fun creating the islands than he was blowing them up with his helicopter. At the same time, Will cultivated a real love of the intricacies and theories of urban planning, particularly those of MIT professor Jay Forrester, and decided that building and maintaining a city was a topic worthy of a videogame.

The stage was set, and Will spent an entire year turning his idea into a reality. An early incarnation of SimCity was written for the venerable Commodore 64 in 1985, though the game would sit, unpublished, for four years. In 1987, Maxis was formed by Will Wright and Jeff Braun, after the two met at a now-legendary pizza party. In 1989, after a long search to find a publisher for the game, Macintosh and Amiga versions of SimCity made it to store shelves, courtesy of Broderbund. A PC version followed later that year, and the original, Commodore 64 version of SimCity finally saw the light of day as well. Initially, sales were so meager that all technical support for the game was handled by Will and Jeff, out of Jeff's apartment. Fortunately, you can't keep a good game down, and SimCity started to garner word-of-mouth recognition, which eventually resulted in a full page story in Newsweek magazine. This brought about a complete reversal of fortune for the game. Suddenly, SimCity was achieving mainstream success at a time when PC games were still very much a marginalized medium.

System simulation games were such a new concept at the time that Maxis suddenly found itself fielding phone calls from governmental agencies the world over, including the Central Intelligence Agency and the Defense Department. One can only imagine what creations would have resulted from such a pairing. SimCity was also getting noticed as an educational tool, and made its way into more than 10,000 classrooms, a noteworthy feat for any commercial videogame, even today. With SimCity firmly established as a runaway success, a sequel was practically a foregone conclusion, but Will Wright, ever the visionary, was more inclined to forge ahead with several new ideas he wanted to explore (including the concept for what would later become The Sims), and handed over the reins for a time to Fred Hasslam. Fortunately, Will eventually decided that a SimCity sequel was still fertile grounds for his imagination, and stepped back in to aid Fred in creating a worthy successor to the original SimCity.

What resulted was a quantum leap over the first game. It greatly benefited technologically and experientially from the five years that had elapsed between releases. Will abandoned the top-down view of the first game in favor of the isometric model that has been used in all subsequent SimCity releases. He also incorporated rotation, so users could view their city from different angles. Will beefed up the whole feature set considerably, so it was no surprise when SimCity 2000 was released in January 1994, it became the top-selling game in the world, and held on to that position for half a year.

Game play aside, one of the most amazing things about SimCity 2000 was just how many of the new features were the direct result of communication between Maxis and fans of the game- a tradition that
continues to this day. Sure, there was no Lot Exchange, No Lot Editor, no downloadable content of any sort, and initially, not even a website to visit. Still, untold legions of diehard fans made themselves heard via e-mail, snail mail and direct communication, and Maxis made sure that many of their requests actually ended up in the game, just like we do today.

**Uncle Sam’s Budget Balancer**


Uncle Sam’s Budget Balancer empowers you to balance the FY 1995 federal budget using actual numbers provided by the Congressional Budget Office.

It was created as a public service during the 1992 presidential campaign in order to:

- Demonstrate the advantages of using a computer to educate citizens about dollars and cents public policy issues like the federal deficit. Full, accurate, undistilled information can be provided in a form that is much more approachable than the hundreds of pages of text from which it is condensed. And, as a “working model” of the budget, citizens can quickly test the validity of their ideas and preconceptions.
- Empower citizens to evaluate the performance of their representatives and the accuracy of the media by giving them a powerful analytical tool. Quite literally, citizens can see whether what they are told “adds up.”
- Show that the budget can be balanced and what it takes to do so.

**United States Government Simulator**

[http://www.govsim.net/](http://www.govsim.net/)

USG is a free United States Government Simulation that uses Invision Power Board to host a forum-based simulation of the House of Representatives, the Senate, the White House, the Supreme Court, State Governors, and beyond.

Just like the real government, USG simulates the House, the Senate, the White House, the Executive Cabinet, State Governors, the Supreme Court, as well as the media that influences government and the special interest groups that accompany it. Visiting the forums and talking with veterans of the game, however, remains the easiest way to learn the ropes.

In order to make sure that every office can be filled while leaving enough players to keep the non-elected positions active, the administrators of the game have instituted a Region System. In this system, the country is divided into eleven regions, with expansions coming every time there are enough players to create new regions. If you are curious as to how the country is divided, check the forums for the Region Map.
Part IV: Syllabi

This section addresses how to design and write a comprehensive syllabus as well as links to relevant portals. For academic professionals, syllabi of various subjects in public affairs and administration are presented in the form of internet links and university portals. The selection of university portals for syllabi include available syllabi from the top ranking Public Administration programs in the United States.

Core Courses, Concentrations, and Electives

Model Syllabus Requirements

I. Brief Introduction
   a. Where and how long has this format of teaching been tested?
   b. What aspects are missing from the syllabus?
   c. Provide links relevant to this method of teaching, if available.
   d. When teaching from this syllabus, what should an instructor emphasize?

II. The Syllabus
   a. Provide a description and specify outcomes including what students can expect to get out of the course.
   b. Specify the goals of the course and how the instructor can assess student progress toward these goals.
   c. Estimate the time, effort, and resources necessary to offer this course.
   d. Provide a schedule for the course and describe possible deviations from this schedule.

III. Topical Internet Links, If Available
   a. Professional Associations
   b. On-line Journals, Texts, Data Banks, etc.

Syllabi from Rutgers University – Newark

School of Public Affairs and Administration (SPAA), Rutgers University-Newark
http://spaa.newark.rutgers.edu

- BA program: https://spaa.newark.rutgers.edu/ba-course-descriptions
- Online 5 year program (BA/MPA and BS/MPA) http://spaa.newark.rutgers.edu/5-year-dual-degree-curriculum
- MPA program: https://spaa.newark.rutgers.edu/mpa-course-descriptions
- Online MPA program http://spaa.newark.rutgers.edu/online-mpa-curriculum
- EMPA program https://spaa.newark.rutgers.edu/empa-course-descriptions
- MPH program  
  [http://spaa.newark.rutgers.edu/mph-curriculum](http://spaa.newark.rutgers.edu/mph-curriculum)

- PhD program  
  [https://spaa.newark.rutgers.edu/phd-curriculum](https://spaa.newark.rutgers.edu/phd-curriculum)

**Syllabi Portals from Other Universities**

- **Carelton University, Ottawa, Canada – School of Public Affairs and Administration**  
  [http://www2.carleton.ca/sppa/](http://www2.carleton.ca/sppa/)  
  Syllabi Portal: [http://www2.carleton.ca/sppa/current-students/course-information/](http://www2.carleton.ca/sppa/current-students/course-information/)

- **California State University, Sacramento – Graduate Program in Public Policy and Administration**  
  [http://www.csus.edu/mppa/](http://www.csus.edu/mppa/)  

- **Florida Atlantic University, Boca Raton, Florida**  
  [www.fau.edu/spa](www.fau.edu/spa)  

- **George Mason University – Department of Public and International Affairs, Fairfax, Virginia**  
  [http://mpa.gmu.edu/](http://mpa.gmu.edu/)  

- **George Washington University, Virginia**  
  [www.gwu.edu/~spppa](www.gwu.edu/~spppa)  
  Syllabi Portal: [http://itspppa.gwu.edu/master-public-administration-courses](http://itspppa.gwu.edu/master-public-administration-courses)

- **Georgia State University – Andrew Young School of Policy Studies**  
  [http://aysps.gsu.edu/](http://aysps.gsu.edu/)  
  Syllabi Portal: [http://aysps.gsu.edu/pmap/courses](http://aysps.gsu.edu/pmap/courses)

- **Indiana University-Bloomington – School of Public and Environmental Affairs**  
  [http://www.spea.indiana.edu](http://www.spea.indiana.edu)  
  Syllabi Portal: [http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/Courses.shtml](http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/Courses.shtml)

- **Minnesota State University – Department of Political Science and Law Enforcement**  
  Human Resource Management – Carolyn Shrewsbury  
  [http://krypton.mnsu.edu/~cbury/web/Courses03/hrmsyl03.html](http://krypton.mnsu.edu/~cbury/web/Courses03/hrmsyl03.html)

- **NASPAA - Local Government Course Outlines**  
  [http://www.naspaa.org/principals/resources/course.asp](http://www.naspaa.org/principals/resources/course.asp)

- **North Carolina State University – School of Public and International Affairs**  
  [http://spia.chass.ncsu.edu/](http://spia.chass.ncsu.edu/)  
  Syllabi Portal: [http://spia.ncsu.edu/pa/current-students/mpa/courses.html](http://spia.ncsu.edu/pa/current-students/mpa/courses.html)

- **North Georgia College – State University – Master of Public Administration Program**  
Northern Illinois University – Division of Public Administration
http://www.niu.edu/pub_ad/index.shtml
Syllabi Portal: http://www.niu.edu/pub_ad/coursesched/syllabi.shtml

• Public Program Evaluation – Heidi Koenig, Northern Illinois University

• Public Budgeting and Financial Management – Curt Wood, Northern Illinois University

• Data Analysis in Public Administration – Paul Culhane, Northern Illinois University

• Ethics and Public Service in America – Curt Wood, Northern Illinois University
  http://www.niu.edu/pub_ad/coursesched/syllabus/Fall_2009/Syllabus-Wood-PSPA660-Fall09.pdf

Syracuse University – Maxwell School
http://www.maxwell.syr.edu

• Public Influence of Technology and Innovation Management – Sean O’Keefe, Syracuse University
  http://classes.maxwell.syr.edu/okeefe/ppa730-01.html

