OHIO UNIVERSITY

Voinovich School of Leadership and Public Affairs

Ohio University's

Master of Public Administration

STUDENT HANDBOOK 2013-2014

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THE MASTER OF PUBLIC ADMINISTRATION
AT THE GEORGE VOINOVICH SCHOOL OF LEADERSHIP AND PUBLIC AFFAIRS

The George V. Voinovich School of Leadership and Public Affairs (GVS), through its academic and applied scholarship engages students, faculty and professional staff to help make a difference in Appalachian Ohio and the state. The School uses project teams comprised of members from various disciplines to help business, nonprofit, and government partners in three core areas: policy innovation and strategic leadership, energy and the environment, and entrepreneurship and regional development. GVS partners with nearly every college at Ohio University and with public and private entities throughout the region and state in order to educate students and provide applied learning opportunities. Over 150 students are integrated into applied research and learning projects at GVS annually. The school offers two degree programs, the Master of Public Administration and the Master of Science in Environmental Studies and is directed by Dr. Mark Weinberg. In addition to degree programs, certificate programs offered include a Graduate certificate in Environmental sustainability and an Undergraduate Certificate in Environmental Studies.

GVS is located on The Ridges in Buildings 19, 21, and 22. Classes typically meet in Building 21 in the Leadership Room on the first floor or in Building 22 in the second floor classroom. Dr. Jason Jolley is the MPA director. His office is in Building 21, room 211; email jolleyg1@ohio.edu; telephone 740-593-9797. The GVS has an office of Student Services located in Building 22, room 119. The primary contact person in that office is Cheryl Hanzel; email hanzel@ohio.edu; telephone 740-593-9381. Any questions related to the graduate program should be directed to Dr. Jolley or Cheryl Hanzel.

ADMISSION REQUIREMENTS*

All incoming graduate students are expected to have had previous course work in the social sciences, business administration, or public policy. Generally, a minimum of six undergraduate classes or the equivalent is expected, although exceptions can be made for those with coursework in closely related fields or with practical political or administrative experience. Ohio University is committed to offering equal educational and employment opportunities and to complying with federal and state laws prohibiting discrimination based on race, creed, color, national origin, age, handicap, or sex. Furthermore, the university conducts a vigorous affirmative action program to promote equal opportunities.

***Ohio University requires candidates for admission to have a 3.0 undergraduate grade point average for unconditional admission to the University's graduate programs. Applicants with a lower grade point average may be admitted on a conditional basis. The department may require students receiving conditional admission to take additional preparatory course work and/or maintain a 3.0 GPA for their first 15 hours of graduate study.**

FACULTY AND STAFF

The MPA faculty and staff are comprised of core faculty from GVS, the Department of Political Science, and GVS administrative and practitioner staffers. *(See Appendix I for a guide to working with faculty and staff).*

DeLysa Burnier, PhD Political Science, University of Illinois at Urbana-Champaign
Dr. Burnier's areas of specialization are public administration, public policy, and American politics. She has published work on gender and public administration, gender and the New Deal, leadership, teaching pedagogy and interpretative approaches to public policy. Dr. Burnier can be reached at burnier@ohio.edu or 593-1337.

Michael Burton, PhD Political Science, University at Albany, SUNY
Dr. Burton teaches Elections & Campaigns and Political Leadership. His research has involved campaigns & elections, judicial appointment, American political leadership, and philosophy of logic. He spent more than seven years as a political professional in Washington. He also worked in the office of Vice President Al Gore (1993-98) as Special Assistant to the Chief of Staff and Assistant Political Director, advising the Vice President and senior White House staff and assisting in the coordination of vice-presidential travel. He is available at burtonm@ohio.edu or 593-1340.

Lesli Johnson, PhD Clinical Psychology, Ohio University
Dr. Johnson leads the GVS PEER team (Planning, Evaluation, Education and Research) and serves as the coaching coordinator for the Ohio Appalachia Educators Institute. She has twenty years of experience working in community programs, including mental health, health, education and child welfare. Dr. Johnson enjoys working on interdisciplinary teams both as a researcher and as a project coordinator. As an evaluator, she has conducted evaluations on school-based programs, mental health interventions, community development and community readiness. She serves as the interim director for the Ohio Appalachia Educators Institute. Dr Johnson can be reached at johnsol2@ohio.edu or 593-9739.

