# MPA in
# Public Administration and Nonprofit Management

## SUNY Buffalo State University



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**Student Handbook**
**2025/26 Edition**

# Introduction

This handbook provides students matriculated in the MPA in Public Administration and Nonprofit Management Program with information and guidance they may need to complete their degree program successfully. In addition, it presents current MPA program policies and procedures and supplements the policies of SUNY Buffalo State University.

This handbook supplements but does not replace the SUNY Buffalo State University Graduate Catalog. The Graduate Catalog is available at: https://ecatalog.buffalostate.edu/graduate/

Additional information is available at the department's website:
https://publicadministration.buffalostate.edu/

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# A Message from the MPA Program Committee

Dear MPA Students,

Welcome to the MPA in Public Administration and Nonprofit Management Program, which is located in the Department of Business, Economics, and Public Administration at SUNY Buffalo State University. Other public administration offerings include a Graduate Certificate in Public Management, a 4 + 1 program, and an undergraduate minor. Ours is the only NASPAA accredited MPA in the Buffalo area and the only in-person MPA offered in Western New York.

By applying to and enrolling in the MPA program, you have indicated a desire to develop and expand your professional knowledge, skills, and abilities as they relate to public service and nonprofit management. We are confident that you will find the next two or more years of study challenging and rewarding, whether you recently graduated with a baccalaureate degree and have limited public service experience or have worked for many years within the public or nonprofit sectors.

When you complete your MPA degree, you will be prepared to lead public and nonprofit organizations as they tackle the complex challenges of the contemporary world. Our MPA faculty are committed to helping you learn and apply the theories, analytical skills, and ethical values that distinguish public and nonprofit administration through formal courses, programmatic activities outside of class, and one-on-one advising. Along the way, the faculty will also evaluate and assess your performance in accordance with NASPAA standards. Successful completion of the MPA degree demonstrates you have mastered the requirements of leading these critical organizations.

Here are some suggestions that will help improve your opportunities for success.

• **Adapt to graduate school**. A graduate program is very different from and more demanding than undergraduate studies. Graduate school will demand more from you in terms of the quantity and quality of work you complete, and the volume of material you will need to absorb is much greater. Your professors will expect you to apply what you learn to novel situations drawn from your work and community. The MPA program is designed to assist you in honing your intellectual and analytical abilities, communication skills, and public service values.

• **You are not alone.** The chances are good that you will find there are times when the work seems overwhelming, or circumstances in your personal life become very difficult. This is to be expected. Get to know your fellow students right away. When difficult times come, lean on your friends and family, and talk to your professors. There are always ways to resolve what seem to be insurmountable problems. The individuals you meet and work with through your MPA studies will be part of your lifelong professional networks.

• **Conduct yourself professionally**. Treat yourself, your colleagues, and your instructors with respect and expect the same from them. Your students, organizational leaders, faculty, and staff network are your best career resources. Cultivate your network with your performance. Be prepared and be on time. Manage your time carefully so you can meet deadlines. It is crucial to

keep in mind that you are matriculated in a professional degree program. All communication related to the program should be appropriate for a work setting.

 • **Develop your communications skills.** Public and nonprofit administrators must connect with many audiences, including citizens, supervisors, employees, technical specialists, and policymakers. Administrators who speak and write effectively influence opinions and actions. Effective communication occurs with practice. Take every paper presentation and course discussion seriously and be attentive to details. The type of writing required by the MPA program will differ significantly from what you were asked to write as an undergraduate. You should expect to learn new communication skills and improve your ability to write for a professional audience.

 • **Use evaluations to improve your performance.** The ability to give and receive criticism constructively is an essential skill for people engaged in public service. Much of your work in the MPA Program will be evaluated and critiqued by faculty and peers. While most of us naturally want to defend ourselves when our work is judged, we will learn more by addressing weaknesses identified by these evaluations. Criticisms of your work are not judgments about you as a person; they are simply a form of feedback intended to help you improve the quality of subsequent work. While it is understandable to be concerned about your grades, this should not be your primary focus. Instead, spend your time and energy on improving your understanding of the material and expectations. Your efforts will eventually lead to improved performance, and your grades will reflect your performance.

 • **Expect to make sacrifices.** Pursuing a professional degree is a significant undertaking. You will have less time for your family and friends and will regularly have to skip other opportunities or activities to give time and attention to your schoolwork. Know that this is a temporary commitment and that it will pay off in the long run. If you are not prepared to make some sacrifices, you may want to reconsider whether this is the right time to be in the MPA program.  Or, perhaps, the Graduate Certificate in Public Management might be the better option.