• Demography, Aging, and Public Policy – Douglas Wolf, Syracuse University
  http://agingmeta.psc.isr.umich.edu/syllabi/wolf.pdf

Troy University – Master of Public Administration
http://www.troy.edu/college-of-arts-and-sciences/public-administration.html
Syllabi Portal: http://trojan.troy.edu/catalogs/1314graduate/index.html

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

University of Arkansas at Little Rock – U.A.L.R. Institute of Government
http://ualr.edu/iog/

University of Georgia – School of Public and International Affairs
http://spia.uga.edu/
Syllabi Portal: http://padp.uga.edu/courses/listings/

The University of Kentucky – Martin School of Public Policy and Administration
http://www.martin.uky.edu/

University of Missouri-Kansas City – Cookingham Institute of Urban Affairs
http://www.bloch.umkc.edu/cookingham/
Syllabi Portal: http://bloch.umkc.edu/graduate-program/mpa/course-syllabi.aspx

The University of Nebraska – Omaha – School of Public Administration
http://spa.unomaha.edu/
Syllabi Portal: http://www.unomaha.edu/pubadminphd/program.php
University of North Carolina – Greensboro - Department of Political Science: Master of Public Affairs
http://www.uncg.edu/psc/mpa/
Syllabi Portal: http://www.uncg.edu/psc/mpa/courses.html

University of South Dakota – Political Science Department: Division of Public Administration
http://www.usd.edu/arts-and-sciences/political-science/mpa.cfm

University of Wyoming – Division of Master's in Public Administration
http://uwadmweb.uwyo.edu/mpa/
Syllabi Portal: http://www.uwyo.edu/pols/syllabus/index.html

Wayne State University – MPA Program, Department of Political Science
http://clasweb.clas.wayne.edu/mpa
Syllabi Portal: http://clasweb.clas.wayne.edu/MPA/AboutOurProgram

West Virginia University – Division of Public Administration
http://www.as.wvu.edu/pubadm/
Syllabi Portal: http://publicadmin.wvu.edu/graduate-students/public-administration-resources/course-descriptions
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John Forrer, James Edwin Kee, and Seth Gabriel

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Brenda Stevenson Marshall and Carl F. Ameringer

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Ricardo S. Morse, Larkin S. Dudley, James P. Armstrong, and Dong Won Kim

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Heather E. Campbell, Sue Steiner, and Karen Gerdes

What is Homeland Security? Developing a Definition Grounded in the Curricula
Robert W. Smith

Taking Social Equity Seriously in MPA Education
David Rosenbloom

Social Equity Is a Pillar of Public Administration
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Introduction: Symposium on Globalization and International Approaches to Public Affairs Education
Edward T. Jennings, Jr. and Harvey White

Paths to International Public Service: The Service-Choice Spiral and Implications for Graduate Education Programs
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Partnering to Improve Education for Public Service
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Cal Clark and Charles E. Menifield

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Bob Cunningham, Lori Riverstone, and Steve Roberts

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Douglas J. Watson, Wendy L. Hassett, and Donna Milam Handley
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Gordon P. Whitaker and Maureen Berner

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Lisa Dicke, Sara Dowden, and Jodi Torres

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Jerri Killian

Teaching What You Practice: The Need for Self-Reflection in Academic Settings
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Faculty-Librarian Collaboration: Meeting the Information Technology Challenges of Distance Education
Mary Ann Feldheim, Allison Ondrasik King, and Suzanne Sherman

Project-Based Learning in Nonprofit Management Education: Results from an Educational Partnership Between the United States and Kyrgyzstan
Judith L. Miller-Millesen and David H. Mould

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http://media.netpub.net/clientnet/pdf_files/JPAE%20Vol10_No2.pdf

The Journal of Public Affairs Education at Age Ten: History, Content, and Prospects
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Susan Gooden and Samuel Myers, Jr.
Filling in the Skeletal Pillar: Addressing Social Equity in Introductory Courses in Public Administration
James H. Svara and James R. Brunet

Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators?
Susan White

Diversity in Professional Schools: A Case Study of Public Affairs and Law
David W. Pitts and Lois Recascino Wise

Organizational Culture, Social Equity, and Diversity: Teaching Public Administration Education in the Postmodern Era
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Recruitment of Advocacy Researchers
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Going Camping: A New Strategy for Preparing Academically Diverse Students
Barton Wechsler and Dana Lee Baker

A Tiny Ring of Power: The Department Chair and Golden Role Management
Richard Hartwig
The Place for Emotional Growth in Professional Education
Audrey J. Jaeger

e-Notes: Homeland Security Web Sites
Genie Stowers
Part VI:  
Classroom Management

Educators and students should work to create environments that are conducive to the learning and development of all the members of the classroom. Classroom management involves the ethical and behavioral aspects of equal treatment and participation, and especially academic integrity. It also involves the pedagogical techniques that foster listening, learning, inspiration, and knowledge development.

Academic Integrity

General Resources

Academic Integrity in the Classroom  
http://www.lib.umich.edu/acadintegrity/  
Available through the University of Michigan, this website contains many resources for both faculty and students. It includes a bibliography for further reading on the subject.

The Center for Academic Integrity  
http://www.academicintegrity.org/icai/home.php  
A premier website dedicated to academic integrity. CAI is a consortium of over 360 institutions dedicated to the ideas of and research about academic integrity. Dr. Don McCabe of Rutgers University-Newark is the founding President. Presently, it is affiliated with the Rutland Institute for Ethics at Clemson University in Clemson, South Carolina. The site requires membership and a password but does have some information available to the general public.

Virtual Academic Integrity Laboratory  
http://www.umuc.edu/library/vail/index.html  
This very comprehensive website is geared towards both student and instructor and contains a list of resources on the web and in print. The site is maintained by the University of Maryland – University College. Includes links to theories on why students cheat; larger academic integrity issues; and bibliographies.

Integrity @ NJIT – New Jersey Institute of Technology  
http://integrity.njit.edu/  
Very comprehensive website maintained by the New Jersey Institute of Technology, containing materials of interest to both students and faculty. It includes a section on current news about academic integrity.

Integrity in Scientific Research Resource Guide  
http://www.aaas.org/spp/video/reports.htm  
Website that contains links dedicated to resources for those engaged in research. Included are links to reports, videos, policy statements, journals and other essential resources.

Rutgers University Academic Integrity Policy – Rutgers University  
http://academicintegrity.rutgers.edu/  
As an integral part of the University’s policies and procedures, the Academic Integrity Policy details the responsibilities that students, faculty, staff, and administrators share in upholding the highest academic integrity standards and in building a respectful and ethical community of learners.
Case Studies and Special Topics

Academic Integrity Case Studies
http://www.oscai.umn.edu/integrity/faculty/case.html
These are a series of ten case studies provided by the University of Minnesota along with the responses of students.

Cheating Crisis in America's Schools
http://www.abcnews.go.com/primetime/story?id=132376&page=1
ABC Primetime Live, 4/29/04. Produced by Claire J. Weinraub and directed by George Paul. This documentary hosted by Charles Gibson cover a six-month investigation of colleges and high schools to learn how and why students are cheating. It can be purchased through the ABC News Store.

Cyber Plagiarism: Detection and Prevention
https://mywebspace.wisc.edu/kjdunn/web/home.html
This is a website dedicated to the prevention and detection of cyber-plagiarism. Website dedicated to cyber-plagiarism including many useful links for faculty. Created for the web in 2001 and Revised for WAICU–Plagiarism in Wisconsin Colleges and Universities: Understanding and Response October 18, 2004.

Ethics Updates – University of San Diego
http://ethics.ucsd.edu/
The site contains an array of resources including links to case studies, videos and theoretical readings of a wide nature. There are some specific academic case studies within that section.

Faculty Collaboration: Ann Austin and Roger Baldwin
This article from the ERIC digest examines the growing trend of faculty collaboration, discusses why collaboration is important, and the ways in which it enhances scholarship. Guidelines for authorship and key steps in collaboration are also discussed.

Academic Integrity Conference
https://baruch.mediaspace.kaltura.com/media/Academic+Integrity+Conference/1_cgl7t32g
Video material from a conference held by Baruch College in March 2007 with discussion about issues of integrity experienced by faculty, students, and administrators at the university.

North Carolina State University
http://studentconduct.ncsu.edu/promoting-academic-integrity-in-the-classroom
Website maintained by NC State that provides links to three example cases to illustrate the most common scenarios involving suspected violation of academic integrity policies. This website’s intended audience is university faculty.

On My Honor
http://www.virginia.edu/onmyhonor/
A video production by the University of Virginia designed to introduce students to the honor code of the University.

Plagiarism: it's a crime
http://www.guidanceassociates.com/plagitscrim.html
Absalom Productions; written by Kevin Wetherington; produced, directed, and edited by Ron Green and distributed by Educational Video Network, 2004. Title: "Definitions of plagiarism, and consequences, reasons why people plagiarize, types of plagiarism, and strategies for avoiding plagiarism", can be purchased from the website of the Educational Video Network.
Virtual Academic Integrity Laboratory
http://www.umuc.edu/ewc/tutorial/start.shtml
The University of Maryland - University College website, students can access a 30-minute Macromedia Flash tutorial about how to recognize and avoid plagiarism.

