Public Administration

Graduate Handbook 2017-2018

Public Administration Program, University of Hawaii
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# Table of Contents

About PUBA ...................................................................................................................................... 1
Mission and Values ............................................................................................................................... 1-2
Program Learning Outcomes (PLOs) .................................................................................................. 2
Advancing ........................................................................................................................................... 2
Master’s Degree Requirements ........................................................................................................... 3
  Grade Point Average ......................................................................................................................... 4
  Academic Integrity ............................................................................................................................. 3-4
  Sexual Harassment Policies ............................................................................................................. 4
  Kokua ............................................................................................................................................... 4
  Pi Alpha Alpha .................................................................................................................................. 4-5
Certificates .......................................................................................................................................... 5
Residency requirements ....................................................................................................................... 5-6
MPA Timelines ................................................................................................................................... 6-8
Practicum ............................................................................................................................................ 8-10
Capstone ............................................................................................................................................. 10-12
PUBA Course Descriptions .............................................................................................................. 12-15
Faculty & Staff ................................................................................................................................... 15-16
  Dr. Morgen Johansen ...................................................................................................................... 15
  Dr. Jeffrey Ady ................................................................................................................................. 15
  Dr. Susan Chandler ............................................................................................................................ 15
  Dr. Christopher Grandy ..................................................................................................................... 15
  Dr. David Lee .................................................................................................................................. 16
  Dr. David Nixon ............................................................................................................................... 16
  Dr. Helen Yu .................................................................................................................................... 16
  Nicole Kodama ................................................................................................................................. 16
Responsibilities of Faculty and Students .......................................................................................... 16-18
Academic Grievance Policy ................................................................................................................ 18
Register for Classes ............................................................................................................................ 18-23
  Tuition payment .............................................................................................................................. 22-23
  Payment Information ....................................................................................................................... 23
Making payments ........................................................................................................ 23-24

Financial Aid ........................................................................................................... 24-25

Frequently Asked Questions .................................................................................... 26-27

  Technology in the Classroom .............................................................................. 27-28
  Citation Style ....................................................................................................... 28-31

Appendix .................................................................................................................. 32-36

  Practicum Paper Expectations Rubric ................................................................. 32-33
  Summary of MPA Timelines .............................................................................. 33
  MPA Checklist ...................................................................................................... 34
  Practicum Site Information Form ....................................................................... 35
  Campus Map .......................................................................................................... 36
About The Public Administration Program (PUBA)

Since 1984, the program has been oriented by this question: **What do people need to know to be effective in their work?** Our response brings together participants from a rich variety of backgrounds to share experiences, uses collaborative teaching to view issues from different perspectives, emphasizes active engagement in classes, and continuously applies theory to practice.

Our large alumni network of nearly 1,000 working professionals in federal, state and local public and nonprofit organizations, and international government and nongovernmental organizations is a significant asset to UH MPA graduates. Hawai‘i is a unique place to hone your skills in public service leadership. Both physically, and by cultural outlook, Hawai‘i lies between the United States Mainland and Asian and Pacific societies. The diversity of the state and the mixture of cultural traditions from both West and East establishes an unusually rich setting for developing your management and leadership skills.

Mission and Values

Equip those with public and community responsibilities in Hawaii, the Mainland, and the Asia-Pacific region with knowledge and skills to adapt to changing public service environments and to work collaboratively to solve problems.

The Program does this in a manner informed by the traditions, cultural sensitivity, and inclusiveness special to Hawaii, enabling our graduates to provide leadership and improve communities wherever they serve. Through teaching, research and service, the Program aims to give current and future public service professionals the knowledge and skills they need to be effective leaders in a diverse and globalizing world.

The University of Hawai‘i Public Administration Program emphasizes the following public values:

**Effective:** Knowledge and skills necessary for public service in our region which includes Hawai‘i, the mainland and the Asia-Pacific geographic area.

**Adaptive:** Willingness and ability to adapt to changing public service environments. Virtually every public service environment changes as issues, resources, and external forces evolve. Hawai‘i’s diverse population mix means that new influences are constantly being introduced, and this is also true of PUBA. We will provide students the tools they need to recognize, and successfully navigate, those changes.

**Collaborative:** Listening to, and working with, others are critical to success in Hawai‘i’s public service environment. This is doubly true around the Pacific Rim. Many of the Program’s stakeholders can testify to this truism from personal experience. Our sense is that such skills are increasingly in demand as the globe seemingly shrinks at an increasing rate.

**Sensitive and Inclusive:** Awareness of, and sensitivity toward, the traditions and the inclusive culture and environment which is a hallmark of the host culture, Hawaii. Collaboration is an important, but not the only, element of Hawai‘i’s public service environment. Other elements include mutual respect, humility, openness in the face of the new, and honoring elders and what has gone before.
Responsible: Social/global/personal responsibility and to navigate, and lead, in diverse, multi-cultural environments. This must be combined with the courage to step forward and the ability to articulate challenges, options, and possibilities.

Learning Outcomes for the MPA degree

In order to become effective public leaders, students must develop a solid foundation in the theories and skills applicable to the public sector. To this end, the Program uses a competencies based curriculum which establishes specific skills and abilities acquired by the students as they complete the required courses. There are 11 program level competencies that students should attain before graduation from the Program. Upon completion of the MPA degree, graduates of the PUBA MPA Program should be able to:

➢ Manage human resources and organizational processes effectively by applying policies, concepts, and skills of HRM and understand the contemporary issues facing public/nonprofit personnel management.
➢ Apply collaborative practices in teamwork to resolve problems and accomplish tasks, both intra-organizationally and inter-organizationally.
➢ Appraise the organizational environment, both internal and external, as well as culture, politics, and institutional setting.
➢ Prepare and analyze budgets in a public context in order to evaluate organizational effectiveness and assist in decision making.
➢ Lead effectively by recognizing and assessing a variety of leadership techniques and styles and valuing different perspectives
➢ Apply their understanding of the policy-making processes, as part of a policy analysis, with strategies for implementation and evaluation, applying public service values.
➢ Value the responsibilities of public service by demonstrating responsiveness to their publics, and recognizing the legal and ethical responsibilities for engaging in professional behavior.
➢ Consistently apply critical thinking to a public issue (e.g. policy, ethics, HRM, etc.) in order to decide what, if any, action to take.
➢ Frame research questions, identify and gather appropriate information, and recognize applicable research methods for systematically analyzing evidence, in order to answer the research questions.
➢ Communicate effectively orally in oral and written forms, by tailoring one’s approach to the modes of communication appropriate to diverse audiences and a wide range of professional communicative situations.

Advising

At the beginning of the fall semester of your first year, you will be assigned a temporary advisor. You can choose to continue with this advisor, or you can choose a new, permanent advisor for any reason any time after the fall semester of your first year. Your faculty advisor will assist you in choosing your elective courses and in setting up your practicum. The advisor is also available to help you with other concerns and questions about your progress, how to succeed in the program, professional and career advice. Advisor change requests are usually granted but are dependent on department faculty workload policies. If you want to change your advisor, contact the Program Director, Dr. Morgen Johansen at morgenjo@hawaii.edu.
Master’s Degree General Requirements

The master’s degree consists of 8 required courses (24 credits hours); two or three electives (6 or 9 credits), a 120 hour practicum experience, and either a 3 credit or 6 credit capstone. The capstone must be taken as the final requirement in the program and serves as the culminating experience of the Master’s degree. This means that ALL coursework must be completed or taken concurrently with the final capstone class. The required courses are highly interdisciplinary and integrate a series of perspectives and skills important to effective work in public service. These courses include content in effective communication in the public sector, the political context of public institutions, economic processes, public ethics and leadership, budgeting, policy processes, analysis and implementation, administrative law, organizational change, public personnel management, research design and methods and the role of culture in public service.