• **Help shape the future of the MPA program.** The public administration and nonprofit faculty are committed to working with the community, particularly local, state, and federal governmental offices and nonprofit organizations. Faculty continue to make essential contributions to the communities in which they live and work as well as to the broader public service profession. As an incoming student, you have a role in shaping the program. Dedicate yourself to playing a positive and constructive role in our present and future.

Again, welcome, and we wish you all the best as you start this latest chapter in your life. We look forward to learning about your personal and professional interests as you progress through the program, and I hope to see you in a class sometime soon.

Best wishes,

The MPA Program Committee 2025-2026

Joelle Leclaire, PhD (Department Chair)

Byron W. Brown, MS (Professor of Practice)

Laurie Buonanno, PhD (Public Administration Coordinator)

Ikhee Cho, PhD (Assistant Professor)

Frederick Floss, PhD (Professor)

Suparna Soni, PhD (Associate Professor, NASPAA Lead)

# Chapter 1 About our MPA Program

A great deal about the MPA program is available at our website.

## Public Administration Website Homepage
Public Administration
https://publicadministration.buffalostate.edu/

## Brief History
SUNY System Administration in Albany and the New York State Education Department certified the SUNY Buffalo State MPA in 2011.[1] Our establishment of an MPA program was the culmination of our department's longstanding commitment that began in the late 1960s to offer professional training for current and future government administrators, lawyers, social workers, and nonprofit managers. From its inception as a free-standing department, we have offered a minor in public administration, and our faculty and alumni-led the effort to establish the Western New York Chapter of the American Association for Public Administration (ASPA) (a commitment that continues to this day).

## MPA Program Mission Statement
The SUNY Buffalo State Public Administration and Nonprofit Management MPA Program prepares a diverse body of pre-service and in-service professionals for positions of leadership in local, national, and international public service. The program cultivates values of accountability, ethics, and social equity through learning, service projects, and research. The program contributes to the body of knowledge and advances the quality of governance.[2]

## What is an MPA?
The MPA degree is the core professional degree for a management career in public service. The curriculum is designed to aid students in developing the skills and techniques used by leaders and managers to implement policies, projects, and programs that resolve important societal problems. Graduates of an MPA program work in all levels of government (federal, state, and local), in nonprofits, in international organizations, consulting firms, and in the private sector (NASPAA, 2012).

Buffalo State's MPA combines the theory and practice of public administration, public finance, human resource management, quantitative and qualitative research, and a thorough grounding in intergovernmental relations. The program offers three tracks: Public Administration (government), Nonprofit Management, and International Public Management. The tracks consist of four courses by advisement. The MPA program, **totaling 36 credit hours,** includes seven required core

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[1] SUNY and SED approved the Graduate Certificate in Public Management in 2009.
[2] The SUNY Buffalo State University's MPA Mission Statement was crafted by and approved by the MPA Advisory Board, which is comprised of practitioners, faculty, and MPA students.

courses (21 credit hours); four track courses (12 credit hours); and 3 credit hours of the MPA Project.

## NASPAA Membership[3]

The MPA was admitted to the Network of Public Administration and Public Affairs (NASPAA) in 2011.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the global standard in public service education.  It is the membership organization of graduate education programs in public policy, public affairs, public administration, and public & nonprofit management. Its nearly 300 members - located across the U.S. and in 14 countries around the globe - award MPA, MPP, and similar degrees. NASPAA is the recognized global accreditor of master's degree programs in these fields. NASPAA's twofold mission is to ensure excellence in education and training for public service and promote the ideal of public service. SUNY Buffalo State's MPA program is a Member of the NASPAA. Therefore, Buffalo State's MPA core curriculum is designed to comply with NASPAA accreditation standards and is assessed using NASPAA criteria for NASPAA accreditation. In addition, our faculty attend NASPAA meetings and workshops. Accreditation, however, is not the same as membership.

## NASPAA Accreditation

SUNY Buffalo State's MPA earned NASPAA accreditation in July 2025.  It is the only NASPAA accredited MPA in Buffalo/Niagara and only one of four NASPAA accredited MPA programs in the SUNY system.