York University
http://www.yorku.ca/tutorial/academic_integrity/index.html
This tutorial is designed to help students learn about academic integrity. The information in the tutorial is applicable for all research areas at any level of study. Issues examined in the tutorial include the different types of academic dishonesty; strategies to incorporate another person's work/ideas into your own work; referencing styles, and the importance of seeking help if you have questions about the integrity of your work.

For Students
Nearly every university in the United States has a statement on student conduct and academic integrity. This section highlights sites that go beyond the academic honor code. Also included in this section are tools for students to help develop an understanding of academic integrity. Tools such as turnitin.com allows students to verify the originality of their papers before they submit to be absolutely sure no referencing omissions have been made.

Academic Integrity at Princeton – Princeton University
http://www.princeton.edu/pr/pub/integrity/
This website contains information on how to cite resources, guides for collaboration, examples of plagiarism and an interesting section entitled ‘not-so-common knowledge’ that is particularly helpful to all interested in maintaining the highest standards of academic integrity.

APA Style
http://www.apastyle.org/
The American Psychological Association (APA) style guide provides some tips for students on line at its website. Subjects include proper citation, the meaning of full disclosure, and disguising case material for publications, among others.

On My Honor
http://www.virginia.edu/onmyhonor/
A video production by the University of Virginia designed to introduce students to the honor code of the University.

Modern Language Association Style
http://www.mla.org/style
Although the Modern Language Association does not publish its style guide on the web, the site does provide resources for students that may be of use.

Sources and Citations
http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth
This website from Dartmouth College offers students a plethora of information about conducting ethical scholarly research. Students may download the content in PDF format.

Student Judicial Service – University of California-Davis
http://sja.ucdavis.edu/academic-integrity.html
This site offers a wealth of information on academic integrity. Uniquely, it also offers the findings of a 3-year grant-funded research study identifying the “fundamental values” of academic integrity.

Turnitin.com
http://www.turnitin.com/static/index.html
Used by many schools and colleges, this virtual website tool allows students as well as educators to upload papers in order to verify the originality of their content. Go to ‘Originalitycheck’ and get a verification of originality in a matter of minutes.

York University
http://www.yorku.ca/tutorial/academic_integrity/
A website designed for students to understand the university’s policies and procedures on academic integrity. The information is presented in the form of a tutorial. It includes both public portions of the site that provide definitions and suggestions, as well as a password accessed portion of the site for students to test their knowledge of the University specific policies.

For Faculty
American Library Association – Copyright Issues section
http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm
The ALA website offers information on topics such as copyright, digital rights management, and fair use standards.

Center for Teaching Advancement and Assessment Research – Rutgers University
http://ctaar.rutgers.edu/
Although written specifically for Rutgers faculty, the information on this website concerning academic integrity may be useful to individuals at any institution.

Copyright and Fair Use in the Classroom
http://www.umuc.edu/library/copy.html
One of the most interesting problems facing faculty and their role in integrity is the issue of fair use and copyright. This site, maintained by the University of Maryland – University College is a good beginning site for faculty.

Determining Authorship Order and Credit on Faculty-Student Collaborations
http://www.apastyle.org/authorship.html
A paper authored by Mike Fine and Lawrence Kurdek intended to assist the reader in determining authorship provided by the American Psychological Association (APA).

Ethical Guidelines for Educational Developers
http://podnetwork.org/about-us/what-is-faculty-development/ethical-guidelines/
This website, maintained by the Professional and Organizational Development Network in Higher Education, provides a set of guidelines for educators to help define ethics for educators in higher education.

Fair Use Guidelines from the University of Texas
http://copyright.lib.utexas.edu/ccmcguid.html
This site focuses primarily on fair-use issues with respect to multimedia, an increasingly important issue facing instructors (and their students!) today.

Intellectual Property in Distance Education – AAUP Guidelines
With the growing use of multi-media tools for the delivery of education, faculty face new challenges to intellectual property issues and how to avoid the pitfalls of inadvertently ‘borrowing’ the work of their peers, and a host of other, more complex issues. These suggested guidelines for institutions come from the AAUP (American Association of University Professors).
Created in July 2009, CTSI provides support and resources for faculty and teaching assistants. Information and guidelines about academic integrity are included on the website. This website may be especially useful to Canadian researchers.

Strategies to Promote Integrity – University of California Santa Barbara
http://oic.id.ucsb.edu/
Resource designed to assist faculty and help them understand their role in fostering academic integrity.

Ten Principles of Academic Integrity
http://www.academicintegrityseminar.com/Teaching/Ten Principles.html
The ten academic integrity principles for faculty are presented; written by Don McCabe and Gary Pavela.

Turnitin.com
http://www.turnitin.com/static/index.html
Used by many schools and colleges, this virtual website tool allows educators to upload student papers in order to verify the originality of their content. Go to ‘Originality check’ and get a verification of originality in a matter of minutes.

Faculty Integrity
This article raises interesting issues regarding faculty integrity and provides links to other resources valuable to faculty. Maintained by Campus Saskatchewan – ‘a partnership of educational institutions’.

Integrity/Ethics related to Faculty of Higher Education (published sources)

A Ten-Step Model for Academic Integrity: A Positive Approach for Business Schools
Caldwell, Cam
The problem of academic dishonesty in Business Schools has risen to the level of a crisis according to some authors, with the incidence of reports on student cheating rising to more than half of all the business students. In this article we introduce the problem of academic integrity as a holistic issue that requires creating a cultural change involving students, faculty, and administrators in an integrated process. Integrating the extensive literature from other scholars, we offer a ten-step model which can create a positive culture for academic integrity. The successful implementation of a well-crafted academic integrity program can have a positive impact on business schools and improve the reputation of tomorrow’s business leaders.

Students' and Professors' Views on the Ethics of Faculty Behavior
Morgan, Betsy Levonian, August 1996
This study compared students’ and professors’ perceptions of the ethical behavior of faculty. A total of 115 professors and 157 undergraduate students at a medium-sized public Midwestern university completed a 16-item faculty behavior scale adapted from Tabachnick and colleagues (1991) work. Significant differences between student and faculty responses were found on 7 of the 16 faculty behaviors. Faculty saw ensuring popularity with easy tests, sexual involvement with a student, accepting a textbook rebate, and profanity in lectures as more unethical than did students, while students saw the breaking of a confidence, the use of old lecture notes, and the teaching of non-mastered material as more unethical than did faculty. Focus groups were conducted. The five major themes generated by the student groups were: (1) favoritism toward individuals, or groups; (2) poor treatment of students or lack of respect toward students; (3) imposing personal or political beliefs on students; (4) prejudging or stereotyping students; and (5) use of profanity. Faculty groups identified the following themes: (1) responsibility toward students; (2) power issues with students; (3) hypocrisy within the institution; (4) lack of institutional role in ethical awareness; and (5) professional misconduct. It is suggested that institutions
should play a larger role in promoting discussions about ethics in academics. (Contains 14 references.)

(MDM)

**Connecting the Ethics of Teaching and Moral Education**
Campbell, Elizabeth
Moral educators understand the moral and ethical complexities of their role; possess expertise in interpreting their behavior and discerning its influence on students, and act ethically within the context of professional responsibility. Teacher education programs must concentrate on addressing ethics. The case study method can be effective in teaching educators about moral and ethical teaching. (SM)

**Faculty Conduct: An Empirical Study of Ethical Activism**
Knight, Jonathan; Auster, Carol J.
Journal of Higher Education. v70 n2 p188-210 Mar-Apr 1999
A study examined ethical activism, the willingness of college professors to inquire about or report possible unethical conduct by colleagues. Using data from a national empirical study of ethics and the academic profession, characteristics of faculty who engaged in ethical activism are examined, as are the consequences of ethical activism for enforcement of ethical standards in the academic profession. (Author/MSE)

**The Ethics of Tenure Decisions**
Hogan, Patrick Colm.
Examines two aspects of faculty tenure decisions with ethical implications: criteria used in deciding to retain or dismiss a tenure candidate, and what is possible to judge with reasonable accuracy when evaluating such a candidate. Recommends that narrow, arbitrary evaluation criteria be avoided, including those promoted as “high academic standards,” and that nonarbitrary criteria be applied consistently. (MSE)

**Harvard Weighs a Change in Conflict-of-Interest Rules**
Mangan, Katherine S.
Chronicle of Higher Education. v46 n37 pA47-48 May 19, 2000
Reports that Harvard University Medical School is considering policy changes that would ease financial restrictions in its conflict-of-interest standards for faculty researchers. Supporters argue that such changes are necessary to attract and retain top researchers, but ethicists warn that as collaborations between industry and academic medicine increasingly offer large financial rewards, medical schools should be more, not less, vigilant. (DB)

Goonen, Norma M.; Blechman, Rachel S.
This book addresses many of the major decisions that academic administrators in higher education face on a daily basis, highlighting the relationship between the academic administrator and faculty members relative to several issues. Eight chapters examine: (1) “A Delicate Balance: Legal, Ethical, and Practical Issues”; (2) “Hiring Issues”; (3) “Compensation and Employment Issues”; (4) “Promotion and Tenure Issues”; (5) “Terminations, Nonrenewals, and Reductions in Force”; (6) “Academic Freedom”; (7) “Student Disputes on Academic Matters”; and (8) “Transcript and Degree Issues.” Each chapter discusses legal parameters and ethical considerations, offers practical suggestions, and presents an illustrative case. Appended are: values audit process; the American Association of University Professors (AAUP) “Statement on Professional Ethics”; the American Association of University Administrator's "Mission Statement and Professional Standards"; the AAUP "Statement on Conflicts of Interest"; AAUP's "On Preventing Conflicts of Interest in Government-Sponsored Research at Universities"; the AAUP "1940 Statement of Principles on Academic Freedom and Tenure, with 1970 Interpretive Comments"; the AAUP "Statement on Procedural Standards in Faculty Dismissal Proceedings"; and AAUP's "Academic Freedom and Artistic Expression." A table of cases is also included. (SM)
Managing Conflict and Disruptive Behavior

Managing Conflict and Disruptive Behavior
*(Faculty Resources)*

**Managing Hot Moments - Derek Bok Center for Teaching and Learning, Harvard University**
A tip sheet with recommendations, a case study, and published resources for dealing with conflicts in classes.