The electives allow each student to design a program of study built around a theme of their personal and professional interests. Elective courses are selected by the student in consultation with the student's faculty advisor.

The Plan A thesis option requires the student to take at least one additional graduate level research methods or statistics course. (See http://manoa.hawaii.edu/graduate/content/masters-plan for more information on Plan A)

Grade Point Average

Graduate students at UHM must maintain at least a 3.00 cumulative grade point average in order to remain in good standing. Following the end of any academic term in which the cumulative graduate GPA falls below 3.00, the student will be considered on academic probation. A student on probation who fails to bring the GPA back to 3.1 upon completion of nine additional semester hours of graduate work will be academically dismissed by the Graduate School (see Graduate Catalog for additional information). However, MPA students must earn a cumulative GPA greater than 3.0 to be eligible to take the capstone course. Any student who does not meet this minimum requirement will need to enroll in further coursework and improve their GPA before they will be allowed to graduate. This may delay your graduation date.

PUBA students must earn at least a grade of B in the practicum and the capstone to graduate and must maintain a B average in all other classes. Failure to meet the letter grade and GPA requirements of the Program may be dismissed from the Program.

Academic Integrity

Good academic work must be based on honesty. The attempt of any student to present as their own, work that they did not produce is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another; use unauthorized notes or other aids during an examination; or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Whether intentional or not, students are guilty of plagiarism if they copy material from books, magazines, or other sources without identifying and acknowledging those sources, or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved
and may be suspended or dismissed from the university. A record of each suspected incident is
required to be filed by the faculty member with the university judicial office. There is often some
degree of uncertainty regarding just what constitutes plagiarism. To clarify the situation, the
following may be referred to as examples of plagiarism or violations of academic integrity:

- Copying word for word from the work of another student or author without proper citation,
- Heavily paraphrasing the work of another student or author without acknowledgment,
- Using another’s concepts, ideas, or suggested frameworks/models without acknowledging
  their assistance or contribution to your effort.

In the research of any paper or assignment, you will certainly refer to the ideas and models of
others. The literature review justifies the relevance of your topic and citations of related works are
perfectly acceptable as long as you give credit to the source. Credit can be given either in a
footnote or a bibliographic reference. Sometimes an acknowledgment will suffice, but anything
you use that does not represent your own ideas, thoughts, or opinions must be cited unless it is
common knowledge. It is best to err on the side of being too careful. If you are in doubt about
whether or not a citation is in order, ask your instructor’s opinion.

**Sexual Harassment Policies**

It is the policy of the University of Hawai‘i to provide a safe and comfortable learning and working
environment for students and employees. Sexual harassment is discriminatory and will not be
tolerated in any part of the University’s programs and activities.

Sexual harassment is a form of sex discrimination and is illegal under Title VII of the Civil Rights
Act of 1964, Title IX of the Education Amendments of 1972 and Chapter 378 of the Hawai‘i
Revised Statutes (H.R.S.) A complete guide to UH Manoa’s sexual harassment and Title IX
policies and grievance procedures can be found here:
http://www.hawaii.edu/offices/eeo/policies.php?policy=sexual_harassment

**Kokua**

The KOKUA Program is the UH Mānoa office for students with disabilities. We serve
undergraduate, graduate and professional students with learning, physical, psychiatric and other
documented disabilities. In the spirit of "aloha" and respect, we work together -- students, faculty,
staff and KOKUA -- to facilitate equal access by students with disabilities to the Mānoa
experience.

KOKUA provides disability access services to individuals on a case by case basis, and students are
not charged for these services. A student's disability status is considered confidential information
and is only disclosed to faculty with the student's permission. For more information visit:
http://www.hawaii.edu/kokua/

**Pi Alpha Alpha**

UH Manoa has established a local chapter of Pi Alpha Alpha, the National Honorary Society for
Public Affairs and Administration. According to our Chapter Constitution:

*The purposes of this society shall be to encourage and reward scholarship and accomplishment*
among students and practitioners of public affairs and administration, to promote the advancement of education and scholarship in the art and science of public affairs and administration, and to foster integrity and creative performance in the conduct of governmental and related public service operations.

Pi Alpha Alpha membership is prestigious for our students as well as for our public administration program, and the university. We encourage all eligible public administration graduate students, alumni, and faculty to apply for induction.

Qualifications for membership in Pi Alpha Alpha, in accordance with our Chapter Constitution, are as follows:

- Master’s degree students who have completed at least 21 semester hours of graduate work with a GPA of at least 3.7 may be inducted.
- In addition to the above named requirements for induction, there is a one-time fee which includes the induction fee and PAA Medal. Members of Pi Alpha Alpha are entitled to participate in chapter meetings and national conventions. An application will be sent to you a few months before you graduate.

Certificate Programs

The Program offers two certificate tracks: (1) public service leadership, and (2) nonprofit management. Each is 15 credits.

The nonprofit management track may be taken in conjunction with the Master of Public Administration (MPA) degree. The classes in both of these tracks may be counted toward the MPA degree, with some restrictions. Students wishing to move from one of the certificates into the MPA must apply for and be formally accepted into the master's program.

The Certificate in Public Administration

The track in public service leadership consists of 15 credits. There are four required courses (PUBA 602 Introduction to Public Administration, PUBA 603 Organizations, PUBA 604 Leadership and Ethics, and PUBA 605 Effective Communication in Public Administration) which are also required courses for the MPA. Certificate students may then choose an elective selected from any course taught in PUBA.

The Nonprofit Management Track

The track in nonprofit management is made up of two 3-credit required courses (PUBA 630 Nonprofit Management and PUBA 631 Nonprofit Practices and Tools) that provide an overview of issues in the field; 6 credits of electives; and a 3-credit practicum. Students take two electives: at least one elective must be a PUBA courses. The student in consultation with his or her advisor selects these courses.

Residency Program Requirements

Residence is defined as a classified graduate student who is enrolled at UHM. The student must satisfy the residency requirement for each degree being pursued. A full-time semester is when a
student is enrolled in 8 or more credits. Transfer credits may not be used to reduce the UHM residence requirements.