## MPA Advisory Board

The purpose of SUNY Buffalo State University's MPA Advisory Board is to serve as an **external advisement structure** to provide an institutionalized mechanism for leaders in the Western New York public, nonprofit, and business sectors to provide advice on employment and skills trends, review the MPA curriculum and mission to ensure these meet the contemporary needs of the public and nonprofit sectors, enrich the MPA program through participation in program delivery through guest lectures, mentorships, and internships, and guidance in overall strategic planning with respect to the MPA program.  The MPA Advisory Board is comprised of a cross-section of professionals, student representatives, and MPA alumni with experience in the public, nonprofit, and business sectors.

See MPA Advisory Board for current members.

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3 NASPAA. (2012). MPA & MPP FAQ. Retrieved from http://www.naspaa.org/students/faq/faq.asp

# Chapter 2 MPA Program Information

**Program Requirements & Tracks**

<u>Core requirements</u>

MPA Core courses are designed to meet NASPAA's universal competencies.  Students who complete the core courses in the MPA program will have demonstrated competency in the following five areas:

1. Lead and manage in public governance.
2. Participate in and contribute to the policy process.
3. Analyze, synthesize, think critically, solve problems and make decisions.
4. Articulate and apply a public service perspective.
5. Communicate and interact productively with a diverse and changing workforce and citizenry.

21 credit hours (7 courses-sections offered during the academic year) *

PAD 500 Public Administration and Policy
MUST BE TAKEN IN THE STUDENT'S FIRST SEMESTER
PAD 601 Public Budgeting
PAD 640 Human Resource Management in Public and Nonprofit Organizations
PAD 646 Strategic Planning for Public and Nonprofit Organizations
PAD 680 Research Methods in Public Administration
MUST BE TAKEN IN THE STUDENT'S FIRST SEMESTER
PAD 681 Data Analysis and Presentation (must be taken at Buffalo State to satisfy MPA degree requirements; no transfer credit accepted)
PAD 735 Public Organizations (former title, Administrative Practices in Public and Nonprofit Sectors)

 *The core is designed to meet NASPAA's Standard 5.1 Universal Required Competencies. Therefore, courses in the core may not be substituted for any other courses. In order to transfer courses into the core, when permitted, these courses must have been completed in a NASPAA accredited MPA program.

**Tracks**

**Specialization Tracks in the MPA Program**
The program offers three specialized tracks
- Public Administration (government)
- Nonprofit Management
- International Public Management
- Track by advisement – Public Finance and Budgeting

Students take four courses in their track (12 credit hours).

The MPA Program page contains a list of the elective courses available for each track.[4]

Any substitution in track courses MUST be approved by the MPA faculty adviser accompanied by an advisement note in Degree Works.

**The Public Administration Track** prepares students for a career in the public sector. This track requires the student to complete either *PAD 515 NYS Government & Budget*, *PAD 607 City & County Management*, or *PAD 608 Intergovernmental Relations*, and other topical courses designed to prepare students for a career in public service.

**The Nonprofit Administration Track** prepares students to effectively plan, develop, manage, evaluate, and lead nonprofit programs. This track requires students to complete *PAD 604 Nonprofit Management and Governance*.

**The International Public Management Track** is designed to prepare students for careers with international non-governmental organizations, international organizations, and government agencies working in the international arena. This track requires students to complete *PAD 605 International Public Management and Service*.

By advisement – **Public Finance and Budgeting** has been designed for students who are most interested in public finance and budgeting. This is especially attractive to students who were accounting, business, or economics majors in their undergraduate studies. Students declare the public administration track, but take the following courses as electives in addition to the track requirement (ECO/PAD 515 NYS Government and Budget): BUS 545 Accounting, ECO 650 Public Finance, and ECO 660 Cost-Benefit Analysis.

All tracks include a capstone Master's Project (Capstone) (PAD 690).

The MPA program, **totaling 36 credit hours** includes seven required core courses (21 credit hours); four track courses (12 credit hours); and 3 credit hours of the MPA Project. Students may earn up to three credit hours for PAD 588 Graduate Internship. This is designed as local internship experience for those students lacking professional experience in a public or nonprofit agency and who seek to gain experience in the public or nonprofit sectors prior to embarking on the MPA project. Students should visit the MPA Internships webpage to learn more about opportunities and requirements.

**Course Descriptions**
Course descriptions can be in the Graduate Catalog. See
https://ecatalog.buffalostate.edu/graduate/courses/pad/

**Master's Project**
PAD 690 MPA project is the **capstone experience** in the MPA program. It involves several stages, including purpose statement, literature review, original research, write-up, presentation, and dissemination of results. A capstone experience is a requirement in NASPAA-accredited

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[4] https://politicalscience.buffalostate.edu/mpa-program-requirements-tracks

MPA programs. This is offered in an independent study setting (in-person or virtual platform) and is offered each fall and spring semester.