**Large Class Issues - Center for Teaching and Learning, University of Georgia**
[http://www.ctl.uga.edu/teach_asst/large_class.html](http://www.ctl.uga.edu/teach_asst/large_class.html)
"Teaching large classes is challenging for even the most seasoned instructors. This page provides a variety of links to resources that provide pedagogical tips, class management suggestions, and strategies for creating a more personal environment in a large lecture class."

**Teaching Tips Index – Honolulu Community College**
[http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm#behaviors](http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm#behaviors)
This website from Honolulu CC offers a plethora of information for instructors. Topics include:
- Challenging Behavior in the Classroom
- Responding to Challenging Behaviors
- The Teacher’s Guide to Classroom Management
- Strategies that work
- Understanding Challenging Behavior
- Get A Handle on Behavior
- Classroom Management Strategies Ideas
- Conflict Resolution Styles

Managing Conflict and Disruptive Behavior
*(Published sources)*

**Managing Student Behavior Problems**
Duke, Daniel Linden and Meckel, Adrienne Maravich
Teachers College Press, 1980
Written primarily for teachers and educators, school administrators and personnel, policy makers, and parents, this book discusses the alternative control procedures available to educators faced with student behavior problems and presents one set--those related to problem management--as most effective. The authors' Systematic Management Plan for School Discipline (SMPSD) involves creating awareness that a school is a rule-governed organization, collecting data necessary for understanding and improving discipline, expanding the school's conflict resolution capacity, developing a team approach to discipline (including parents), providing supportive environments for learning, and providing professional development opportunities for faculty and staff. Implementation of SMPSD may require basic changes in school organization and careful preliminary assessment before planning and enacting the program. Appended are a comprehensive list of SMPSD goals and objectives and the Duke Assessment of School Discipline.

**The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective**
Perry, Raymond and Smart, John C
Springer 2007
Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders. This book brings together pre-eminent scholars from around the world.
Classroom Discipline & Management
Edwards, Clifford H and Watts, Vivienne J
John Wiley & Sons, 2010
Reflecting the latest research into multicultural education and conflict resolution, this popular book helps teachers choose the discipline models that best fit their personal values and educational philosophies. Using illuminating narratives and case studies, the author presents the most effective discipline models, including proven strategies for preventing and correcting disciplinary problems.

International Guide to Student Achievement
Hattie, John and Anderman, Eric M
Routledge, January 2013
The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students’ academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

Evidence-based Practices in Classroom Management: Considerations for Research to Practice
Simonsen, Brandi; Fairbanks, Sarah; Briesch, Amy; Myers, Diane; Sugai, George
Classroom management is a critical skill area. Teachers should be trained and supported in implementing practices that are likely to be successful; that is, practices that are backed by evidence. The purpose of this paper is to describe the outcomes of a systematic literature search conducted to identify evidence-based classroom management practices. Although the need for additional research exists, 20 practices, in general, were identified as having sufficient evidence to be considered for classroom adoption. Considerations for incorporating these practices are suggested, and a self-assessment tool is proposed as means of evaluating and enhancing use of these practices. Suggestions for future research are also presented.

Handbook of Classroom Management; Research, Practice, and Contemporary Issues.
Evertson, Carolyn M and Weinstein, Carol S
Lawrence Erlbaum , 2006
Hoping to firmly establish and promote classroom management as a distinct body of educational research, Evertson (Vanderbilt U.) and Weinstein (Rutgers, the State U. of New Jersey) present 47 papers from across disparate lines of research and areas of inquiry addressing the educational tasks important to classroom management. After introductory chapters, the papers are presented in sections addressing alternative paradigms for the study of classroom management; recent and emergent perspectives on classroom management; classroom management in specific contexts; managing the instructional formats of contemporary classrooms; research and theory with implications for classroom management; programs for classroom management and discipline; teaching and learning about classroom management; policy, law, ethics, and equity; and international perspectives.

Classroom Management Techniques
Scrivener, Jim
Cambridge University Press, February 2012
A complete and essential activity-based guide to ELT classroom management. Overall winner of the 2012 HRH The Duke of Edinburgh ESU English Language Book Award, Classroom Management Techniques offers a huge range of practical techniques to help teachers make the most of their teaching space and
get students working in more focused ways. It helps teachers anticipate and avoid problems in the classroom, allowing more time to be devoted to meaningful activities. By analysing the classroom from three perspectives: the classroom, the teacher and the learners, this book presents a ground-breaking analysis of 14 kinds of teacher intervention, allowing teachers to examine the way they communicate with learners.

Cooperative Learning for Higher Education Faculty. Series on Higher Education.
Millis, Barbara J.; Cottell, Philip G., Jr.
Oryx Publishing, November 1997
This book offers an overview of the cooperative learning process, including its rationale, research base, value, and practical considerations, with an emphasis on two key characteristics: cooperative learning's ability to create communities within classrooms, and well-structured, sequenced assignments which allow students to internalize information. Chapters are organized around classroom management and structure, assessment, and support of cooperative efforts. The discussion covers components of a cooperative learning program, include forming structured-learning teams, assigning and rotating roles within the group, and using team-building activities. Various cooperative-learning structures that can be implemented into college courses are described, including reciprocal or paired teaching activities which focus on cooperative problem solving and metacognitive strategies; the complex variations of peer teaching and coaching; the use of cooperative learning principles with educational games, problem-based learning, and cooperative case studies; and technological approaches, such as networked multimedia labs and computer-assisted learning. Issues related to group and individual assessment and peer- and self-assessment are considered, as are the use of classroom observations by faculty colleagues. Forms and checklists are included which can be used in the cooperative learning classroom.

Teaching Strategies: A Guide to Better Instruction
Orlich, Donald C.; And Others
D.C. Heath & Company, 1980
This book provides proven teaching methods, coupled with the best of instructional theory, and is intended for use in undergraduate courses that teach instructional methods or techniques. A brief introduction to schooling and broad educational goals is offered in the first chapter. The following four chapters present the basic "tools" for effective and systematic teaching. The major topics include specifying instructional objectives; sequencing learning activities; applying the various taxonomies; preparing lesson plans; and application of the fundamentals. The last five chapters present instruction as a dynamic theme being applied in a social system, with the realities of interaction being foremost. The final chapter views classroom management from four different perspectives, stressing the underlying tenet of the book--teacher decision making. Each chapter has a set of intended learner outcomes. The formative evaluation components in each chapter give the student immediate feedback on the extent to which the intended objectives were met. Examples of all teaching strategies are provided in a variety of instructional contexts.

Managing Conflict and Disruptive Behavior
(Case Studies)

Disrupting the Discussion: The Story of Disruptive Students in the Online Classroom
Belle Doyle Cowden
ProQuest LLC, Ed.D. Dissertation, University of Northern Iowa
Many online classrooms today are designed based on learner-centered principles. Implicit with this design perspective is the goal to create and facilitate a virtual learning community in which students learn from and share with each other through discussion-based computer conferencing. In the current literature, little has been shared on what happens to the online learning community when students behave in a manner deemed challenging, difficult, or disruptive. However, as in the face-to-face classroom, disruptive student behaviors do appear in the online classroom. The purpose of this study was to investigate how disruptive student behaviors impact the online learning community and the facilitation and design methods online instructors use to engage disruptive students in constructive behaviors.
Comments from the Classroom: A Case Study of a Generation-1.5 Student in a University IEP and Beyond
Camilla Vásquez
This case study examines the patterns of participation of one US-educated refugee student in a university intensive English program (IEP). Specifically, I illustrate how the focal student used her advanced oral proficiency and prior experience with US educational norms and practices to engage in various interactional behaviours, such as shifting participation structures, taking an active role in classroom management, and positioning herself as more knowledgeable than her peers. Using observational and interview data, I demonstrate that such behaviours resulted in teachers’ constructions of this student as ‘highly engaged and motivated’ despite their assessment of her written work as ‘poor-to-average.’ Finally, I link this student’s behaviours to classroom performance outcomes and show that although her ‘good student’ behaviours enabled her to complete her high school and university ESL programs successfully, those behaviours – and her highly advanced oral proficiency – were ultimately insufficient to ensure her academic success beyond the IEP.

An Exemplar in Mentoring and Professional Development: Teaching Graduate Students Transferable Skills Beyond the Discipline
If university research is to remain a high priority in the national education agenda, graduate students must be prepared to move into research positions. Cleveland State University created the Graduate Grant Writing Center to enhance students’ understanding of research principles and ethics, appreciation of the value of collaborations and networks, acquisition of proposal writing skills and experience, and, through practice, well-developed funding search skills. Individual consultations, workshops and mini-courses, electronic resources, Web site links, free online courses, plus peer and faculty mentoring are ways in which the Center provides education, resources, and experience to young scholars. The Center began operations in the 2010-2011 academic year on an asset-based paradigm, and is overseen and guided by an Advisory Board comprised of university community members, faculty, and graduate students. This paper examines the development of center programs and their impact on students, scholarship, and twenty-first century skill sets.