G. Jason Jolley, PhD Public Administration, North Carolina State University
G. Jason Jolley is the director of the MPA program and has over a decade of academic and professional experience in economic development and regional planning. From 2006-2012, Dr. Jolley worked at the University of North Carolina at Chapel Hill where he served as Senior Research Director for the Center for Competitive Economies, an applied economic development research center in the Frank Hawkins Kenan Institute for Private Enterprise. Jolley also served as an Adjunct Assistant Professor in UNC's Kenan-Flagler Business School where he taught an MBA course on financing mega-projects and as a Teaching Assistant Professor at North Carolina State University where he taught MPA courses in economic development and public policy. Dr. Jolley can be reached at jolleyg1@ohio.edu or 593-9797.

Aleksey Kolpakov, PhD Public Administration, Indiana University
Aleksey Kolpakov's theoretical and applied research focuses on the structural aspects of interorganizational networks to improve the effectiveness and efficiency of public management and nonprofit networks. At the Voinovich School, Aleksey Kolpakov is currently engaged in various evaluation projects with the emphasis on collaboration among public and nonprofit organizations in the state of Ohio. Kolpakov teaches classes on public administration, collaborative management, and human resource management in the public and nonprofit sector. Aleksey has an extensive professional experience working as a consultant for the United Nations agencies and projects for the past 10 years. He has consulted various public, international, and nonprofit organizations in his home country and abroad to improve their collaborative and learning capacity. He can be reached at kolpakov@ohio.edu or 597-2597.

Marsha Lewis, MPA, Ohio University
Marsha Lewis currently manages applied research projects related to education and public sector strategy development. She also serves as a senior data analyst for research and evaluation projects. Marsha helped develop the Ohio University Executive Leadership Institute and served as the Institute's managing director for five years. She is currently pursuing a Ph.D. in educational research and evaluation with concentrations in statistical analysis and psychometrics. Before joining the Voinovich School, Ms. Lewis taught high school social studies. Ms. Lewis can be reached at lewism5@ohio.edu or 593-1435.

Nancy Manring, PhD Natural Resource Policy and Administration, University of Michigan
Dr. Manring is the Director of the Environmental Studies Certificate Program, and a member of the Master of Science in Environmental Studies (MSES) Program faculty and Advisory Board. Dr. Manring's teaching interests include environmental and natural resource policy and politics, politics of the environmental movement, environmental and public dispute resolution, the politics of sustainability, and environmental literacy. Dr. Manring can be reached at manring@ohio.edu or 593-4375.

Judith Millesen, PhD Public Administration, University at Albany, SUNY
Dr. Millesen teaches courses in nonprofit management, nonprofit fundraising, and the graduate seminar in public administration. With more than 20 years of experience in many aspects of nonprofit administration including strategic planning and management, meeting facilitation, and board development, her research focuses on making a strong link between theory and practice. Dr. Millesen can be reached at millesen@ohio.edu or 593-4381.

Holly Raffle, PhD, Educational Research and Evaluation, Ohio University
Dr. Raffle serves as a research methodologist for qualitative, quantitative, and mixed methods research projects including program evaluation at Ohio University's Voinovich School of Leadership and Public Affairs. Dr. Raffle primarily works in the disciplines of K-12 education, post-secondary education, and public health. Additionally, she is a certified health education specialist and has taught health in the public school system. Dr. Raffle can be reached at raffle@ohio.edu or 597-1710.

Ani Ruhil, PhD, Stony Brook University, SUNY
Dr. Ruhil manages a number of applied research projects at the Voinovich School in the areas of educational attainment and public program evaluation. His primary research interests are focused in bureaucratic politics and governmental reform. His research is widely published in a number of academic journals and his recent applied work has informed governmental decision making in Ohio. Prior to joining the Voinovich School, Dr. Ruhil taught at the University of South Carolina and the University of Illinois at Chicago. Dr. Ruhil can be reached at ruhil@ohio.edu or 597-1949.

Jay Ryu, PhD, Public Administration, University of Georgia
Dr. Ryu's areas of specialization are public administration, public budgeting, and finance. His current research areas have been focused on the evaluation of public revenues and expenditures such as education policy and finance, job training programs, and investment in public infrastructures, budgetary politics and the models of public expenditures, organizational performance and its determinants, and state and local privatization studies. He can be reached at ryu@ohio.edu or 593-1993.