For more information about the MPA project see MPA Guidelines in the Appendix of this handbook.

Many students have uploaded their MPA projects to the Digital Commons.[5] (To qualify for the Outstanding MPA Project Award, a student must upload their project to this platform.)

**Mode of Course Delivery**

*Traditional*
In-person courses are scheduled once/week for 2 hours and 40 minutes.

*Online & Hybrid Courses*
Many of our MPA courses are offered online or as a combination of traditional and online ("hybrid.")

Online courses may be scheduled as either synchronous (via web conferencing) or asynchronous (via a learning management system – Buffalo State uses Brightspace).

*Master's Project-*
Instructor and Study Agree to Meeting Times and Mode (in-person, web conferencing or a combination of the two).


*Summer/J-Term Sessions*
Some courses are offered during Summer and J term sessions. In these sessions, courses are offered online to meet the needs of working professionals.

*Independent Study*
PAD 590 Independent Study
A maximum of 3 credit hours of independent study (PAD 590) may be included as an MPA elective. The student's MPA adviser must approve this course in advance and communicate this approval by writing and posting a note to the student's Degree Works.


**Sequence of Courses**
MPA students are required to enroll in *PAD 500 Public Administration & Policy* and *PAD 680 Research Methods in Public Administration* within their first six credit hours. In addition, it is suggested students enroll in *PAD 735 Public Organizations* in their first nine credit hours. PAD 500 is offered every fall in-person and summer online, and PAD 680 is offered each fall in-person and very occasionally in the summer online. PAD 735 is offered in the fall hybrid and during J-term online. Enrolling in PAD 680 in the fall semester is crucial because PAD 681 Data Analysis & Presentation is offered in the spring semester ONLY.

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[5] https://digitalcommons.buffalostate.edu/mpa_projects/

**NOTE:** MPA students are required to complete *PAD 680 Research Methods of Public Administration and Nonprofit Management* and *PAD 681 Data Analysis and Presentation* prior to beginning their capstone experience (*PAD 690 MPA Project).*

**Internships**

The MPA program offers three credit hours for internships for graduate students in Western New York. Students register for *PAD 588 Public Administration Graduate Internship*. This experience is designed as a local or state internship experience for those students who do not currently work in the public or nonprofit sectors and are seeking to gain experience in the public or nonprofit sectors before embarking on the MPA project.

*The NYS Assembly Graduate Internship*

This is a paid internship that takes place in Albany when the NYS Legislature is in session (spring semester).[6] If students wish to earn credit for this experience, they can register for either *PAD 515 NYS Government & Budget* (course by contract) or *PAD 588 Public Administration Graduate Internship*. For more information about the NYS Assembly Graduate Internship program, see https://nyassembly.gov/internship/.

## Course Projection Table

The MPA program publishes course projections on google sheets.

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[6] This internship carried a stipend of $23,000 for the 2025 legislative session.

# Chapter 3 The MPA Project (Capstone Experience)

PAD 690 MPA Project is offered as an independent study. This is the capstone experience in the MPA program. The MPA project has a first reader (who serves as the student's primary supervisor) and a second reader. The first reader must be a full-time member of faculty teaching in the MPA program. Under special circumstances, campus administrators and part-time faculty can supervise MPA projects, subject to approval by the MPA Committee.

Students should visit the MPA Project Website at least one semester prior to registering for PAD 690. The website contains links to/information about:

- MPA Project Guidelines
- Sample MPA Projects (housed on Digital Commons)
- List of MPA Project titles
- MPA Project Proposal Application Form
- Human Subjects Research Requirements
- Software Packages and Training
- MPA Continuation Requirements (for students who do not complete the project during the semester in which they are registered

## MPA Project Proposal Submission Deadlines

Fall Registration: April 15
Summer Registration: April 15
Spring Registration: November 1

## Approval of Research with Human Subjects
Many MPA projects will require approval by the campus Institutional Review Board. Students must have a current CITI certificate, which is earned as part of the PAD 680 course requirements.

## Software Requirements

**SPSS**
SPSS is the industry standard for statistical analysis. SPSS is used in PAD 681 and PAD 690. SPSS is available at many computer labs. A list of labs with SPSS is provided in PAD 681.