Examining Instructional Design and Development of a Web-Based Course: A Case Study
This paper describes the design and development process of adapting computer mediated learning from a residential course to a World Wide Web-based course offered in the distance master’s degree program in Instructional Systems Technology at a large Midwestern university. A description of the Web-based course, findings regarding the adaptation process, the major changes in course components, student reactions to the Web-based course features, and its implications for designing and developing Web-based courses are discussed. Through examining the instructional design and development process of this graduate course, the researcher provides useful references for instructors who need to teach a Web-based course in the future.

Teaching HE students with emotional and behavioural difficulties
The purpose of this paper is to examine the nature of the types of adjustments appropriate to university teaching practices for students with emotional and behavioural difficulties in the UK higher education (HE) sector. A case study in a UK university was undertaken over a two-year period. A variety of types of adjustments may be necessary for UK university students with emotional and behavioural difficulties including adjustments to pastoral care, teaching and assessment. The case study focussed on only three students with emotional and behavioural difficulties. However, given that the number of students entering UK universities with such difficulties is increasing, the results of this research can hopefully inform the teaching of future students. This paper addresses what UK university teaching staff may need to do to support students with emotional and behavioural difficulties.

The perception of Web 2.0 technologies on teaching and learning in higher education: A case study

The purpose of this study was to examine faculty members’ perception of Web 2.0 technologies on teaching and learning in higher education compared to traditional classroom teaching methods in programs at a higher education institution to establish if relationships prevailed in their delivery of courses through the use of Web 2.0 technologies compared with traditional classroom delivery of courses; their overall satisfaction; the level of faculty development programs available; and their perceived effectiveness and impact of faculty development and issues and barriers affecting technology integration. This study also examined the influence of gender, age, and employment status on faculty members’ perceptions of Web 2.0 technologies on teaching and learning in higher education compared to traditional classroom teaching methods. This study used a nonexperimental, quantitative descriptive research design to investigate faculty members’ perception of Web 2.0 technologies on teaching and learning in higher education compared to traditional classroom teaching methods. Participants for this study included full-time and part-time faculty members teaching at a public university in the United States. The results indicated that there is a relationship between faculty members’ perception of teaching college courses utilizing Web 2.0 technologies versus traditional classroom method; there is a relationship between faculty members’ gender and perception regarding their use of Web 2.0 technologies in their courses; and there was a relationship between faculty members’ age and perception regarding their use of Web 2.0 technologies in their courses.

Accommodating Students (ADA)

Making Accommodations for Students with Disabilities - CRLT, University of Michigan
http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no17.pdf
An in-depth CRLT OCcasional Paper by Crisca Bierwert.

The Faculty Room - University of Washington
http://www.washington.edu/doit/Faculty/
"The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities.” It provides a searchable knowledge base and very comprehensive resources on the following topics:

• Accommodations and Universal Design
• Rights and Responsibilities
• Faculty Resources
• Faculty Presentations

Teaching a Diverse Student Body: Practical Strategies for Enhancing Student’s Learning - University of Virginia
http://trc.virginia.edu/Publications/Diversity/V_Disabilities.htm
A detailed write-up for teachers at the University of Virginia that describes the kinds of disabilities that teachers should be prepared for and the constraints and accommodations that they will require.

(Dis)Ability in Your Classroom - University of Michigan
http://www.crlt.umich.edu/node/58286
A short essay presented on the CRLT blog at the University of Michigan on potential obstacles to effective learning for students with disabilities and some strategies that teachers can employ to overcome them. It links to other CRLT resources for students with disabilities.

How to make PDFs accessible to screen readers - Center for Excellence in Teaching and Learning, UC Davis
http://cell.ucdavis.edu/accessible-pdfs/
This web page has links to pdfs on how to create learning materials for the visually impaired.
Students with Disabilities - Teaching Effectiveness Program, University of Oregon
http://tep.uoregon.edu/resources/diversity/students/studentswithdisabilities.html
Detailed and comprehensive resources dealing with issues of teaching students with disabilities. Includes sections on Information for Instructors, Overview of information from Disability Services at the University of Oregon, Instructor/Student Responsibilities, Outlines responsibilities when working on classroom issues with students with disabilities, Information from the Disabilities, Opportunities, Internetworking, and Technology (DO-IT) program at the University of Washington, Practical Suggestions for Enhancing our Students' Learning published online by the Teaching Resource Center at the University of Virginia, Making Accommodations for Students with Disabilities: A Guide for Faculty and Graduate Student Instructors.

Accommodating Students
(Published sources)

Self-Determination: A Key to Success in Postsecondary Education for Students with Learning Disabilities
Field, Sharon; Sarver, Mary D; Shaw, Stan F
Remedial and Special Education 2003 24: 339
Self-determination should be a central organizing concept in postsecondary programs for all students with disabilities, including those with learning disabilities. The importance of selfdetermination is supported by numerous studies, including one by Sarver (2000), who found a significant relationship between the grade point averages of students with learning disabilities and their levels of self-determination. Interviews with students about postsecondary environments demonstrate that specific environmental factors and personality markers are important to postsecondary success. Characteristics of environments that support self-determination are discussed within the context of postsecondary education settings. These characteristics include self-determined role models, self-determination skill instruction, opportunities for choice, positive communication patterns and relationships, and availability of supports. Universal Design for Instruction, a new paradigm for college students with learning disabilities, fosters self-determination by offering students productive opportunities for learning.

Assistive Technology For Postsecondary Students With Learning Disabilities
Day, Sheryl and Edwards, Barbara J
Journal of Learning Disabilities September 1996 vol. 29 no. 5 486-492
An increasing number of students with learning disabilities are attending postsecondary institutions. To meet the educational demands of these students, support service providers will likely rely on assistive technology. This article lists types of assistive technology appropriate for use with persons with learning disabilities at the postsecondary level and discusses ways in which assistive technology enhances learning. Additionally, an overview of legislation that has had an impact on assistive technology at the postsecondary level is presented. Issues involving assistive technology programs at the postsecondary level are discussed. Postsecondary assistive technology program components, device selection, and training guidelines also are outlined.

Accommodations in Higher Education under the Americans with Disabilities Act: A No-Nonsense Guide for Clinicians, Educators, Administrators, and Lawyers
Gordon, Michael and Keiser, Shelby, Guilford Press, 2000
This practical manual offers essential information and guidance for anyone involved with ADA issues in higher education settings. Fundamental principles and actual clinical and administrative procedures are outlined for evaluating, documenting, and accommodating a wide range of mental and physical impairments. Contributors draw upon extensive hands-on experience with managing ADA issues. Throughout, chapters provide helpful diagnostic roadmaps, sample reports, and resource listings. The paperback edition features a new preface and an updated chapter on legal issues, elucidating the practical impact of significant recent Supreme Court rulings.
Achieving Equity in Special Education: History, Status, and Current Challenges
Skiba, Russell J; Simmons, Ada B; Ritter, Shana Gibb, Ashley C; Rausch, Karena M; Cuadrado, Jason; Chung, Choong-Geun.
Among the most-longstanding and intransigent issues in the field, the disproportionate representation of minority students in special education programs has its roots in a long history of educational segregation and discrimination. Although national estimates of disproportionality have been consistent over time, state and local estimates may show varying patterns of disproportionality. A number of factors may contribute to disproportionality, including test bias, poverty, special education processes, inequity in general education, issues of behavior management, and cultural mismatch/cultural reproduction. This article provides a report on the history, measurement, status, and factors contributing to disproportionate representation in special education, and offers recommendations based on an understanding of racial and ethnic disparities in special education as a multiply determined phenomenon.

Students with Disabilities: Transitioning from High School to Higher Education
Eckes, Suzanne E and Ochoa, Theresa A.
American Secondary Education, Vol. 33, No. 3 (Summer 2005), pp. 6-20
The rise in numbers of students with disabilities entering higher education necessitates stronger transition programs between high schools and post-secondary institutions. Under current transition plans, many students with disabilities leave high school without the self-advocacy skills they need to survive in college. Further, although some universities understand their legal obligations in serving post-secondary students with disabilities, the litigation suggests that more needs to be accomplished. It appears that in some cases both university professors and administrators lack full awareness of their legal obligations. This manuscript examines the challenges students with disabilities face in college, reviews relevant case law regarding the transition for students with disabilities from high school to higher education, and provides suggestions to assist high schools and universities in forging programs to better serve students with disabilities.

Learning Disabilities and Related Mild Disabilities: Characteristics, Teaching Strategies, and New Directions: Characteristics, Teaching Strategies, and New Directions
Lerner, Janet W and Johns, Beverley H
Cengage Learning, 2008
The text that has set the standard for students working toward certification in special education has been substantially revised and updated to meet the needs of a new generation of teachers and students.

Teaching Students With Special Needs in Inclusive Settings, Mylabschool Edition (4th ed)
Patton James, Dowdy Carol, Polloway Edward, Smith Tom
Lavoisier, 2001
Written by leading experts in inclusion, Teaching Students with Special Needs in Inclusive Settings, Fourth Edition, provides a practical survey for general education teachers on how to best teach gifted, at-risk, and students with disabilities in the classroom. The fourth edition offers an overview of the different types of exceptionalities that teachers encounter. It presents extensive practical teaching suggestions, including enhanced coverage of professional and family collaboration, IEP programming, and cultural and linguistic diversity. This edition also focuses on helping readers make the links between understanding students’ needs, required procedures, and classroom practices and strategies. Topics covered include: AD/HD, learning disabilities, emotional and behavioral disorders, mental retardation, sensory impairments, autism, traumatic brain injury, and other low-incidence disabilities.