<table>
<thead>
<tr>
<th>DEGREE PROGRAM</th>
<th>MINIMUM RESIDENCE REQUIREMENTS</th>
</tr>
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<tbody>
<tr>
<td>Graduate Certificate</td>
<td>one full-time semester or the equivalent in credits</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>two full-time semesters or four summer sessions* or the equivalent in credits</td>
</tr>
<tr>
<td></td>
<td>* Summer sessions generally last six weeks but may vary in length from three to ten weeks.</td>
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</tbody>
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MPA Timelines

2-Year Plan (Full Time)

**Fall 2017**
- PUBA 602  Introduction to Public Administration
- PUBA 603  Organizations: Theory and Change
- PUBA 604  Leadership and Ethics

**Spring 2018**
- PUBA 605  Effective Communication in Public Administration
- PUBA 607  Public Administration Research Methods
- PUBA 606  Public Administration Personnel Management

**Summer 2018**
- PUBA 690  MPA Practicum

**Fall 2018**
- PUBA 609  Policy Analysis and Implementation
- XXX     Capstone Planning Seminar (695) OR Elective
- XXX     Elective

**Spring 2019**
- PUBA 608  Public Budgeting
- PUBA 696  Capstone Seminar
- XXX     Elective

3-Year Plan (Part-Time)

**Fall 2017**
PUBA 602  Introduction to Public Administration  
PUBA 603  Organizations: Theory and Change

**Spring 2017**

PUBA 605  Effective Communication in Public Administration  
PUBA 607  Public Administration Research Methods

**Fall 2017**

PUBA 604  Leadership and Ethics  
PUBA 609  Policy Analysis and Implementation

**Spring 2018**

PUBA 606  Public Administration Personnel Management  
PUBA 608  Public Budgeting

**Summer 2018**

PUBA 690  MPA Practicum

**Fall 2018**

XXX  Capstone Planning Seminar (695) OR Elective  
XXX  Elective

**Spring 2019**

PUBA 696  Capstone Seminar  
XXX  Elective

**18 Month Plan (Accelerated)**

This accelerated curriculum option is available to strong students who would like to graduate in 18 months. Students interested in this option need to talk with their faculty advisor. Students must complete all of their required courses, their approved practicum, and the capstone by the end of the fall semester to graduate in December. You must either take 12 credits one semester, or take 1 course before admittance to the program in order to complete the program in 18 months.

An advisor approved practicum (3 credits) must also be completed before the end of the final semester. While this is usually done over the summer, the practicum may also be completed during the student’s second fall semester. The practicum analysis paper must be submitted within six weeks after the end of the practicum.

**Fall 2017**

PUBA 602  Introduction to Public Administration  
PUBA 603  Organizations: Theory and Change
PUBA 604  Leadership and Ethics

**Spring 2018**

PUBA 605  Effective Communication in Public Administration  
PUBA 606  Public Administration Personnel Management  
PUBA 607  Public Administration Research Methods  
PUBA 608  Public Budgeting  

**Summer 2018**

PUBA 690  MPA Practicum  
XXX  Elective  
XXX  Elective  

**Fall 2018**

PUBA 609  Policy Analysis and Implementation  
PUBA 696  Capstone Seminar  
XXX  Elective  

**MPA Practicum**

PUBA 690 (prerequisites 602, 603, 604) (3.0 or better standing)

After you have successfully completed PUBA 602, 603, and 604, you are eligible to begin your practicum. A practicum experience in a public sector agency or nonprofit organization is a requirement for all students in the Program. When and where you complete your practicum requirement is discussed with you and your advisor, but the learning objectives and final placement must be approved by your advisor before you begin. Practicum sites may be in Hawai‘i, the mainland or in another country. Either public sector organizations or nonprofit agencies are acceptable sites.

You will develop learning objectives and activities and seek out a practicum site with the help of your advisor to help you reach those objectives. You must complete at last 120 hours at your practicum site and afterward write a practicum analysis paper to receive credit for the course. Your advisor is responsible for helping you set up the practicum and reads and grades your paper.

For students who are already working, you may be able to complete your practicum in your work organization, if at the very least 1) your practicum work is completed under a different supervisor than your paid work supervisor, and 2) your practicum work is not something that you are already getting paid for. The decision about what is an appropriate practicum site for your learning goals depends on your advisor. These hours can be done in an intensive 3-week period, or spread out over several months.

The practicum should be a meaningful experience for you in that you engage with the organization, its operations and programs. You and your practicum supervisor will agree on the general tasks and activities you will be engaged in and a tentative work schedule, which your faculty advisor will
approve (see practicum site information form).

At the end of the practicum, you will write an analysis paper about your experience in which you apply what you have learned in the program to the organization in which you completed your practicum. You will examine the structure of the organization, the various leadership styles of those within the organization, the stakeholders, internal and external communication strategies, and so on.

**Practicum Learning Objectives**

Learning objectives are the specific educational outcomes that you will work toward in your internship experience. As you write your objectives, think about the work you will be doing and ask yourself: What new skills, knowledge or insights do I want or need to acquire? In what ways do I want to expand the skills and knowledge I already have? The categories below represent broad areas of learning. Following each are some specific examples of learning outcomes, which can be formulated into objectives.

- **Developing competencies:** Learning particular work skills or general skills (such as seeking new information, organizing facts into a persuasive argument or course of action, or relating academic knowledge to the demands of a particular job).

- **Exploring careers:** Gaining insight into the daily work of professionals in an area of interest, knowledge of job opportunities that might be available, or familiarity with occupational literature and organizations.

- **Broadening horizons:** Acquiring some particular knowledge related to your field, e.g., how the legislative process works, the bureaucracy of public agencies, factors that influence the functioning of social programs, or the role of businesses in community welfare.

- **Practicing interpersonal skills:** Learning how to deal with pressure, tension, and stress in work relationships; how to communicate what you know to strangers; recognizing when to speak and when to listen in work relationships; learning how to handle criticism; or how to convince a supervisor to try out an idea of yours.

- **Taking responsibility:** Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule can be met, how to get a piece of work done so that it fits in with the work of others, how to take initiative in getting something difficult accomplished.

**Practicum Analysis Paper**

After you complete your practicum, you will write a 10-15 page paper that analyzes your practicum experience. Address the following questions and framework to guide your analysis. Your grade is influenced by the use of correct grammar and punctuation, and should be well written and professional. Please proofread your paper before submitting as failure to do so will negatively affect your grade. (See the Appendix for the Practicum Analysis Paper Expectations Rubric)

The Practicum Analysis Paper assignment is intended to deepen your understanding of your practicum experience and to have you apply the knowledge you’ve gained in the PUBA program to your practicum experience. It is not a research paper; that is, you do not need to supplement your writing on your experience with other sources. However, you must illustrate your observations and
conclusions with specific examples taken from your experience in the practicum.

Your analysis should be written in a professional format, as if you are writing a report to a supervisor. When referring to or discussing specific people, you should refer to them by their position titles, not by their names (e.g. “the program coordinator”, not “John”, or “Mr. Doe”, or “John Doe”).

Your analysis paper must answer these eight questions. Your advisor may add more questions that are appropriate to your Practicum site and learning goals. Your grade on the paper will reflect how directly, and fully, you answer these questions.

- Identify the mission, values and/or stated goals of the organization. You can and should quote from the organization’s statements of mission, values and other cultural elements. Identify major organizational activities that align with the mission, values and goals you’ve identified.

- Describe the larger organizational structure, and how the unit you are in fits within the structure; compare the formal and working structures where the two differ. Include an organizational chart if one is available, and identify where you were “located” on that chart.

- Identify and discuss the leadership style(s) you saw employed in the organization. Did the leadership style(s) you saw align with the organization’s mission, values and goals? Compare these styles to leadership style(s) in other organizations that you’ve been in. What implications do these leadership styles have for your professional development?

- Identify and discuss individuals’ sources of power in organization. Then, comment on whether the uses of power in the organization aligned with the organization’s mission, values and goals.