**MS Office Suite**
Students are expected to enter the MPA program with at least BASIC skills in Microsoft Office Suite programs Excel and PowerPoint and INTERMEDIATE skills in Microsoft Word as follows:

*Excel*
Basic – format cells; copy and move data; manage workbooks; autofill; print worksheets and workbooks

Intermediate-create, modify, and format charts; perform multiple-level sorting; use mathematical, logical, statistical, and financial functions; create and modify some Macro commands
Advanced – perform some programming in VBA; work with pivot tables; use personalized toolbars; manage Macro commands (concepts, planning, operations, execution, modification interruption)

*Word*
Basic-basic formatting, editing, printing, document page setup
Intermediate-customize toolbars, import and insert graphs, embed Excel data, elaborate reports
Advanced-style and autoformat features, work with large documents that require a table of contents, footnotes, endnotes, and cross-references; manage and track document changes using highlights and comments.

PowerPoint
Basic-create title and bullet slides; work with notes; print presentation; create an organization chart; select a template
Intermediate/Advanced-create a template; work with graphics; animation, and multimedia; inserting movies and sound; customize PowerPoint toolbars and automate the slide production; build interactive presentations, using hyperlinks, creating interactive objects, working with slide show options

**Qualtrics**
Buffalo State uses Qualtrics for web-administered surveys.  No other survey platform is permitted for MPA projects without the permission of the MPA project adviser.

# Chapter 4 Assessment of Student Learning Outcomes in the MPA Program

Each of the core courses in the MPA program undergoes assessment as approved by NASPAA's Commission on Peer Review and Accreditation (COPRA). The seven core courses are assessed using a two-year cycle, with all MPA projects assessed on an annual basis. The oral component of the MPA project is assessed by the MPA Program Committee and the MPA Advisory Board members at the MPA Project Presentation session (held each May and December).

Following assessment, the MPA Committee meets to discuss the results and possible program improvements/re-tooling. The results are also reported on a regular basis to COPRA and to the MPA Advisory Board.

**SLO 1 Lead & Manage in Public Governance**
Design and Use Performance Measures
Motivate Workforce both ethically and effectively
Analyze organizational behavior to improve system and performance
Apply theories that can inform leadership and management in organizations

**SLO 2 Participate in and Contribute to the Public Policy Process**
Critically assess the policy implementation experience and provide input to future policy
 development
Recognize and articulate public economics rationales for policy choices
Explain institutional and legal environment of government
Explain the external and institutional politics of decision making
Understand challenges of implementation
Use decision tools to make data-driven evaluation and policy choices

**SLO 3 Analyze, Synthesize, Think Critically, Solve Problems & Make Decisions**
Analyze information from diverse sources to define and evaluate problems
Illustrate and practice appropriate ethical research procedures that respects a diverse population
 and policy environment communicate
Study results and recommendations to a broad and diverse audience
Identify, develop and recommend potential solutions to problems

**SLO 4 Articulate & Apply a Public Service Perspective**
Present policy and/or program information and/or recommendations to a diverse audience
Communicates study results and recommendations to a broad and diverse audience

**SLO 5 Communicate & Interact Productively with a Diverse and Changing Workforce and
 Citizenry**
Provides information and/or recommendations to a diverse audience
Communicates study results and recommendations to a broad and diverse audience
Exhibits an appreciation for diversity and inclusion in policy development practices
Appreciates and integrates multiple perspectives into policy related materials
Demonstrates listening, cooperation, integration of perspectives, and communication
Appreciation for diversity and inclusion in policy development practices

# SUNY Buffalo State University
# MPA Program

# Standard 5.1

The MPA Program completed its most recent assessment cycle in academic year (AY) 2023-24. Each of the core courses and the MPA project (capstone) were assessed at least twice during this four-year period. A new assessment cycle (Year 1) began in 2024-2025.

Table 1 SUNY Buffalo State MPA Program – Previous Assessment Cycle for NASPAA Standard 5.1 (2020-2024), used as the basis for Self-Study 2021-2022 and 2023-2024

| Year 1<br>2020-2021 | Year 2<br>2021-2022 | Year 3<br>2022-2023 | Year 4<br>2023-2024 |
|---|---|---|---|
| PAD 500 | PAD 601 | PAD 500 | PAD 601 |
| PAD 646 | PAD 640 | PAD 646 | PAD 640 |
| PAD 735 | PAD 680 | PAD 735 | PAD 680 |
| PAD 690 | PAD 681 | PAD 690 | PAD 681 |
|  | PAD 690 |  | PAD 690 |