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**Accommodating Students (Case studies)**

**Two Mentorship Case Studies of High School and University Students with Disabilities: Milestones and Lessons.**  
Norma J.Stumbo, Alicia Rae Blegen, and Paige Lindahl-Lewis,  
The Journal of Rehabilitation, July 1, 2008

**Research and Case Study Findings in the Area of Workplace Accommodations Including Provisions for Assistive Technology: A Literature Review**  
Tina M. Butterfield, Hunter J. Ramseur  
Technology and Disability, Vol. 16 (2004), pp. 201-210  
People with disabilities work in a variety of environments and accommodations in these environments enable them to enter and remain in the workplace. A literature review was conducted looking at workplace accommodations including provisions for assistive technology and the following themes in accommodation were identified: 1) types of accommodations recommended, 2) people receiving provisions for accommodation, and 3) methods of reporting accommodation in the literature. Computer technologies for people with musculoskeletal limitations were the most prevalent provisions reported. Multi subject studies tend to focus on general themes of workplace accommodations, however the specific barriers and solutions found in case studies is important to clinicians and developers of new technologies. A need exists to identify themes of specific barriers to job placement along with the associated facilitators that contribute to successful employment for individuals with disabilities so workplace accommodations priorities for future projects addressing job outcomes for people with disabilities can be determined.

**Inclusion at a University: Experiences of a Young Woman with Down Syndrome.**  

**Career Self-Efficacy of the Student who is Gifted/Learning Disabled: a Case Study.**  
This study explores the development of career self-efficacy of a student who is gifted/learning disabled through a qualitative, case-study approach. The participant is a male, Caucasian high school junior who has been identified as both being gifted and having a learning disability. The results of this study indicate that early recognition of potential, opportunities and resources for talent development, and emotional supports from caring adults are critical, positive influences on career self-efficacy. Curricular and educational implications are also discussed.

**Legal Protection Against Discrimination for Students in Higher Education: Four Leading Issues**  
Case Studies of High-Ability Students with Learning Disabilities Who Have Achieved.
Sally Reis et al. Exceptional Children, 1997. V. 63 N. 4 p463-79
Qualitative methods were used to examine experiences of 12 successful college students with learning disabilities. The participants reported social problems, difficulty with teachers, and frustration with certain academic areas, sometimes resulting from the interaction of their high ability and learning disabilities. Participants successfully integrated specific personality traits, special compensation strategies, and environmental modifications in the university setting.

Case Studies of University Science Faculty: Experiences with Students with Disabilities.
Andrea Helen Farbman. Research; Speeches/Meeting Papers, 1982.
The number of college students with disabilities has increased steadily as a result of federal legislation mandating access to education. This qualitative study explored experiences that 10 science faculty members had with disabled college students. Ss participated in open ended interviews. Of primary importance were curricular and instructional modifications and knowledge regarding university resources and legal responsibilities. Findings indicated that the majority of faculty members, although willing to make accommodations, were unfamiliar with available resources, were unclear about the university's legal responsibilities, and for the most part made accommodations based on the approach of the student.

A Case Study of Universal Design for Learning Applied in the College Classroom
As the landscape of education and the demographics of the postsecondary classroom continue to evolve, so too must the teaching practices at our nation's institutions of higher education. This study follows an instructor who has evolved to incorporate Universal Design for Learning (UDL) techniques into her classroom, even though prior to participation in this research study, she had not heard of UDL. UDL is a flexible framework used to design curricula that enable all learners to acquire knowledge, skills, and motivation to learn. This qualitative, descriptive case study addressed how and to what extent UDL techniques are being implemented in the college classroom and what student's perceptions of how these UDL techniques affect their learning. Data were collected over the course of a semester via field-based observations, semi-structured interviews, a survey, and a review of course materials. The case study participants included 38 students and an assistant professor at an institution of higher education in West Virginia. Results indicated that the instructor was implementing many UDL techniques in her classroom and that the majority of students both acknowledged and positively received these techniques. The data gathered during this study also revealed that the implementation of UDL in the college classroom is more than mere theory; the application of the UDL framework and principles are practical. Neuroscience suggests that no two students learn the same way or experience the same event with identical observations; responses are as unique as our fingerprints or DNA. As educators, our instruction must meet the needs of unique and diverse learners. UDL assists instructors to meet a diversity of needs through a single curriculum design. Research studies indicate that UDL is "best practice" teaching.

Web Resources for Special Education
Delar K. Singh. Online Submission, 2010
The purpose of this paper is to provide brief descriptions and links to a number of reputed websites on various topics and issues of special education. The web sites are organized in the following categories: (1) Teaching in Inclusive Classroom, (2) Policies, Procedures, & Process of Special education, (3) Students with High Incidence Disabilities and Gifts and Talents, (4) Students with Low Incidence Disabilities and Other Special Needs, (5) Collaboration and Cooperative Teaching, (6) Assistive Technologies, (7) Universal Design for Learning (UDL), (8) Assessment & Evaluation, (9) Instructional Strategies, (10) Designing Learning that Works for All Students, (11) Creating Literacy Rich Environments for All Learners, (12) Teaching Mathematics to All Learners, (13) Teaching Science and Social Studies to all Learners, and (14) Positive Behavioral Supports for All Learners. All of the web links can be accessed with a Web browser such as Internet Explorer

The Distance Education Evolution: Issues and Case Studies
"The Distance Education Evolution: Case Studies" addresses issues regarding the development and design of online courses, and the implementation and evaluation of an online learning program. Several
chapters include design strategies for online courses that range from the specific to the universal. Many authors address pedagogical issues from both a theoretical and applied perspective. This diverse compilation of contributions by Temple University administrators and faculty gives a comprehensive overview of the distance education experience that can serve as a guide to others interested in providing quality distance education. This book contains thirteen chapters: (1) Creating an Online Program (Sandy Kyrish); (2) Faculty Participation in Distance Education Programs (Catherine Schifter); (3) Can a Viable DE Program Stay Behind the Technology "Wave"? (John Sorrentino); (4) Universal Design for Online Education (Rosangela Boyd and Bonnie Moulton); (5) Certain about Uncertainty (Stella Shields, Gisela Gil-Egui and Concetta Stewart); (6) Education Mirrors Industry (Donald Hantula and Darleen Pawlowicz); (7) Evaluating a Distance Education Program (Catherine Schifter and Dominique Monolescu); (8) Online Teaching, Copyrights, and the Need for Concerted Solutions (Gisela Gil-Egui); (9) Creating and Using Multiple Media in an Online Course (Maurice Wright); (10) Teaching a Studies-in-Race Course Online (Karen Turner); (11) Media Entrepreneurship as an Online Course (Elizabeth Leebron); (12) The Uses and Impact of Academic Listservs in University Teaching (Julie-Ann McFann); and (13) Design and Evaluation of an Internet-Based Personalized Instructional System for Social Psychology (Erica Davis Blann and Donald Hantula).

Ethics and the Academy: Lessons from Business Ethics and the Private Sector
Cragg, Wesley
Canadian Journal of Higher Education. v30 n3 p127-58 2000
Explores the idea that accountability is a moral concept central to understanding the modern corporation and considers how this applies to universities, which are not seen as private sector corporations, but which clearly have many similarities. Accountability is an important response to the problems of the modern university. (SLD)

The Practice of Integrity Within the University
Calabrese, Raymond L.; Barton, Angela Calabrese
Journal of Educational Thought/Revue de l'a Pensee Educative. v34 n3 p265-84 Dec 2000
Examines the practice of integrity within university programs and its relation to faculty and the community, and presents case studies that demonstrate the complexity of organizational integrity. States that aligning values with practical theories requires a commitment to ethical action and integrity in order to fulfill the tenets of the university's social contract. (Contains 30 references.) (CW)

Faculty Misconduct in Collegiate Teaching
Braxton, John M.; Bayer, Alan E.
September 1999
This book addresses issues of impropriety and misconduct in the postsecondary teaching role. It reports on three surveys of faculty members conducted over 6 years at research universities, liberal arts colleges, and two-year community, junior, and technical colleges. In each survey an equal number of faculty members were selected from each of four disciplines: biology, history, mathematics, and psychology. Analysis examines how individual, disciplinary, and institutional differences influence professorial behavior in undergraduate teaching. The book finds that in contrast to the more explicitly understood and enforced rules of conduct in research, teaching norms are informally defined and observed. The book argues that a formal code of ethics for undergraduate teaching would serve the dual purpose of improving undergraduate education and elevating the status of college teaching. The 10 chapters address the following topics: (1) the centrality of norms to academic work; (2) design of the studies; (3) inviolable norms; (4) admonitory norms; (5) institutional type and norm espousal; (6) academic disciplines and norm espousal; (7) individual faculty characteristics and norm espousal; (8) social control of teaching misconduct; (9) prior formalized teaching prescriptions and proscriptions; and (10) implications for theory, research, policy, and practice. The survey and statistical analyses are appended. (Contains approximately 200 references.) (DB)

The Ethical Impasse of Academic Earmarking
Casteen, John T, III
Presidency. v5 n1 p22-26 Win 2002
Asserts that growth in the number of earmarks that research universities seek and obtain seems simultaneous in relieving some of research's growing pains and to challenge long-held academic values.