Mark Weinberg, PhD Political Science, University of North Carolina, Chapel Hill
Dr. Weinberg is the Director of the Voinovich School of Leadership and Public Affairs specializes in the areas of organizational strategy and public sector value creation. In 2002, he was named the Appalachian Regional Commission's Whisman Scholar and served in that position for three years. He has taught a range of management courses including Public Budgeting, Financial Management, Public Policy Analysis, and now teaches the graduate capstone seminar in Public Administration (POLS 680). Dr. Weinberg can be reached at weinberm@ohio.edu or 593-4390.

Julie White, PhD, Political Science University of Wisconsin
Dr. White's work is primarily in the field of political theory and ethics and public policy. In conjunction with Dr. Tickamyer and Dr. Henderson of Ohio University's Sociology Department and Dr. Tadlock of the Political Science, Dr. White continues to pursue research on welfare policy. With funding from the Joyce Foundation as well as NRI, this working group assessed the impact of welfare reform in rural Ohio. Dr. White can be reached at whitej@ohio.edu or 593-1333.

The School also relies on a number of affiliated faculty to teach elective courses. These instructors have the academic qualifications and professional work experiences that invigorate and enrich the classroom experience. It is likely that students will encounter one or more of these talented individuals throughout their time in the program.

Appendix I provides guidelines for establishing strong working relationships working with faculty and staff.

DEGREE REQUIREMENTS

The MPA program introduces students to the fundamental elements of public policy and administration. These elements include disciplinary knowledge of public policy and administration, public service, and technology learning and applications. Our emphasis on applied learning teaches students to think critically and creatively, while engaged in problem solving activities that address both real and theoretical situations.

Requirements for the program are:

- 18 credit hours of **CORE COURSES**
- 3 credit hours of **PROFESSIONAL COMPETENCIES**
- 15 credit hours of approved **ELECTIVES**
- A Graduate Writing seminar offered in the fall semester of the first year
- Completion of a **PORTFOLIO** or **THESIS**
- A minimum cumulative **GPA of 3.0**

(See Appendix II for a program checklist)

Core Competencies (6 courses for a total of 18 hours)

Students entering the MPA program who have taken one or more of the core competency courses as an undergraduate or graduate at Ohio University or another institution may substitute another course in the place of that already taken. Please consult your advisor in selecting possible substitutions. Requests for permission to substitute a core competency course are then submitted to the MPA Director. Forms in the back of this handbook are also available from the Office of Student Services. If a core competency course is not offered during a student's program, then a substitute course can be used to fulfill the requirement.

MPA 6200 - Foundations of Public Administration
MPA 6010 - Research Methods in Leadership and Public Affairs
MPA 5140 - Organization Theory and Politics
MPA 5860 - Public Budgeting
MPA 6800 - Seminar in Public Administration
MPA 6020 - Advanced Research Methods in Leadership and Public Affairs – OR –
MPA 6030 - Qualitative Research Methods in Public Administration

Professional Competencies (3 hours plus a graduate writing seminar)

The GVS is committed to ensuring 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.

MPA 6920 Applied Learning in Leadership and Public Affairs

The GVS is also vested in assuring graduates develop the writing skills they need to succeed in their studies as well as in their professional careers. To that end, all incoming graduate students are required to complete a graduate writing class (ELIP 5140 Advanced Graduate Writing) offered through the Linguistics department. This class is offered the fall semester of the student's first year. Credits earned do not count toward the 36 credit hours required for the MPA degree.

Elective Requirements (5 courses for a total of 15 hours)

Through the MPA degree, the School delivers on its distinctive public service mission by offering students the opportunity to develop core fundamental knowledge of public administration while building a program of study that meets individual academic and professional goals. In consultation with their advisors, students are encouraged to select elective courses offered through the Voinovich School or in other academic units across the university. As students consider the various course offerings available to them, they should coordinate the curricular content of their program so that it matches the profile in the School's overall mission and demonstrates consistency and coherence in academic choices.

Applied Learning

Part of the mission of the MPA program is to provide students with a sound combination of academic knowledge and applied skills. Academic knowledge is gained through the classroom experience and students receive applied skills and real-world experience through the Applied Learning Program and through approved internships.