Table 2  Current Assessment Cycle - Standard 5. 1 Assessment Cycle (2024-2028)

| Year 1<br>2024-2025 | Year 2<br>2025-2026 | Year 3<br>2026-2027 | Year 4<br>2027-2028 |
|---|---|---|---|
| PAD 500 | PAD 601 | PAD 500 | PAD 601 |
| PAD 646 | PAD 640 | PAD 646 | PAD 640 |
| PAD 735 | PAD 680 | PAD 735 | PAD 680 |
| PAD 690 | PAD 681 | PAD 690 | PAD 681 |
|  | PAD 690 |  | PAD 690 |

Table 3 is updated from the *Response to the COPRA/NASPAA Interim Report* (January 15, 2025) submitted by SUNY Buffalo State's MPA Program Committee.   Because class sizes are no more than 15 students, and following proper selection procedures for small n samples, all papers collected for each course are assessed rather than a random sample.

The assessment protocol for each course is as follows:

- A three-point scale is used: 3=Exceeds expectations, 2=Meets expectations, and 1=Below expectations.
- A team of two assessors for each assessment, with the exception being MPA projects (see next point). A third assessor will be identified when interrater reliability is needed.
- The MPA project (PAD 690) is comprised of four MPA Program Committee faculty. The papers will be assigned to two faculty, ensuring that no faculty member assesses a paper for which they served as the supervisor/first reader.  If a third reader is necessary due to divergent scores (see next point), a faculty member from the four-person team will serve in that capacity.
- In any instance where one assessor scores a paper with a "1" and the other assessor scores the paper with a "3," the third assessor will read the paper and provide their assessment. The assessment score will then be calculated by averaging the three assessment scores.
- The assignment being assessed must be written to ensure the student can be assessed on the SLO associated with that assignment. In other words, the MPA Program Committee must ensure all assignments are consistent with the associated SLO.
- The professor teaching the course being assessed **cannot** participate in the assessment process.
- The student's name must be removed from the paper before being uploaded to the paper depository.
- The assessment paper depository is located on Brightspace < Organization < Public Administration < Assessment Module<Course # and title (submodules for each).

- Each faculty member teaching the course be assessed must upload the papers at the end of each semester according to the assessment table provided. In this cycle, that is Table 2.

Table 3 SLOs and Year to Year Assessment Plan (AY 2024-2025 through AY 2027-2028)