Discusses how for college presidents who pursue them, the dilemma over earmarks as a component of the funding process causes loud, but perhaps healthy, cognitive dissonance. (EV)

**The Fundamental Values of Academic Integrity: Honesty, Trust, Respect, Fairness, Responsibility**

Duke Univ., Durham, NC. Center for Academic Integrity.
October 1999

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values come principles of behavior that enable academic communities to translate ideals into action. This essay discusses each of these values and poses some questions institutions and administrators should ask themselves about these values in operation on their campus. Seven recommendations for academic integrity have been developed that are appropriate to every institution of higher education: (1) have clear academic integrity statements, policies, and procedures that are consistently implemented; (2) inform and educate the entire community about academic integrity policies and procedures; (3) promulgate and practice these policies and procedures rigorously from the top down and support those who uphold them; (4) have a clear, accessible, and equitable system to adjudicate suspected violations of policy; (5) develop programs to promote academic integrity among all segments of the campus community; (6) be alert to trends in higher education and campus technology; and (7) regularly assess the effectiveness of policies and procedures and take steps to improve and rejuvenate them. (SLD)

**Ethics and the University. Professional Ethics Series**

Davis, Michael, 1999

This book brings together the closely related topics of the practice of ethics in the university; “academic ethics”; and the teaching of practical, or applied, ethics in the university. The volume considers practical ethics, research ethics, the teaching of ethics, and sexual ethics as related to the university. The chapters are: (1) "The Ethics Boom, Philosophy, and the University”; (2) “Academic Freedom, Academic Ethics, and Professorial Ethics”; (3) "The New World of Research Ethics: A Preliminary Map”; (4) "Science: After Such Knowledge, What Responsibility?”; (5) “University Research and the Wages of Commerce”; (6) “Of Babbage and Kings: A Study of a Plagiarism Complaint”; (7) "Ethics across the Curriculum”; (8) “Case Method”; (9) “A Moral Problem in the Teaching of Practical Ethics”; and (10) “Sex and the University.” (Contains 190 references.) (SLD)

**Academic Ethics: Problems and Materials on Professional Conduct and Shared Governance.**

ACE/Praeger Series on Higher Education

Hamilton, Neil W.

This book provides a history of the U.S. tradition of academic freedom, peer review, and shared governance in higher education as a background to a discussion of academic ethics. The book also contains a selection of ethical problems for peer discussion. The chapters are: (1) “Introduction”; (2) “The American Academic Profession: The Tradition of Academic Freedom and Shared Governance”; (3) “Problems on the Duties of Individual Professors”; (4) “Problems on the Rights of Academic Freedom for Individual Professors”; (5) “Problems on the Duties of the Faculty as a Collegial Body”; (6) “Problems on the Rights of the Faculty in Shared Governance”; and (7) “Problems on the Rights of Academic Freedom for Students.” Eight appendices contain a summary of principles of professional conduct and statements of principles of various organizations. (Contains 5 diagrams, 3 tables, and 68 references.) (SLD)

**Moral Positions and Academic Conduct: Parameters of Tolerance for Ethics Failure.**

Bruhn, John G.; Zajac, Gary; Al-Kazemi, Ali A.; Prescott, Loren D., Jr.
Journal of Higher Education. v73 n4 p461-93 Jul-Aug 2002

Explaining that academia is undergoing intense scrutiny by legislators and the public with respect to its accountability, this article examines some common ethical boundaries in the profession of academia and
opportunities for ethics failure to occur, suggests a typology of ethics failure, and explores the response to ethics failure and its consequences for the academic community. (EV)

Professional Ethics, Day by Day
Roworth, Wendy Wassyng
Academe. v88 n1 p24-27 Jan-Feb 2002
The chair of the American Association of University Professors (AAUP) Committee on Professional Ethics explores faculty obligations to students, institutions, and colleagues. Discusses AAUP's guiding ethical principles and new areas of concern. (EV)
Part VII: 
Learning Outcomes and Student Evaluation

Student Learning Outcomes (SLOs) are an essential part of effective teaching in Public Administration programs. They provide a framework for designing indicators that match goals of a course, and then allow instructors to measure performance against those indicators. Learning competencies, which establish core areas of student knowledge and learning, are also used to design course material. There are two main accreditation authorities that provide guidance on implementation of these competencies: The National Association of Schools of Public Affairs and Administration (NASPAA) and the Middle States Commission for Higher Education (MSCHE). They also provide accreditation to programs and institutions which meet a standard of learning competencies in Public Affairs and Administration teaching.

NASPAA Competencies for Student Learning: Standard 5 of the Accreditation Standards

Matching Operations with the Mission: Student Learning

5.1. Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.

5.2. Mission-specific Required Competencies: The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

5.3. Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

5.4. Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

NASPAA Competencies
(Published sources)

Assessing Performance in NASPAA Graduate Programs
Aristigueta, Maria and Gomes, Kimberly M. B.
Performance in graduate programs seeking accreditation through the National Association of Schools of Public Affairs and Administration may be assessed through a variety of indicators. This paper focuses on the second NASPAA standard, program mission, which requires demonstrated performance, and it
addresses multiple program outcomes rather than a single performance measurement tool. The performance measurement efforts at the University of Delaware are discussed as an example of one program's approach to meeting the program mission standard.

Teaching Ethics and Values in Public Administration Programs: Innovations, Strategies, and Issues
Bowman, James S. and Menzel, Donald C.
SUNY Press, 1998
This book offers a comprehensive selection of the latest work on teaching ethics in public administration. It presents in-depth original studies on contemporary innovations, strategies, and issues in ethics instruction and examines the most recent efforts to design ethics education curricula that make an important difference in the lives of professional men and women. The volume features an interesting variety of program innovations from across the nation, and offers an eclectic group of pedagogical strategies, with particular relevance to on-campus learning. The contributors provide examples of ethics training in the field, focusing on three different kinds of practitioners in three different parts of the country, and deal with often-overlooked issues in the teaching of ethics such as program management, faculty-student relations, research, and consulting.

Public Affairs and Administration Education: An Overview and Look Ahead from the NASPAA Perspective
Ingraham, Patricia W. and Zuck, Alfred
The October 1995 annual National Association of Schools of Public Affairs and Administration (NASPAA) conference celebrated 25 years of the organizations existence as a separate entity. Organized in 1970 at Princeton University, NASPAA's stated mission is to promote excellence in education for public service. In fact, a major purpose in establishing the Association was to define the field and the curriculum content for graduate education in public affairs and administration. What can be said about the role NASPAA has played in defining the academic field of study, and what future role can - or should - it play as the field confronts changing political, social, economic, and technological environments at the end of the 20th century?

The Design and Implementation of an Integrated Values- and Competency-Based MPA Core Curriculum
Roberts, Gary E. and Pavlak, Tom
This article describes the design and development of a values- and competency-based master of public administration curriculum oriented to an audience of in-service professionals pursuing part-time graduate study. To create the curriculum, faculty members undertook a comprehensive, year-long review of their MPA program, including mission, curriculum, and outcomes assessment. The authors present a description of their approach to curriculum reform and the MPA core curriculum that they developed, data and observations on initial outcomes of the curriculum reform effort, and reflections on the experience that may benefit other MPA programs considering undertaking significant curriculum reform.

Toward Becoming a Learning Organization: Outcomes Assessment, NASPAA Accreditation, and Mission-Based Capstone Courses
Durant, Robert R
This essay chronicles how a mission-driven and outcomes-oriented capstone course in the MPA program at the University of Baltimore was prompted by NASPAA's accreditation focus and has put the MPA program on a path toward becoming a learning organization (Argyris, 1992; Senge, 1990; Senge et al., 1999). Discussed is how the MPA program's mission and design have evolved through systematically acquired feedback about the capstone course from faculty students, and a NASPAA site visit team. The problems and pitfalls of trying to become a learning organization in this fashion are also reviewed.
What We Have Learned from the NASPAA Standards Review Process
Raffel, Jeffrey A.
Journal of Public Affairs Education, October 2009
The text of the NASPAA presidential address delivered on October 16, 2009, at last year’s Annual Conference of the National Association of Schools of Public Affairs and Administration (NASPAA).

The Changing Climate for Public Affairs Education
Berry, Frances S. and Askew, Reuben
The text of the NASPAA presidential address delivered on October 1, 2010, at last year’s Annual Conference of the National Association of Schools of Public Affairs and Administration (NASPAA).

Seeking the Holy Grail: Assessing Outcomes of MPA Programs
Williams, David, G
NASPAA accreditation standards, university assessment processes, and program management have put an increased emphasis on outcome and performance measurement in MPA and related programs. Simple yet comprehensive measures are not easily found or are very difficult and expensive to create. Based on the trade-offs, this article proposes information that may be collected as a byproduct of MPA program operation and from supplemental processes. Use of these multiple measures can serve well in assessing MPA programs and in guiding their performance. Examples are given from a specific MPA program.

The Middle States Commission on Higher Education (MSCHE)

The Middle States Commission on Higher Education (MSCHE)
http://www.msche.org/
The Middle States Commission on Higher Education accredits institutions mainly in the geographic area of Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

MSCHE Competencies
(Published sources)

A step-by-step guide on applying for Middle States accreditation.

An in-depth presentation of the 14 standards of Middle States accreditation.

Guidelines for reports and reviewers.

Verification of Compliance with Accreditation-Relevant Federal Regulations Initial Implementation for Spring 2013. Middle States Commission on Higher Education, 2012
Work in progress with sections on Distance or Correspondence Education, Transfer of Credit, Title IV Cohort Default Rate, and Credit Hour, to date.

