

**Binghamton University MPA Curriculum Map
Linking Courses and Competencies**

	To Lead and Manage in Public Governance	To Participate in and Contribute to the Public Policy Process	To Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions	To Articulate and Apply a Public Service Perspective	To Communicate and Interact Productively with a Diverse & Changing Workforce & Citizenry
	Demonstrate an appreciation for the complexities of decision making within public service. Effective communication. Professionalism	Take a community-based problem through the policy process. Effective communication.	Choose/select and apply/implement an appropriate data collection methodology given the resource constraints of a small local or nonprofit organization.	Balance competing values and articulate which public(s) are advantaged or disadvantaged by emphasizing certain values over others. Effective communication.	Work effectively as a member of a diverse group in both a leader and follower role. Demonstrate active engagement, curiosity about, and respect for individual and group differences.
Research Design and Methods (PAFF 510)	x INTRO	x INTRO	x INTRO, PRACTICE	x INTRO	x INTRO, PRACTICE
21st Century Governance (PAFF 520)	x INTRO	x INTRO		x INTRO	x INTRO
Foundations of Public Service (PAFF 521)	x INTRO, PRACTICE	x INTRO		x INTRO	x INTRO, PRACTICE
Public and Nonprofit Budget and Finance (PAFF 521)	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE	
Managing People in Organizations ¹	x PRACTICE	x PRACTICE		x PRACTICE	x PRACTICE
Evidence-Based Decision Making ²	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE
Managing Information and Technology (PAFF 526)	x PRACTICE	x PRACTICE	x PRACTICE	x PRACTICE	
Praxis through Cases (PAFF 590)	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS
Internship (PAFF 594)	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS	x PRACTICE, ASSESS
Problem Definition (PAFF 591)	x ASSESS	x ASSESS		x ASSESS	
Capstone (PAFF 595)	x ASSESS	x ASSESS	x ASSESS	x ASSESS	x PRACTICE, ASSESS

x indicates this competency is a major focus of the course; x indicates it is a component, element, or topic in the course

INTRO indicates that the concepts, knowledge and skills are introduced to students in the course; PRACTICE indicates that students are provided with opportunities to practice and apply the concepts, knowledge and skills in the course; and ASSESS indicates that competencies are assessed in the course

¹ The Managing People in Organizations (MPO) requirement can be fulfilled by any one of the following courses: Human Resource Management (PAFF 534), Organizational Theory (PAFF 535), Networks and Public Management (PAFF 536), or Organizational Behavior (PAFF 537). PAFF 534 is offered every fall. Each spring one of the other three MPO courses is offered on a rotating basis.

² The Evidence-Based Decision Making (EBDM) requirement can be fulfilled by taking any one of the following courses: Survey Research (PAFF 513), Program Evaluation (PAFF 515), Performance Analysis (PAFF 516), or Policy Analysis (PAFF 523). Each semester one EBDM course is offered on a rotating basis over a 2-year cycle.

Other Curriculum Design Elements

- All required courses include both the public sector and nonprofit sector in the definition of public service/public affairs. The emphasis is on non-urban local governments and community-based nonprofit organizations.
- The definition of community used for all aspects of the program includes, but is not limited to, the Greater Binghamton community. The majority of class-based service projects and internships/capstones are based in the upstate New York, northern Pennsylvania area, but students and faculty also have opportunities to direct their attention to communities in other states and other nations.
- Required MPA courses are 4-, 3-, 2- and 1-credit, depending on the extent of work required. Four- and three-credit courses are full semester courses; 1- and 2-credit courses are generally short courses.
- Service projects are an intentional design element of multiple required courses and are generally reflected by 4-credit hour designations.
- The sequencing of courses is intended to provide opportunities for students to develop skills in three stages:
 1. full-class or small group community-based service projects designed by and service partners arranged by the instructor (introductory required courses)
 2. small group projects and individual projects with instructor guidelines, considerable student choice, and student responsibility for interaction with service partners (MPO and EBDM courses, specialization courses)
 3. individual student-defined and student-led projects (capstone).
- The sequencing of courses is intended to prepare students for greater and greater synthesis of material through the use of common cases and current issues across multiple required courses within an academic year to ensure that students experience the analysis of a single case or issue through multiple lenses/perspectives in preparation for the Praxis course.
- Required courses are coordinated to ensure a balance of individual and team work in each semester.
- Teams are assigned randomly or with deliberate attention to diversity of team composition. When introductory required courses (510, 520, 521) include team projects, time is devoted to issues of group dynamics, effective teams, and conflict resolution.
- To accommodate the schedules of working professionals, all core courses are offered at least once per year in the evening time slot.
- To allow students flexibility of site selection for the internship, only elective (not required) courses are offered in the summer.
- Sufficient specialization and elective courses are offered during the academic year so that no student is required to enroll in the summer.
- Specializations require some common knowledge and skills (provided by the required course or courses in the specialization) and also should allow students to focus on particular interests within that specialization area.