- Identify and discuss the different types of clients (e.g. internal vs. external) of the organization. Recognize and discuss any potential sources of conflict between them.

- Identify and discuss the different types and sources of funding and resources the organization has. Are these funds sufficient to meet the organization’s mission—and why or why not? If not, how is the organization addressing any shortfalls?

- Discuss the organization’s internal and external types of communication strategies. Are they consistent with the organization’s mission, values and goals?

- Discuss whether—and how—the organization assesses success, including performance measures. If there are no assessment measures, explain what measure(s) you would recommend.

**Capstone**

Students have the option to take a year-long 6 credit Capstone Course, or to take a one semester, 3 credit Capstone Case Analysis Class. Students should talk with their advisor about both options.
before the Fall of your final year in the Program.

**Case Analysis Capstone (PUBA 696)**
Students opting to take the one semester, 3 credit capstone class must take an additional elective (for a total of 3 electives). Students will participate in a variety of individual and group activities organized around case studies drawn from the spectrum of subjects that define the field of public administration. Student participation will involve interaction with other students and with the instructors; oral presentations of analyses, strategies, and decisions; and written reports addressing various cases.

Students (sometimes individually, sometimes in teams) will prepare and submit written case analyses that identify core issues and information needs; develop analyses, strategies, and decisions; and identify consequences. The Capstone also features one community based, client driven case analysis that a team of 3-4 students works on and presents to students, faculty, and clients.

**Year Long Capstone (PUBA 695 and 696)**
The year-long capstone project is a two semester group project. In the spring before your final year of the program, you will be asked about your general research and policy interests. These will be used by the faculty to assign you to a capstone group and advisor for your capstone project. You will know who your advisor is, and who is in your group before the start of the fall semester of your final year. Capstone groups will be made up of 3-5 students who share similar policy and research interests. Past capstone projects are available for your review in the PUBA office.

The capstone may address a wide range of issues, ranging from an organizational analysis, to a broader policy study, to a community issue. Finding a topic can be a difficult part of the process, since there is a huge set of potential topics. Students need to find a project that interests the group and also is possible to complete in the two semester time frame.

The year-long capstone project consists of a final paper and a poster presentation. Your Capstone Planning and Seminar grades will depend upon the quality of the Capstone Project Proposal, Instructor’s assessment of how well each individual worked with the other group members, and the self and peer evaluations. It is possible that group members may receive different grades.

Grading rubric and suggested outline for the year-long Capstone project:
- **10% Introduction**
  - Introduce the topic (including defining or describing unfamiliar terms)
  - Why is it important (i.e. why should we care)?
  - Brief summary of what you are going to do in the project (i.e. outline your project)

- **20% Information/Literature Review**
  - Provide more information about your topic (stats, numbers, etc.) if needed
  - What does the literature say about your research question?
  - What doesn’t the literature say about your research question (i.e. what’s missing)?
  - Restate the research question

- **15% Statement of the Issues**
  - Why is this missing piece important to study?
  - What are some important questions and concerns that arise with your research question and topic?
Research Approach
How did you attempt answer your research question?
Why did you use that method?
Sample interview/survey questions if needed.
Who did you talk to? Where did you get data?
How did you analyze the data?

Findings
What did you find?
How do your findings address your research question?
Explain any surprising results.

Conclusion
Summarize what you found.
Who will the information be important to and what can they do with this information?
How do your findings and study contribute to the topic, to the public, to the client?

The Capstone Poster Presentation

Your group will prepare a poster to be presented at a capstone night event near the end of the relevant semester. The evening is designed to have each capstone group orally present their work to other PUBA students, faculty, and the Capstone clients. Each group will divide up their presentation time of 10 minutes to ensure that each member of the group will have the opportunity to speak. Each capstone group will do a brief (no more than 10 minutes, total) poster-board presentation outlining the major aspects of their capstone project.

Each group will design and present a poster for the audience to view. We will provide the poster board tri-fold for your display. Please remember that the poster should be easy to read (a large enough font); professional (not filled with too many cut-outs and fillers); informative, and presented in a pleasing design. Remember, no one ever complained that the poster was too easy to read! Good posters are broken up into sections with easy to read labels.

Make sure that your poster highlights the purpose of your capstone, the findings and conclusions. Your poster should try to explain 1) the issue (what’s the question?) 2) its significance (why should we care?) 3) how did your particular group addresses the problem (what’s your strategy/methodology?) 4) the results (what did you actually find?) and 5) the conclusions and/or recommendations (what do you think it all means?)

You can find more tips for poster presentations at:
https://uhmsla.wordpress.com/get-involved/poster-conference-info

PUBA Course Descriptions

PUBA 602 Introduction to Public Administration (3) Develop a comprehension of the history and foundation of public administration. Topics include the economic, political, and social dynamics; decision-making and leadership theories, management challenges, human resources, budgeting, program evaluation, policy and technology. PUBA and PUBA Cert. majors only.
Graduate students only. A-F only. (Fall only)

**PUBA 603 Organizations: Theory and Change (3)** Explores characteristics and structural, human resources, political, and cultural frames of organizational theory. Focus on organizational change strategies and theories. Discusses how to use these frames and theories in everyday management of public service organizations. PUBA and PUBA Cert. majors only. Graduate students only. A-F only. (Fall only)

**PUBA 604 Leadership and Ethics (3)** Applies leadership and ethical theories to public and non-profit sectors, focusing on ethical leadership; emphasizes critical thinking to address value conflicts; and teaches moral reasoning as a practical professional skill. PUBA and PUBA Cert. majors only. Graduate students only. A-F only. (Fall only)

**PUBA 605 Effective Communication in Public Administration (3)** Knowledge and skills to effectively communicate in the public sector. Focus on communication foundations and skills, levels and contexts of public sector communication, and handling challenges such as diverse and multi-cultural settings. PUBA and PUBA Cert. majors only. Graduate students only. A-F only. (Spring only)

**PUBA 606 Public Administration Personnel Management (3)** Understand the pivotal role that effective human resource management (also known as personnel management) plays in improving organizational effectiveness. Topics include managing diversity, employment law and discrimination, performance appraisal, and labor-management relations. PUBA and PUBA Cert. majors only. Graduate students only. A-F only. (Spring only)

**PUBA 607 Public Administration Research Methods (3)** Introduction to research methods for graduate students and administrators to understand the principles and methods used to conduct and analyze valid research. Examples are oriented to the field; theory and hands-on practice utilized. PUBA and PUBA Cert. majors only. Graduate students only. A-F only. (Spring only)

**PUBA 608 Public Budgeting (3)** Institutions and issues related to public-sector budgeting at federal, state, and local levels. Process of developing public budgets and constraints on public policy reflected in budgets. PUBA majors only. A-F only. (Spring only)

**PUBA 609 Policy Analysis and Implementation (3)** Explore contemporary policy issues relating to public administration practice. Develop analytic techniques and models of public policy-making processes, administrative rules and policy implementation strategies. Learn how social forces, political, and economic pressures influence policy orientation. PUBA majors only. A-F only. (Fall only)

**PUBA 621 The Political Environment of Public Organizations (3)** Seminar on the role of public managers in shaping public opinion and public policy. Using evidence from theory and practice presents students with tools for understanding management roles within a political context. Pre: graduate standing or consent.