The GVS Applied Learning Program

Pre-service, full-time students seeking an MPA degree at Ohio University Athens campus will engage in a semester-long learning experience that weaves together academic curriculum and real-world public and nonprofit sector work. The Applied Learning Program commences in the second year of study. Students enroll in MPA 6920 Applied Learning in Leadership and Public Affairs and will either be assigned to one of the many project teams at the Voinovich School or placed with one of our external partners. Applied Learning opportunities are coordinated by faculty and project team leaders throughout the School. The synthesis of academic knowledge and practice will serve to enhance the learning experience of MPA candidates and better prepare them for employment upon graduation.

The Internship

MPA students may also acquire applied learning experience as interns with public, nonprofit, or private sector organizations in a policy or administrative capacity. This is done by taking MPA 6910 Public Affairs Internship, for a minimum of 3 credit hours.

Before registering for MPA 6910, the student should discuss the kinds of internships available with the Dr. Judy Millesen, locate an internship that fits the student's career objectives as closely as possible, and secure the approval of the MPA director. Students should take the initiative in developing an internship as long as it is approved by Dr. Millesen and the MPA director. The internship should only be taken following significant progress toward completion of the MPA degree. Specific guidelines and requirements for internships can be found in the *Internship Guidelines* handbook available from the Office of Student Services.

Waiving the Applied Learning Requirement

The applied learning requirement can be waived in some cases. Application for waiving this requirement is made to Dr. Judith Millesen (593-4381). The waiver will be approved if it is determined that the student has *significant prior administrative experience in the public or nonprofit sector*, or is currently on leave from an administrative position. In those circumstances, the student must take 3 credit hours of additional course work instead of MPA 6920 Applied Learning in Leadership and Public Affairs or receiving internship credit through MPA 6910 Public Affairs Internship. The student may also receive internship credit with the permission of the MPA Director if proper arrangements can be made with the agency for which the student is currently working. Internship credit will not be given for prior administrative experience.

Portfolio/Thesis Options

Most MPA students select the portfolio option as the capstone experience for the MPA degree. It is possible, however, to choose the research oriented thesis option if it seems more appropriate to the student's career plans or academic interests.

The Portfolio

To fulfill this requirement, students must complete a portfolio of superior quality and present its contents to a two-person faculty review committee. This committee will evaluate both the portfolio itself and the presentation. The presentation should be scheduled for one hour. During that hour, students are expected to make a presentation centered on their portfolio for no longer than 15-20 minutes. The rest of the hour will be devoted to a question and answer exchange between faculty members and the student.

The two-person faculty committee is selected by the student in consultation with his/her advisor. In the interest of enhancing professional feedback, the student or faculty members may wish to invite a public or nonprofit professional to the portfolio presentation. This is, however, completely optional.

The portfolio is designed to accomplish at least three purposes for the student. First, it demonstrates that students are capable of Master's level research and writing. Second, it indicates mastery of important professional skills (e.g., quantitative analysis or strategic management). Third, the portfolio demonstrates a student's professional growth and development over the span of the MPA program. Below is a general overview of what is to be included in the portfolio. *(See Appendix IV for a detailed description of the portfolio process with deadlines).*

Portfolio Contents

1. Resume and Professional Statement
   To be developed in Introduction to Public Administration.
2. Evidence of Applied Learning
   Include at least one project deliverable prepared as part of the applied learning program or internship and a two-page overview of the project that explains how the work was informed by academic experiences.
3. Quantitative Analysis or Research Proposal.
   This paper may be selected from papers or course work prepared for Research Methods or Advance Research Methods, Public Budgeting, Financial Management, or Program Evaluation
4. Research, Analytical, Policy, or Problem Solving Paper
   This paper may be selected from **ANY** paper prepared for a core competency or elective course.
5. Case Study Analysis
   The case study analysis will be prepared in the Public Administration Seminar.

It is important to note that students are required to submit the original assignment as well as a fully edited and polished version of any paper included in the portfolio. The edited version should incorporate feedback and comments from faculty.

The portfolio's contents should be assembled during the student's program in close consultation with the student's advisor, as well as the individual faculty members for whom the work was done originally.