**Self-Study: Creating a Useful Process and Report. Middle States Commission on Higher Education, 2006**
http://www.msche.org/publications/SelfStudy2012FINAL.pdf

**Assessing Student Learning and Institutional Effectiveness Understanding Middle States Expectations. Middle States Commission on Higher Education, 2005**
http://www.msche.org/publications/Assessment_Expectations051222081842.pdf
A five page Q&A on creating documents in preparation for accreditation.

One page listing with the following areas:
- Direct (Clear and Compelling) Evidence of What Students Are Learning
- Indirect Evidence of Student Learning (Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)
- Evidence of Learning Processes that Promote Student Learning (Insights into Why Students Are or Aren’t Learning)

**Governing Boards: Understanding the Expectations of the Middle States Commission on Higher Education. Middle States Commission on Higher Education, 2010**
Covers areas such as What is a Governing Body?, What are the Responsibilities of a Governing Board?, and The Importance of Board Autonomy

**Suggested readings on Assessing Student Learning in General Education Curricula Compiled by Linda Suskie, Middle States Commission on Higher Education. August 19, 2009**

**Information Literacy in Self-Study and Accreditation**
Ratteraya, Oswald M.T
The Middle States region has introduced into its standards for accreditation an approach that effectively treats information literacy as a meta learning outcome that also has a role in an institution’s ongoing assessment plan, its decennial self-study, and its interim report to the Commission. The dawn of 2002 ushered in a new era for the 515 colleges and universities that serve over 2.5 million students in the Middle States region. In that year, some institutions began to use the revised Middle States standards for accreditation, Characteristics of Excellence in Higher Education, which include significantly enhanced references to information literacy.

**Accreditation as a Catalyst for Institutional Effectiveness**
Dodd, Ann H.
Accreditation bodies increasingly force institutions to merge their accountability reporting, institutional research, outcomes assessment, and decision-making activities, thus serving as catalysts for enhancing institutional effectiveness.

**Information Literacy and Accreditation: A Middle States Association Perspective**
Simmons, Howard L.
The Middle States Association believes that programs to improve the teaching and learning process should include an appropriate emphasis on information literacy and other resource-based learning strategies.

**Two Continuums Collide: Accreditation and Assessment**
Lubinescu, Edward S.; Ratcliff, James L.; and Gaffney Maureen A.
Much has been written of accreditation and assessment, yet many college faculty and administrators lack a basic understanding of what they are, how they operate, how they came about, and how they relate.

**Conversations about Accreditation: Middle States Association of Colleges and Schools: Focusing on Outcomes Assessment in the Accreditation Process.**
Gill, Wanda E.
Conference of the American Association for Higher Education
This paper examines the role of outcomes assessment in the higher education accreditation process of the Middle States Association Commission on Higher Education region and considers future trends suggested by recent federal legislation. The recent reauthorization of the Higher Education Act stipulates an evolving role for the federal government in accreditation. Four current Commission publications on outcomes assessment are briefly summarized. In addition the paper presents results of a study of outcomes assessment in institutions in the region. The study consisted of two surveys, one for institutions beginning the outcomes assessment process and one for institutions with assessment plans in place. Three hundred of the 506 institutional members returned one of the two questionnaires. An analysis of self-study designs submitted by institutions during 1992 and 1993 found an increasing emphasis on outcomes assessment. In addition, all of the 1993-94 self-studies on file to date incorporate assessment data. The paper discusses the importance of outcomes assessment in light of the National Education Goals, particularly Goal #5 which calls for all citizens to be literate and able to exercise the rights and responsibilities of citizenship. A final discussion highlights differences between Commission positions with regard to assessment and constructs and procedures outlined in draft federal regulations. Copies of the outcomes assessment surveys are appended.

**Linking Courses to Student Learning Outcomes**

**Grading and Performance Rubrics - Eberly Center of Teaching Excellence and Educational Innovation, Carnegie Mellon University**
http://www.cmu.edu/teaching/designateach/teach/rubrics.html
A collection of real grading rubrics used in Paper Assignments, Projects, Oral Presentations, and Class Participation/Contributions.

**Assessing Students - Center for teaching and Assessment of Learning, University of Delaware**
http://cte.udel.edu/instructional-topics/assessing-students.html
An online repository of student assessment ideas and tools including power point presentations, sample rubrics, and .pdf instructional handouts.

**Testing and Learning – Center for Teaching and Learning, University of Georgia**
http://www.ctl.uga.edu/faculty/resources/assessment
A list of testing techniques and perspectives:
• Exams Demonstrating Student Understanding
• Keeping Students Informed of their Progress
• Testing and Grading Issues
• Allaying Students’ Anxieties about Tests
• Grading Practices
• Quizzes, Test, and Exams
• Improving Multiple Choice Tests
• Improving Essay Tests
• Non-Graded Assessment of Learning
• Assessment, Evaluation and Testing

Student Learning Outcomes (SLO) Examples - Center for the Advancement of Teaching and Learning
http://www.uc.edu/cetl/teaching/teachdesign/slo_examples.html
Learning outcomes assessment is presented here by discipline area and split into a set of options for assessment methods. Each option is given step-by-step instructions on application.

Designing Learning Inside This Tip Sheet Objectives - Tufts University
http://provost.tufts.edu/celt/files/tipsheetdesigninglearningobjectives.pdf
A helpful tip sheet on how to design and implement SLOs.

Assessment Toolkit for Faculty - University of Washington, Tacoma
http://www.tacoma.uw.edu/teaching-learning-center/assessment-toolkit-faculty
A detailed list of traditional and innovative assessment techniques including Minute papers, Jigsaw, Think-Pair-Share, Active learning response (ex. Clickers), Non-graded quizzes, Student-Generated Exam Questions, Small Group Instructional Diagnosis (SGID), Questionnaire on class exercises and assignments, Student self-assessment

Effective Assessment – Teaching Effectiveness Program, University of Oregon
http://tep.uoregon.edu/resources/assessment/index.html
Discussion and resources on the following topics:
• What Are Learning Objectives?
• Ways to Assess Student Learning During Class
• Using Student Feedback
• Rubrics
• Tests and Grading -Writing Multiple-Choice Questions
• Online Assessment
• Team Learning -Creating Successful Group Assignments

Learning Goals – UC Berkeley
http://teaching.berkeley.edu/learning-goals
A simple set of guidelines of working with and applying goals-based teaching

Evaluating Achievement of Program-Level Goals - UC Berkeley (PDF)
A step-by-step guide on evaluating student learning that asks what will be evaluated, how it will be evaluated, and what the application of the results will be.

Examples of Program Learning Goals - UC Berkeley (PDF)
http://teaching.berkeley.edu/sites/teaching.berkeley.edu/files/Program%20Level%20Examples.pdf
A concise list of discipline specific and universal learning goals that are commonly used to evaluate learning.
Student Learning Outcomes
(Published Sources)

Assessing Student Learning: A Common Sense Guide
Suskie, Linda
John Wiley & Sons, Jul 30, 2010
The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

The Student as Co-Producer: Learning from Public Administration About the Student–University Relationship
McCulloch, Alistair
Studies in Higher Education . Volume 34, Issue 2, 2009
The dominant metaphor/model used to characterise the relationship of the student to the university, that is, the 'student as consumer', is partial and not appropriate to the realities of contemporary higher education. This article suggests that co-production, a concept drawn from the public administration literature, offers a more appropriate metaphor. In this metaphor, the student, lecturers and others who support the learning process are viewed as being engaged in a cooperative enterprise focused on the production, dissemination and application of knowledge, and on the development of learners rather than merely skilled technicians.

Improving the Quality of Student Learning: the Influence of Learning Context and Student Approaches to Learning on Learning Outcomes
Trigwell, Keith and Prosser, Michael
Previous studies of the relationship between perceptions and/or evaluations of the learning environment and approaches to study have either not included measures of students' learning outcomes, or have included quantitative differences and not qualitative differences in learning outcomes. The studies reported in this paper focus on the relationship between qualitative differences in learning outcomes, perceptions/evaluations of the learning environment and approaches to study. The results support previous research in identifying relationships between perceptions/evaluations of the learning environment and approach to study and between approach to study and the quality of the learning outcomes. The second of the two studies reported also identifies a relationship between perceptions, approaches and the quality of the outcomes. The results suggest that perceived environments which encourage deep approaches are more likely to facilitate higher quality learning than environments designed to discourage surface approaches.

Assessment in Higher Education: Student Learning, Teaching, Programmes and Institutions
Heywood, John
Jessica Kingsley Publishers, 2000
Assessment in Higher Education - Student Learning, Teaching, Programmes and Institutions is John Heywood's latest contribution to the assessment debate. Building on his previous work it examines not only the assessment of student learning but the assessment of institutions, the programmes they offer, and the teaching they provide. He describes in detail the significant developments that have taken place over the last decade in the field, and clarifies the many different meanings of the term assessment that are now in use. A practical guide for all those involved in design and implementation of outcomes-based assessment, the book also explores the issues that arise for policy makers and managers. The author argues that there has been a decisive shift towards the accountability of the institution and the teacher for the quality of what they deliver. Therefore, the form of assessment used to determine quality in practice
dictates the style and content of learning. He looks back at what this means for higher education particularly in times of economic cut-back and demands for greater choice. Drawing on these world-wide developments and his own experiences, the author emphasizes the importance of using a wide range of techniques, to suit individual assessment needs. These are discussed in detail. He lays out his own multiple strategy assessment model for the assessment, curriculum, learning and teaching process in education.