**PUBA 623 Organizational Communication (3)** Communication theory/research applied to formal organizations; assessments of strengths and weaknesses of organizational communications systems.

**PUBA 624 Intercultural Challenges in the Public Sector (3)** Seminar on the dimensions of
cultural variability and how they affect government operations from macro to micro levels, from international policy transfer to major intercultural task interaction processes such as negotiation, planning, and relationship management. Graduate standing only. A-F only.


**PUBA 626 Collaborative Public Management (3)** Theories, skills and tools needed to effectively manage networks in government and nonprofit organizations; explores how to administer, assess performance, and evaluate success in these dynamic new partnerships. Graduate students only or consent. A-F only.

**PUBA 630 Nonprofit Management (3)** Fundamental aspects of managing a nonprofit organization: overview of the nonprofit sector; mission and scope of nonprofit organizations; organizational structures and functions; resource and volunteer development; major management issues. A-F only Pre: graduate standing or consent. (Fall only)

**PUBA 631 Nonprofit Management Practices and Tools (3)** Skills and tools needed by nonprofit managers. Topics include but are not limited to grant writing, strategic planning, business practices, program evaluation, and advocacy. A-F only. Pre: 630 or consent. (Spring only)

**PUBA 640 International Perspectives on Public Administration (3)** Key dimensions of public administration systems on a global scale; historic and contemporary forces shaping national systems; the dimensions that distinguish them, the opportunities and constraints for comparison and the transfer of knowledge and experience. A-F only. Pre: graduate standing or departmental approval.

**PUBA 641 Indigenous Governance (3)** Overview of indigenous governing systems, particularly in the Americas and the Pacific. Students will learn the legal frameworks and principles of these systems, and how services are provided to citizens. A-F only.

**PUBA 667 Special Topics (3)** Topics of current interest in the field of public service and public administration, taught by regular and visiting faculty. Repeatable for different topics up to six credit hours. A-F only. Pre: consent.

**PUBA 690 MPA Practicum (3)** Placement in public, private, and nonprofit organizations to observe and analyze organizational functions and processes while undertaking projects of use to the host agency. Repeatable one time. A-F only. Pre: with a minimum grade of B: 602, 603, and 604.

**PUBA 691 Certificate Practicum (3)** Students in the nonprofit management track of the certificate will learn by doing and observing in a nonprofit organization selected in consultation with the student's advisor. PUBA graduate certificate students only. A-F only.

**PUBA 695 Capstone Planning Seminar (V)** Develops topics, methods, objectives, and resources to guide work of the capstone seminar. A-F only. Pre: 602, 603, 605, 607.

**PUBA 696 Capstone Seminar (3)** Culminates public administration core courses by incorporating theoretical, analytical, and practicum observations into examination of public issues of importance.
to Hawai‘i and the region. A-F only.

**PUBA 699 Directed Reading (V)** Repeatable unlimited times.

**PUBA 700 Thesis Research (V)** Repeatable unlimited times.

**PUBA Faculty**

**Morgen Johansen**  
Associate Professor – Director

**Office:** Saunders Hall 631  
**Tel:** 956-7551  
**Email:** morgenjo@hawaii.edu  
**Teaching and research interests:** Public and nonprofit management, education and health policy

**Susan Chandler** - Sabbatical Professor

**Office:** Saunders 723  
**Tel:** 956-0978  
**Email:** chandler@hawaii.edu  
**Teaching and research interests:** Collaboration, child welfare, health policy, and nonprofit management

**Jeffrey Ady** – On Leave/Sabbatical  
Associate Professor

**Office:** Saunders 409  
**Tel:** 956-7010  
**Email:** jady@hawaii.edu  
**Teaching and research interests:** Culture, communication, and leadership

**Christopher Grandy**  
Associate Professor

**Office:** Saunders 405  
**Tel:** 956-7060  
**Email:** grandy@hawaii.edu  
**Teaching and research interests:** Economics, public policy analysis, and budgeting
Responsibilities of Faculty

In the classroom, in seminars, in the laboratory, studio, practicum or other instructional setting, and in conference, faculty members are expected to adhere to the highest professional standards of behavior and conduct. The responsibilities of faculty members include, but are not limited to, the following:

- to exhibit behavior which does not interfere with the rights of other faculty and students to learn or carry out their research or creative activities;
to provide students equitable and unbiased treatment in an educational climate free from harassment and discrimination based on race, color, religion, national origin, status as veteran, sex, disability, arrest and court record, age, and sexual orientation;

to provide students with sufficient and timely information, in writing, on the standards they are expected to meet and the procedures used to evaluate their achievements in their academic program, including (if relevant) an explanation of degree requirements, course objectives, general grading policy, attendance policy (see II,B), and related matters;

to ensure that each course offered is in fundamental accord with the latest course description provided at the beginning of the course;

to permit students who act in accordance with the responsibilities indicated in "Responsibilities of Students" (Section II) to complete any course in which they are enrolled;

to provide instruction as scheduled with class meetings beginning and ending at the stated times, and to comply with other stipulations of the UH-M calendar and examination schedule;

to provide students timely evaluation in a fair, objective, and consistent manner;

to retain student papers, tests, projects, reports, and examinations, as well as any other records maintained for the purpose of issuing grades, through the ensuing semester unless returned to the students; Summer Session papers should be retained through the Fall semester;

to allow students to question and discuss the options, written materials, and other data considered part of each course or instructional program;

to maintain reasonable office hours during the semester at times which are mutually convenient to students and faculty;

to adhere to the policies of the Faculty Senate and the Graduate Division concerning authors’ recognition of contributions to their work by students and others (refer to Standards of Ethical Conduct for Research and Scholarly Activities and Procedure for Handling Unethical Misconduct in Research and Scholarly Activities, dated April 1992); and

to refrain from any interference with these academic grievance procedures, or from any retaliatory action against a student because the student has filed a grievance.

Responsibilities of Students

In the classroom, in seminars, in the laboratory, studio, practicum or other instructional setting, and in conference, students are expected to adhere to the highest academic standards of behavior and conduct. The responsibilities of students include, but are not limited to, the following:

- to exhibit behavior which does not interfere with the rights of other students and faculty to learn or carry out their research or creative activities;
- to attend classes, seminars, and laboratories or follow other courses of study as required by the instructor and/or degree committee, recognizing that absences or deviation may adversely affect the final grade and/or progress in a degree (or certificate) program;
- to fulfill assignments and requirements as described by the instructor and/or degree committee, recognizing that failure to do so may adversely affect the final grade and/or progress in a degree (or certificate) program;
- to provide required written, artistic, or other required materials to the degree committee in a timely fashion, allowing the faculty sufficient time to adequately review such materials;
- to abide by the UH-M Student Conduct Code and other academic regulations in effect at UH-M;
• to follow this Academic Grievance Procedure in pursuing redress of an academic grievance, as failure to do so may result in dismissal of the grievance;
• to recognize that the burden of proof rests upon the grievant; and
• to refrain from frivolous grievances.

Academic Grievance Policy

It is the policy of the University of Hawai‘i at Mānoa (UH-M), that faculty and students of UH-M be provided consistent and equitable treatment in resolving disputes arising from the academic relationship between faculty and student(s). The applicability of this policy is limited to those issues directly associated and concomitant with the faculty member’s responsibilities as a teacher and the students’ responsibilities as a learner. For matters involving alleged academic dishonesty the Student Conduct Code should be consulted.