The Thesis

The thesis is a significant and substantial research and writing endeavor. Students choosing this option will develop a thesis proposal in close cooperation with the professor they select to be their thesis chair. The chair and the student work closely developing and writing the thesis. The student will also select two other faculty members to serve on his/her thesis committee. They too will be readers of the thesis. When the project is done it must be successfully defended to the full thesis committee.

A maximum of six (6) thesis credit hours may be counted as part of the 36-hour requirement. Before enrolling for any thesis hours students must have a thesis chair who has approved their thesis proposal. Students should have a minimum of a 3.6 GPA before considering to writing a thesis. A student with a GPA below this level will need permission from his/her graduate advisor and the director of graduate studies before beginning a thesis.

Students are expected to follow requirements as specified through the Graduate College in preparing a master's thesis. The student is responsible for getting his/her thesis deposited. These requirements can be found at the following link: http://www.ohio.edu/graduate/gradForms.cfm

Graduation

Students must maintain a minimum cumulative 3.0 GPA during their course of study. Those who fall below this will be placed on probation and, if they do not attain a 3.0 GPA by the end of the following semester, are subject to being dropped from the program. A minimum cumulative GPA in the MPA program is required to graduate.

In summary, graduate requirements include:

1. 36 credit hours of graduate course work, plus the graduate writing seminar
2. Completion of all core, professional, and elective courses
3. A minimum 3.0 GPA
4. Completion of an applied learning practicum or internship
5. Completion of a portfolio and presentation (non-thesis option) **or** completion of a thesis and thesis defense (thesis option)

Graduation is not automatic. To graduate, all students must apply online at http://www.ohio.edu/registrar/gradapp.cfm or at Registrar Services, Chubb Hall. The application must be submitted no later than the published graduation deadline for the semester in which graduation is planned. More information about graduation is available at: http://www.ohio.edu/registrar/grd.cfm

CODE OF ETHICAL/PROFESSIONAL STANDARDS AND CONDUCT

The MPA program at Ohio University prepares students to take positions of responsibility and leadership within their communities and professions. The program often requires supervised off-campus applied work experience in which students are expected to conduct themselves as professionals-in-training. Knowledge of the theories and methodologies of a profession and their application to professional practice are major components of graduate study. In addition to academic accomplishments, which are evidenced in a student's grades, graduate students must also demonstrate behavior and communication skills that are consistent with professional standards. The principal elements of professional behavior vary by discipline, but include tact; sensitivity to the needs and interests of clients, colleagues, and supervisors; good judgment; and attention to professional responsibilities. Moreover, student conduct must conform to the codes of ethics established by the particular professional associations that certify practitioners and govern their professional behavior. The principal elements of required communication skills include, but are not limited to written, oral, and signed communication. Ohio University students are expected to adhere to these standards. Behavior in violation of academic as well as ethical or professional standards of the field and/or Ohio University constitutes grounds for disciplinary action.

The School's expectations regarding professional conduct include, but are not limited to:

- Significant academic progress toward degree attainment
- Adherence to all policies and procedures, professional behavior, and attitude
- Exemplary interpersonal relationships with peers, faculty, staff, and the general public
- The ability to work effectively as part of the academic community and/or project team

Voinovich School Committee on Student Progress

The Voinovich School's Committee on Student Progress (VSCSP) is responsible for monitoring and evaluating student academic and professional progress. The VSCSP, composed of faculty and senior administrative staff members, advises the School's director on matters of student conduct, remediation, retention, dismissal and other issues related to student academic and professional progress.

At the end of each semester, the VSCSP reviews the academic progress and professional conduct of each student. The VSCSP is responsible for reviewing programs of remediation proposed by course faculty, project leaders, internship directors, or thesis advisors for those students who have not successfully met acceptable academic standards. In addition, the VSCSP considers and recommends appropriate action in cases involving professional misconduct.

The VSCSP may request a meeting with a student based on (1) concerns about academic or applied work performance; (2) concerns regarding appropriate professional behavior; (3) concerns from project leaders or internship directors; and (4) the need for additional information on which to make decisions about a student's academic progress.