This policy, with included procedural provisions, is established by the Vice President for Student Affairs with the concurrence of the Faculty Senate, the Associated Students of the University of Hawai‘i (ASUH), and the Graduate Student Organization (GSO).

If a student has fulfilled all of his/her responsibilities as set forth in this document (Section II) and believes that a faculty member has failed to meet any of the responsibilities stated in this document (Section I), or has acted arbitrarily and/or capriciously in the exercise of these responsibilities, the student may initiate action to achieve remedy. Such action should be taken in accord with this Academic Grievance Procedure.

The procedure to resolve grievances is outlined at the website below and must be initiated no later than the end of the semester following the one in which the cause of the grievance occurred. Since the academic grievance committee is not ordinarily convened during summer sessions, grievances deriving from spring semester or from either summer session will usually be heard during the subsequent Fall semester. However, if necessary and as requested by the grievant, a hearing before an ad hoc grievance committee may be arranged by the Dean of Students.

Information on the Academic Grievance Procedure is available from the Dean of Students, who is the campus administrator responsible for facilitating the grievance process described at: http://studentaffairs.manoa.hawaii.edu/policies/academic_grievance/resolution.php

Registering for Classes

Step 1: Getting a UH Username (Please go to Step 2 if you already have one)

You will need to have a ______@hawaii.edu e-mail account to register. Log on to www.hawaii.edu/account to request an account. Your request should be processed almost immediately. (See screen shot below)
After you receive your UH username, proceed to step 2 (registration does not start until mid August) TB and MMR tests are required to register- http://www.hawaii.edu/shs/health_clearance/

**Step 2:** After receiving your UH e-mail account, login to MyUH Portal at https://myuh.hawaii.edu/cp/home/displaylogin
Next, click on “Add/Drop Courses” as shown in the screen shot below.
Step 3: Select Fall 2016 for MPA core courses or Fall 2016 Extension for MPA electives or for GCERT courses.

Step 4: Select University of Hawai‘i at Mānoa under Institution and Register for PUBA 602, section 001
Step 5: When you are finished inputting all courses, click “Submit Changes”.

If you would like to review your class schedule click on “View My Weekly Class Schedule” that is located at the bottom of the page.

If you would like to make a payment, click “View My Charges/Make a Payment” as shown below.
Tuition Payments

Please note that tuition payment is due by 4:00 pm, September 3 at the Cashier’s Office or online through MyUH Portal. **Your registration will be canceled if payment is not received by 4:00 pm, 9/3! (Subject to change, payment options available)** (see registration/payment timetable and options) Please do not hesitate to contact our office should you have questions or concerns.

**Step 1:** If you do not submit payment through the “Add/Drop my Classes” menu, you can also submit payment through your main MyUH Portal website. Login to MyUH Portal. Next, click on “View Charges/Make Payment” as shown in the screen shot below.
Step 2: You will then see the following options. The underlined items are links on actual website. Be sure to read the warnings and details:

**Payment Information**

A financial hold will be placed on your student account or you may be dis-enrolled from courses if payment is not made by the deadline. Payment will be applied to outstanding balances first, even if the charge is from a previous term.

View My Account (charges and payments) for Each Term. After payment, print "View My Account for Each Term" page for your records.

View Payment Deadlines and policies for each institution

If you are paying a financial obligation which resulted in a hold on your record, please notify the originating office listed on the "View My Holds" page to remove the hold.

**Making a Payment**

Make an online payment (Pay by debit/credit card or eCheck)

Set up an authorized user on your account.
Sign up for a payment plan

Pay by paper Check using Registration Payment Form (payment must be received by deadline, not just postmarked). Write your student ID on your check to assure proper credit to your account. If you are a waiver student you must wait for the first week of classes to register (and have filled out the waiver form in advance for approval).

**Step 3:** Click on the link that best suits you then follow the instructions given.

**Summary:**
Go to: https://myuh.hawaii.edu/cp/home/displaylogin
Login with your name and password
On left side, click on add/drop courses
Select semester and press submit
For PUBA electives go to semester-extension to view classes

**UH Financial Aid Services**

**Cost of Attendance and Residency**

**Basic Information**

Tuition and fees: http://manoa.hawaii.edu/records/tuition_fees/tuition.html
Residency: http://manoa.hawaii.edu/graduate/content/residency-program-requirement

This office provides information and assistance on financial programs offered by the university.
Office: QLC Room 112 Phone: 956-7251 Website: http://www.hawaii.edu/fas/

Students who are eligible for veterans benefits may receive information and assistance from the Veteran Affairs staff at the Office of Admissions and Records.
Office: QLC 010 Phone: 956-8010 Website: http://manoa.hawaii.edu/records/veterans/

**PUBA Scholarships**

Graduate Achievement Scholarship
The Herman S. Doi Memorial Fellowship
D. William Wood Pacific Island Health Administrators Endowed Scholarship
Chandler Fellowship
Learn more here: http://www.puba.hawaii.edu/support.html

**Foreign Teaching Assistantships**

The English Language Institute has developed a course providing practice for foreign teaching assistants in speaking in classroom situations with an emphasis on oral skills, ESL 111.
Practicum for Foreign Teaching Assistants.

**Research/Graduate Assistantships**
Faculty members may provide a stipend and/or tuition waiver for students working on funded research projects. These positions typically have a similar stipend to TAships.

**Assistantship Guidelines**

Graduate assistants are required to maintain full-time status with a minimum of 6 credits and a maximum of 9 credits. All assistantships also come with the option of purchasing health care as an employee of the University of Hawaii. The PUBA program hires one second year graduate student every year, but you can also apply for GA positions within other departments: https://sece.its.hawaii.edu/sece/

**Alternate University Employment**

*Other employment opportunities within the university can be found at:*
http://workatuh.hawaii.edu/

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The PUBA office is in Saunders Hall, 631
Frequently Asked Questions

Q: How do I search peer-reviewed articles at the University of Hawaii?

A: Go to http://library.manoa.hawaii.edu. If trying to find articles on a subject, searching multiple pertinent databases is a good way to start. If the specific article you want is known, it is often best to navigate straight to the article directly through the journal. Many articles are not available online and must either be accessed in UH’s hardcopy collections located at Sinclair or Hamilton libraries or electronically borrowed from another library. To access the University of Hawaii’s electronic collection, you need a UH user name and password.

Q: Where can I access the forms needed to graduate?

A: Go to: http://manoa.hawaii.edu/graduate/content/forms

Q: I’m sick! Where can I find a doctor?

A: In an emergency, dial 911. Most less urgent health issues can be handled by University of Hawaii Health Services (www.hawaii.edu.shs).

Q: Help! I’m homeless! Where can I find housing?

A: For on-campus housing, go to: http://manoa.hawaii.edu/housing. Many students also make use of craigslist Honolulu’s classifieds.

Q: My out-of-town friend is visiting. Where can I find the best snorkeling?

A: The most popular and easiest snorkel sites on island include Hanauma Bay on the south shore, Kahe Point (aka Electric Beach) out west, and Shark’s Cove on the north shore (don’t worry, there aren’t any sharks there). Be confident in your swimming ability and always check conditions (http://www.surfnewsnetwork.com) before you go. And remember, “if in doubt, don’t go out!”

Q: How do I get parking?

A: Due to the ever-present long Parking Office lines at the beginning of each semester and to encourage paperless processing and convenience, all parking permits are purchased online. Please visit the following web site for all parking information: http://www.hawaii.edu/parking

Applicants with vehicles registered in a different last name than theirs are required to have a completed waiver form approved by the parking manager (Kate Matsushima), before applying for a permit. Contact the Parking Office at 808-956-8899 for further information. Be sure that all your citations are cleared up. The Traffic Office will not issue permits if fines are still outstanding.

Q: How do I clear holds?

A: Be sure to get your TB test and your MMR test from a U.S. doctor or a hold will be placed on your account and you will not be able to register: http://www.hawaii.edu/shs/
Q: How do I buy books?

A: They can be purchased online or at the UH Bookstore:
http://www.bookstore.hawaii.edu/MANOA/SelectTermDept.aspx

Q: How do I register for scholarships?

A: Go to https://myuh.hawaii.edu/cp/home/displaylogin or go directly
to star.hawaii.edu:10012/Scholarship_live/login.jsp
Login with your name and password
On left side, click STAR Degree check/View transcripts
In Star, click scholarships on the far right side
Click Enter Scholarships
Log in with same name and password
Click my best fit scholarship on the top bar

Q: How do I know when to register or when other important academic dates take place?

A: **Calendar of Events:**

Go to http://www.hawaii.edu/
Click on current students
Click on calendar events on left side navigation pane

**Technology Use in the Classroom**

**Laulima**
Go to https://laulima.hawaii.edu.
Login with your UH user/password
Once you have registered for a course, the course should appear as a tab in the window.
Most faculty use this site for announcements, email communications, file and resources uploads, returning papers, and so on. It’s a good idea to check in regularly.

**Technology Use Issues**
While we are blessed with a dizzying array of information technology of which we can take advantage in our quest for learning, we must always be aware that technology can be easily used for good, and, as frequently, it can be misused.

We consider the use of information technology [computers, PDAs, etc.] *appropriate* when it is employed with specific reference to the topic[s] under discussion in a class session. Resources can be tapped from Laulima on demand in the classroom, and topic-relevant materials can be sought from the Internet. These resources can be used to enhance individual processing of subjects in real time and often shared, during class discussions, *when called for* by instructors.

We consider technology use *inappropriate* when it is unrelated to, or at significant variance from, the topic[s] under discussion at any time in a class session, especially when it may distract the user and others from the discussion at hand. Prime examples of misuse are Facebook, Twitter, Internet “surfing”, “browsing” and “texting” when active listening, taking notes, and participation in the
class discussion are much more positive behaviors.

In general, if you’re using information technology to withdraw from course proceedings, you’re misusing it. If you’re using technology to enhance the overall group experience, you’re on the right track.

University Policy Concerning Information Technology Usage
In all cases, your use of information technology within the University system must adhere to University Policy E2.210: Use and Management of Information Technology Resources <http://www.hawaii.edu/svpa/ep/e2/e2210.pdf>, as well as conform to the Student Conduct Code <http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf>.

Citation Style
The main purpose of citation is to make it as easy as possible for the reader to identify where a writer has used material from others and to locate that material if desired.

We will use the author-date citation style described in the Chicago Manual of Style and utilized by one of the premier journals in the field, Public Administration Review (PAR). The latter is particularly helpful, because virtually any recent article in PAR provides examples of the author-date system. The essence of the author-date system is a relationship between an abbreviated form of citation within the text and a list of references at the end of the paper.

Citations within text
Citations within text consist of the last name(s) of the author(s), the year of publication, and (if appropriate) the page number(s) to which you are citing. The citation is enclosed in parentheses. This abbreviated form of citation minimizes interruption of the text, avoids footnote citations, and reduces the number of footnotes.

For example,
If citing to an item as a whole:  (Grandy 2002).
You cite to a work as a whole if the point you are making applies to the whole publication; for example, a statement that Grandy published a book on a particular topic.

If citing to a specific page:  (Grandy 2002, 56).
You cite to a specific page when you are directly quoting the source from that page. You would also indicate the specific page when you are citing the source for a point that you found on that page—even if not directly quoting.

If citing to several pages:  (Grandy 2002, 56-62).
One often sees citations to several pages when an argument, or discussion, on the particular topic or issue occurs over those pages.

Remember: You are trying to make it as easy as possible for the interested reader to find the material on which you are relying.

If there are two authors:  (Ady and Grandy 2003, 26).
If more than two authors:  (Ady, et al. 2004, 58-67).

Reference List
The reference list provides the complete citation of a source so that the reader can easily find the material. The abbreviated citations in the text are connected to the reference list through the author's last name and date. This is why the reference list is arranged alphabetically by the author's last name and then by date. For example, if the reader is interested in looking at the item cited as "(Grandy 2002)," he or she would look at the list of references under "G" for "Grandy." There the reader would find the following:


It is important that the year of publication follow the name—this makes it easy for the reader to distinguish this citation from another piece by Grandy that may have a different date. Items for an author with different dates are arranged chronologically.

What if Grandy published something else in 2002 that was also used? Then the dates in the citation and the reference list are distinguished by lower case letters after the year: (Grandy 2002a, 34) and (Grandy 2002b, 158). So the reference list would include:


All citations within text take the form of (Last Name Year, page number). But the full citations in the list of references have somewhat different forms depending on whether the cited piece is a book, journal article, or other. The following are examples adapted from http://www.liunet.edu/cwis/cwp/library/workshop/citchi.htm, with my annotations:

**Book**

Note that with two or more authors the name of the first is listed as: Last Name, First Name; the subsequent authors are listed as First Name, Last Name. The title of the book is italicized (or underlined). The city of publication is followed with a colon (:) and the name of the publisher.

**Book Article or Chapter**

The title of the article or chapter is in quotation marks. The title of the book is in italics (or underlined). Note that the name of the editor of the book comes after the book's title.

**Journal Article**

The title of the article is in quotation marks and the title of the journal is italicized (or underlined). The volume number of the journal (in this case "13") follows the title. Some journals number their
issues in each year (in this case "2") which is placed in parentheses directly after the volume number. Finally, the range of pages of the article is indicated.

**Magazine Article**
Smith, Jane. 1996. "There is no resisting the Borg queen." *Maclean's*, 2 December, 82.

For magazines, the week, month, or quarter is given instead of the volume number (as in academic journals). Also, only the first page of the article is given because subsequent pages often appear irregularly throughout magazines.

**Newspaper Article**

Newspaper articles require the date of the publication day. Pagination of newspapers varies. In this example, each section of the paper starts with a new first page. Other newspapers put the section and page indication together: A1, B5, and so on. Make the appropriate modification to clearly indicate to the reader where to find the piece.

**Encyclopedia Article**
Reference books used as sources are not included in the Reference List but are cited in the text. Examples:

* In his article on science fiction in the 1995 edition of the Encyclopedia Americana, Theodore Sturgeon says that the phrase, science fiction, was created by Hugo Gernsback.
* Theodore Sturgeon says that the phrase, science fiction, was created by Hugo Gernsback (Encyclopedia Americana, 1995 ed., s.v. "science fiction.").