A student may request a meeting with the VSCSP to express concerns related to academic or applied experiences. A student seeking a meeting with the VSCSP must direct this request to the appropriate program director and include, in writing, the reason(s) for the meeting and any attempts to resolve the problem(s). Specifically, the student should address, but not be limited to, the following questions:

- When did the problem(s) begin?
- Is it the first time for the problem(s)?
- Did the student seek help? If so from whom?
- What could have been done to prevent the problem(s)?
- What solutions does the student propose to address the problem(s)?
- Any available professional documentation of the problem(s) should be provided.

Students may appeal a decision on which an action was taken. All appeals must be delivered in writing to the Director of Academic Affairs who will advise the student that the appeal along with the VSCSP's recommendation will be forwarded to the School director and the director's decision will be made available to the student, generally within ten (10) working days.

BEING A STUDENT AT GVS

Whether you are completing the Applied Learning Practicum, serving as a Graduate Assistant, doing research, or finishing your degree, you will be working at GVS. GVS is a dynamic educational environment that substantively combines academic vigor with applied practical fieldwork. Faculty, staff, and students work in collaboration on innovative research and projects that serve the region.

A meaningful and successful experience at GVS is dependent upon individual student commitment to be engaged, professional, and responsible. Students are provided with materials and orientation sessions to increase their understanding of all facets of the academic and applied learning experience. The final responsibility for a successful education and experience lies with the student. This section provides information to make your time at GVS meaningful and valuable.

WORKING WITH FACULTY AND STAFF

As an MPA candidate at GVS, you will be required to work with faculty and staff, whether in the classroom environment, on project work, or to complete your portfolio examination or thesis. Aside from educational responsibilities, faculty and staff at GVS have other project and research responsibilities. Many work off-site and in the field and are not available at a moment's notice. A successful and effective student-faculty or student-staff relationship depends upon appropriate and professional interactions. When interacting with faculty and staff, be respectful, considerate, professional, and appropriate.
(See Appendix I for detailed Guidelines for Working with Faculty and Staff)

PARKING

Students are assigned to park only in lots 200 and 201. The lots are located in front of the Kennedy Museum (both upper and lower lots). For more information about parking, including vehicle registration, please visit: http://www.facilities.ohiou.edu/parking/.

MPA Student Handbook

Appendices

Copies of all forms in this section are available through the Office of Student Services, Building 22, Room 119; 740-593-9381.

Guidelines for Working with Faculty and Staff

Whether you are completing a special project, writing a thesis, or preparing your portfolio, there are certain basic elements of a strong student-faculty or student-staff mentoring relationship. In addition to teaching and advising requirements expected of all faculty at Ohio University, members of the faculty are also expected to:

1. Engage in ongoing research (which could involve extensive travel or substantial time away from the office),
2. Write extensively (including submissions of journal articles, books, book chapters, practitioner-oriented literature, manuals, etc.), and
3. Provide service to the university and the community (this could mean serving on committees and attending meetings both at the university and in the community).

Students must recognize and plan accordingly for the fact that each faculty or staff member that they work with is balancing multiple time-intensive expectations.

Tips for demonstrating your consideration:

1. Even if unspecified in the initial discussion, leave ample time for faculty and staff to review and comment on drafts of your work. Unless specified otherwise by the project scope or faculty member, you should leave approximately two weeks for review of all written materials.

2. For the portfolio examination and/or thesis defense, identify potential members of your committee as early as possible. Contact them as soon as you have determined you would like them to serve so that you can ascertain their level of interest in serving on your committee.

3. When scheduling your portfolio examination or thesis defense, give at least two weeks lead time. That is, don't contact your committee members on a Friday to ask them if you can schedule your comprehensive exams or grant proposal presentation the following week. Give them ample time to consider other appointments they may have, including office hours. *(See Appendix IV for specific portfolio examination deadlines).*

4. Do not wait until the end of the semester to initiate conversations about projects, portfolios, or thesis defense. The end of the semester is a busy time for students; it is an equally busy time for members of the faculty and staff. It is unreasonable to expect a member of your committee to cancel standing commitments to respond to immediate expectations of participation.

APPENDIX II PROGRAM CHECKLIST

Requirement Checklist
MPA degree requirements include 36 credit hours of course work, plus a graduate writing seminar with a minimum GPA of 3.0.