**Website**

Electronic citations are relatively recent, and this is an adaptation of the Chicago Manual style. The author and date of the document on the web may not be available. If there is no author, then start with the title. If there is no date, then indicate "undated." In these cases, the citation in the text would consist of an abbreviated form of the title, such as: (DS9 undated). The webpage in this citation was a part of a site for a science fiction club—hence the reference to the title of the club's page. The "publisher" in this case is the university where the club exists. Sometimes this information will not be available. Always give the web address (URL) for the site. The date in brackets is the date that you accessed the site.

**Concluding Thoughts**
There are always exceptions and new issues that come up with citing sources. You will need to make modifications and adjustments in many cases. But remember the spirit of the author-date system: You want to indicate a short citation in the text that can be linked readily to the full
citation in the list of references. The overriding principle is to make tracking down your sources as easy as possible for an interested reader.
### APPENDIX

#### Practicum Analysis Paper Expectations Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds (3)</th>
<th>Meets (2)</th>
<th>Does Not Meet (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the mission, values and/or stated goals of the</td>
<td>Description of mission, values, and/or goals is clear and specific</td>
<td>Provides a general sense of the mission, values and/or goals, but</td>
<td>Little discussion of the mission, values and/or goals; No evidence provided or not appropriate</td>
</tr>
<tr>
<td>organization; Identify organizational activities that align</td>
<td></td>
<td>lacks detail and specificity</td>
<td></td>
</tr>
<tr>
<td>with the mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the larger organizational structure, and how the</td>
<td>Clearly describes the organization using terms and concepts appropriately</td>
<td>Some use of terms and concepts to describe the organization</td>
<td>Does not describe the organization</td>
</tr>
<tr>
<td>unit you are in fits within the structure; compare the formal</td>
<td>Provides or creates org chart</td>
<td>Description of the organization is general</td>
<td>No comparison</td>
</tr>
<tr>
<td>and working structures</td>
<td>Comparison is insightful, and backed up by specific examples</td>
<td>Comparison is straightforward, general examples provided</td>
<td></td>
</tr>
<tr>
<td>Identify and discuss leadership styles in the organization;</td>
<td>Clearly identifies leadership styles Provides specific examples</td>
<td>Leadership style is identified, although at a basic level Non-specific</td>
<td>No identification of leadership style</td>
</tr>
<tr>
<td>compare to leadership style(s) in other organizations</td>
<td></td>
<td>examples are provided. Some mention of implications for the student’s</td>
<td>No examples provided, or examples are irrelevant</td>
</tr>
<tr>
<td>experienced; implications for student’s professional</td>
<td></td>
<td>professional development.</td>
<td>No use of terms and concepts</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
<td>No mention of implications for the student’s professional development</td>
</tr>
<tr>
<td>Identify and discuss individuals’ sources of power in</td>
<td>Mentions several people and articulates sources of power for each. Provides</td>
<td>Mentions only 1 or 2 people and a small number of sources of power. Non-</td>
<td>Mentions only one person. Source of power limited to &quot;authority.&quot; Little or no</td>
</tr>
<tr>
<td>organization.</td>
<td>specific examples.</td>
<td>specific examples.</td>
<td>example illustrating power.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and discuss different types of clients (e.g. internal vs. external) of organization, recognize potential sources of conflict.</td>
<td>Clearly distinguishes among internal and external clients. Provides specific examples. Meaningfully discusses areas of tension in the organization in trying to meet multiple clients’ needs.</td>
<td>Generally distinguishes among clients. General, non-specific examples. Little or no mention of conflicts in meeting clients’ needs.</td>
<td>Fails to distinguish among types of clients. No examples used. No consideration of conflicts among client needs.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Identify and Discuss the different types and sources of funding and resources the organization has or obtains and discuss if you think these are sufficient to meet the organization’s mission.</td>
<td>Description is clear and specific. Assessment is realistic; gives examples.</td>
<td>Provides a general sense of the resource picture. Mentions some assessment examples.</td>
<td>Little to no discussion of the resource picture. No assessment of the sufficiency questions.</td>
</tr>
<tr>
<td>Discussion of both internal and external types of communication strategies</td>
<td>Description is clear and complete. Gives well developed examples of internal and external communications.</td>
<td>Provides a general sense of the communication within and external to the organization.</td>
<td>Little to no discussion of communication patterns within or external to the organization.</td>
</tr>
<tr>
<td>Discuss if and how the organization assesses success, including performance measures. If there are no assessment measures, student suggests one.</td>
<td>Gives well developed examples, of ways the org assesses success. Identifies specific performance measures. If measure is suggested, it is a well thought out one.</td>
<td>Some undeveloped examples. Little attention to performance measurement. Provides one performance measure if absent.</td>
<td>Non-substantive response to issue. No examples provided. Does not provide a performance measure, if absent.</td>
</tr>
</tbody>
</table>
## Summary of Timelines

### Plan I: 2-Year Plan (Full Time)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Intro to PA</td>
<td>Communications</td>
<td>Practicum*</td>
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<td>Research Methods</td>
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<td>Leadership</td>
<td>Human Resource Mgmt</td>
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<tr>
<td>Year 2</td>
<td>Public Policy</td>
<td>Budgeting</td>
<td></td>
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<td>Capstone OR Elective</td>
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### Plan II: 3-Year Plan (Part Time)

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<th>Fall</th>
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<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Intro to PA</td>
<td>Communications</td>
<td></td>
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<td>Organization</td>
<td>Research Methods</td>
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<td>Year 2</td>
<td>Leadership</td>
<td>Human Resource Mgmt</td>
<td>Practicum*</td>
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<td></td>
<td>Public Policy</td>
<td>Budgeting</td>
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<tr>
<td>Year 3</td>
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### Plan III: 18-Month Plan (Accelerated)

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<tbody>
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<td>Budgeting</td>
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<td>Year 2</td>
<td>Capstone</td>
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<tr>
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**PUBA MPA Checklist**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>UHID#</td>
<td>Advisor</td>
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**Required Courses for the Master’s in Public Administration (MPA)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
<th>Semester/Year</th>
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<tbody>
<tr>
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<td>Introduction to Public Administration</td>
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<td>Orgs: Theory and Change</td>
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<td>Leadership and Ethics</td>
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<td>Effective Communication in P.A.</td>
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<td>Public Personnel Management</td>
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<td>Research Methods in P.A.</td>
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<td>PUBA 608</td>
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<td>Public Budgeting</td>
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<td>PUBA 609</td>
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<td>Policy Analysis and Implementation</td>
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<td>PUBA 695 OR Elective</td>
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<tr>
<td>PUBA 696</td>
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<td>Capstone Seminar</td>
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**Other Courses**

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<thead>
<tr>
<th>TOTAL CREDITS</th>
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## Practicum Site Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor:</td>
<td>Approval &amp; Date:</td>
</tr>
</tbody>
</table>

Name and contact person of the host organization. Please provide complete address, telephone and facsimile numbers.

---

Practicum Schedule. Give dates and times; indicate if it is not full-time.

---

Please provide a short description of the work/activity you will be doing at the host organization.

---

**Plan A (Thesis)**

Students may choose to undertake and present original research as a culminating experience via the thesis option. Thesis option students must take an additional 3 credits of research methods for a total of 42 credits to complete the MPA.

**or Plan B (Non-thesis)**

The normal requirement for the MPA degree under the non-thesis option is a minimum of 39 credit hours of approved graduate study.