Required coursework is outlined below:

1. Core Competencies	**Semester Completed**
MPA 6200 Foundations of Public Administration	_____
MPA 6010 Research Methods in Leadership and Public Affairs	_____
MPA 5140 Organization Theory and Politics	_____
MPA 5860 Public Budgeting	_____
MPA 6800 Seminar Public Administration	_____
MPA 6020 Advanced Research Methods in Leadership and Public Affairs – OR – MPA 6030 Qualitative Research Methods in Public Administration	_____

2. Professional Competencies	**Semester Completed**
Applied Learning/Internship Requirements	_____
In-service students must take 3 additional credit hours in lieu of the applied learning/internship requirement (provided appropriate approvals have been obtained).	
☐ Check here if in-service student.	
ELIP 5140 Advanced Graduate Writing	_____

3. Elective Requirements

Students may choose classes from across the University system that meet their individual academic and/or professional goals

Class Selected	**Semester Completed**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Petition for Substitution

In some cases, the School will allow students to use courses within the major or elsewhere in the university as substitutions for required courses. If you wish to request a substitution, please complete this form and return it to the MPA director for approval.

Name: _____ P.I.D.: _____

Local Phone: _____ Email Address: _____

For which core requirement do you need to substitute a course? Why?

Which course do you propose as a substitution? Briefly provide a rationale for this request. You may use the back of this sheet if necessary.

Student Signature: _____ Date: _____

☐ Approved

☐ Denied

Authorized Signature _____ Date _____

Email confirmation sent to student ☐ Date: _____

Comments:

The MPA Portfolio Examination

The portfolio examination should be viewed as a final capstone experience. It should be scheduled for one hour. During that hour students are expected to make a presentation centered on their portfolio for no longer than 15-20 minutes. The rest of the hour will be devoted to a question and answer exchange between faculty members and the student.

Presentation:

During the 15-20 minute oral presentation the student will reflect on the academic/professional growth and development over the course of the program. Points upon which students should reflect:

1. What does the work compiled in your portfolio say about you and what you learned over the course of the program?
2. Drawing on the portfolio's contents, discuss the disciplinary knowledge you have gained about public administration, public policy, and politics during the course of your program.
3. Discuss any consistent themes, values, ideas, or concerns your portfolio develops or represents.
4. How will this knowledge be used by you in a professional setting?
5. How has the MPA program come to shape your understanding of public service and administration?

Portfolio Contents:

In addition to the preface described above, the portfolio should include the following:

1. **Resume and Professional Statement**
   To be developed in Foundations of Public Administration.
2. **Quantitative Analysis or Research Proposal**
   This paper may be selected from papers or course work prepared for MPA 6010, MPA 6020, MPA 5860, MPA 5870, or MPA 5580. *Include the original and revised copies.*
3. **Research, Analytical, Policy, or Problem Solving Paper**
   This paper may be selected from **ANY** paper prepared for a core competency or elective course. *Include the original and revised copies.*
4. **Case Study Analysis**
   The case study analysis will be prepared in the Public Administration Seminar. *Include the original and revised copies.*
5. **Applied Learning**
   Students are expected to include at least one project deliverable prepared as part of the practicum or internship as well as a two-page overview of how the work was informed by his/her academic experiences.

Portfolio Preparation:

1. All papers should be fully edited with all mistakes, typos, errors, etc. corrected. The papers should be revised and polished in light of the professor's original comments.
2. Provide the original assignment together with the edited version. If you need an original assignment scanned for inclusion in the portfolio, you can complete a copy request form from Student Services. A scanned version of your paper will be emailed to you.
3. Feel free to add an addendum to a paper if you want to make additions, add explanations etc. since the time the paper was originally written.
4. The student must contact the MPA director no later than **Week 11** of the semester to verify committee selection as well as for pre-approval of the portfolio contents.
5. The portfolio should be distributed to the committee and to MPA@ohio.edu at least **ten** days in advance of the exam. All portfolio defenses must be completed before final exam week of the semester the student is expecting to graduate.
6. After the examination is completed, all changes and corrections suggested by faculty members should be made within seven days. After the exam, original graded assignments can be removed so that students can use the portfolio for professional development purposes.

Change of Address Form

Student Name: _____ PID #: _____

Old Address: _____
(Street Address)
_____
_____
(City, State, Zip)

New Address: _____
(Street Address)
_____
_____
(City, State, Zip)

Date Submitted: _____

Effective Date: _____