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| **Year 1: 2024-2025** | | | | | |
| SLO 1.1 Motivate the workforce both ethically and effectively. | 1 | PAD 500 Public Administration and Policy<br><br>Comprehensive Final Examination | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 2.2 Communicate policy processes effectively in public and nonprofit organizations and to stakeholders, including the public. | 2 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Public Presentation of the Project | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team. A third will be available from the four-person team for interrater reliability.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br><br><br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.1 Employ statistical methods and decision tools appropriately | 3 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.2 Apply systematic research processes to novel problems and produce research in written format. | 3 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| SLO 4.1 Employ alternative perspectives, including worldviews, in preparing and articulating a range of decision options. | 4 | PAD 646 Strategic Planning for Public and Nonprofit Organizations<br><br>SWOT Analysis for an Organization | Two members of the MPA Program Committee. | All papers from the academic year | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 4.1 Employ alternative perspectives, including worldviews, in preparing and articulating a range of decision options. | 4 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 4.2 Consider organizational behavior and institutional design in the context of public and nonprofit organizations | 4 | PAD 735 Public Organizations<br><br>Organization Analysis Paper | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| SLO 5.1 Prepare communications- both written and oral-in appropriate medium and depth for diverse audiences and stakeholders. | 5 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Oral Presentations | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| **Year 2: 2025-2026** | | | | | |
| SLO 1.1 Motivate the workforce both ethically and effectively. | 1 | PAD 640 Human Resource Management for Public and Nonprofit Organizations<br><br>Reflection paper | Two members of the MPA Program Committee. A third will be available if needed for interrater reliability. | | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 1.2 Inform MPA students how to lead and manage in New York State's public sector. | 1 | PAD 640 Human Resource Management for Public and Nonprofit Organizations<br><br>Reflection paper | Two members of the MPA Program Committee. A third will be available if needed for interrater reliability. The faculty member who taught the course being assessed is not part of the assessment team. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| SLO 2.1 Recognize and articulate public economics rationales for policy choices. | 2 | PAD 601 Public Budgeting<br><br>Policy analysis paper | Two members of the MPA Program Committee. A third will be available if needed for interrater reliability. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 2.2 Communicate policy processes effectively in public and nonprofit organizations and to stakeholders, including the public. | 2 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Public Presentation of the Project | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team. A third will be available from the four-person team for interrater reliability.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br><br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.1 Employ statistical methods and decision tools appropriately. | 3 | PAD 681 Data Analysis and Presentation<br><br>• Class project paper<br><br><br><br>• Class presentation | Class Project Paper: Two members of the MPA Program Committee. A third will be available if needed for interrater reliability.<br><br>Class Project Presentation:<br><br>The two members of the assessment team evaluating the group project will attend and evaluate the group | All papers<br><br><br><br><br><br><br><br>Group presentation | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| | | | project's oral presentation. | | |
| SLO 3.1 Employ statistical methods and decision tools appropriately. | 3 | PAD 690 MPA Project – Capstone MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. A third will be available from the four-person team for interrater reliability. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.2 Apply systematic research processes to novel problems and produce research in written format. | 3 | PAD 680 Research Methods in Public Administration Final paper – consisting of introduction, literature review, and methodology | Two members of the MPA Program Committee. A third will be available if needed for interrater reliability. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.2 Apply systematic research processes to novel problems and produce research in written format. | 3 | PAD 690 MPA Project – Capstone MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| SLO 4.1 Employ alternative perspectives, including worldviews, in preparing and articulating a range of decision options. | 4 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 5.1 Prepare communications-both written and oral-in appropriate medium and depth for diverse audiences and stakeholders. | 5 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Oral Presentation | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 5.2. Differentiate between strategies for navigating communication and interpersonal interactions in public and nonprofit organizations. | 5 | PAD 640 Human Resource Management for Public and Nonprofit Organizations<br><br>Reflection paper | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| **Year 3: 2026-2027** | | | | | |
| SLO 1.1 Motivate the workforce both | 1 | PAD 500 Public Administration and Policy | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| ethically and effectively. | | Comprehensive Final Examination | | | 2=Meets Expectations 1=Below Expectations |
| SLO 2.2 Communicate policy processes effectively in public and nonprofit organizations and to stakeholders, including the public. | 2 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Public Presentation of the Project | Four members of the MPA Program Committee, with each paper read by two members of the assessment team.<br><br>Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.1 Employ statistical methods and decision tools appropriately | 3 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.2 Apply systematic research process to novel problems and produce research in written format. | 3 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 4.1 Employ alternative perspectives, including worldviews, in preparing and articulating a range of decision options. | 4 | PAD 646 Strategic Planning for Public and Nonprofit Organizations<br><br>SWOT Analysis for an Organization | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| SLO 4.1 Employ alternative perspectives, including worldviews, in preparing and articulating a range of decision options. | 4 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 4.2 Consider organizational behavior and institutional design in the context of public and nonprofit organizations | 4 | PAD 735 Public Organizations<br><br>Organization Analysis Paper | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 5.1 Prepare communications-both written and oral-in appropriate medium and depth for diverse audiences and stakeholders. | 5 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Oral Presentation | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| **Year 4: 2027-2028** | | | | | |
| SLO 1.1 Motivate the workforce both | 1 | PAD 640 Human Resource Management for Public and | Two members of the MPA Program Committee. A third will be available if | All papers | 3=Exceeds Expectations 2=Meets Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| ethically and effectively. | | Nonprofit Organizations<br><br>Reflection paper, comprehensive final exam | needed for interrater reliability. | | 1=Below Expectations |
| SLO 1.2 Inform MPA students how to lead and manage in New York State's public sector. | 1 | PAD 640 Human Resource Management for Public and Nonprofit Organizations<br><br>Reflection paper, comprehensive final exam | Two members of the MPA Program Committee. A third will be available if needed for interrater reliability. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 2.1 Recognize and articulate public economics rationales for policy choices. | 2 | PAD 601 Public Budgeting<br><br>Policy analysis paper | Two members of the MPA Program Committee. A third will be available if needed for interrater reliability. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 2.2 Communicate policy processes effectively in public and nonprofit organizations and to stakeholders, including the public. | 2 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Public Presentation of the Project | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team. A third will be available from the four-person team for interrater reliability.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| SLO 3.1 Employ statistical methods and decision tools appropriately. | 3 | PAD 681 Data Analysis and Presentation<br><br>Class project paper<br><br>Class presentation | Class Project Paper: Two members of the MPA Program Committee. A third will be available if needed for interrater reliability.<br><br>Class Project Presentation:<br><br>The two members of the assessment team evaluating the group project will attend and evaluate the group project's oral presentation. | Class project paper<br><br><br><br>Class presentation | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.1 Employ statistical methods and decision tools appropriately. | 3 | PAD 690 MPA Project – Capstone<br><br>MPA project paper | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.2 Apply systematic research processes to novel problems and produce research in written format. | 3 | PAD 680 Research Methods in Public Administration<br><br>Final paper – consisting of introduction, literature review, and methodology | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 3.2 Apply systematic research processes to novel problems and produce | 3 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers | |

| Student Learning Outcomes (SLOs) | UC | Course Assessed & Assessment Vehicle | Assessment Process | # of Papers/ Presentations Assessed | Assessment Target |
|---|---|---|---|---|---|
| research in written format. | | | | | |
| SLO 4.1 Employ alternative perspectives, including worldviews, in preparing and articulating a range of decision options. | 4 | PAD 690 MPA Project – Capstone<br><br>MPA Project (paper) | Four members of the MPA Program Committee, with each paper read by two members of the assessment team. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 5.1 Prepare communications-both written and oral-in appropriate medium and depth for diverse audiences and stakeholders. | 5 | PAD 690 MPA Project – Capstone<br><br>a) MPA Project (paper)<br><br>b) Oral Presentation | a) Four members of the MPA Program Committee, with each paper read by two members of the assessment team.<br><br>b) Three members of the MPA Program Committee and three members of the MPA Advisory Board. | a) All papers (May & December)<br><br>b) All presentations (May & December) | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations<br><br>3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |
| SLO 5.2. Differentiate between strategies for navigating communication and interpersonal interactions in public and nonprofit organizations. | 5 | PAD 640 Human Resource Management for Public and Nonprofit Organizations<br><br>Reflection paper | Two members of the MPA Program Committee. | All papers | 3=Exceeds Expectations 2=Meets Expectations 1=Below Expectations |

## SUNY Buffalo State's MPA Program Logic Model 2024-

**Mission Statement**: The SUNY Buffalo State Public Administration and Nonprofit Management MPA Program prepares a diverse body of pre-service and in-service professionals for positions of leadership in local, national, and international public service. The program cultivates values of accountability, ethics, and social equity through learning, service projects, and research. The program contributes to the body of knowledge and advances the quality of governance. (adopted by MPA Advisory Board, January 2020).

### Goal 1: Prepare students for public service careers.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|---|---|---|---|---|
| • MPA Students<br><br>• MPA Nucleus Faculty<br>• Graduate Admissions<br><br>• Division of Public Administration leadership (Director) & MPA Nucleus Faculty<br><br>• Department of Economics & Finance (chair)<br><br>• Department of Economics & Finance Department of Business faculty | • Admission of students with expected or potential success<br>• Recruitment of undergraduate and practitioner students<br><br>• Curriculum designed to train public and nonprofit professionals to cultivate values of accountability, ethics, and social equity (see, also, Goal #2).<br><br>• Ongoing assessment of core courses<br>• Ongoing assessment of the MPA program<br>• Mentorship of students and faculty<br><br>• Liaison between School of Arts & Sciences and MPA Program, administrative & clerical support for students & faculty<br>• Provide graduate courses to support MPA program delivery | • # of students admitted, enrolled, graduated<br>• # of required courses taught<br>• # of specialization and elective courses taught<br>• # of micro credentials available<br>• # and type of recruitment events<br>• # of local internship placements<br>• # of NYS Assembly internship placements<br>• # of Excelsior Fellows placed in State Government in Albany<br>• #of MPA committee, (public administration division) & department meetings<br>• # of MPA Advisory Board meetings<br>• # of views on public administration parent page and child pages | • Students complete MPA program with stated universal competencies and appreciation for public service values.<br>• Students complete the MPA program with professional competencies.<br>• Students complete the MPA program with a specialization.<br>• Students complete the MPA program in a timely manner.<br>• MPA graduates secure jobs in the public and nonprofit sectors or related employment | • MPA graduates secure positions of responsibility in public service and contribute to accountable, ethical and professional public administration and nonprofit management.<br>• Closer ties between the MPA program and the Western New York public service community.<br>• Individuals and organizations that work with the MPA program will have enhanced capacities for community-based practice.<br>• The Western New York community recognizes the skills and professionalism of our MPA graduates. |

## Goal 1: Prepare students for public service careers (continued)

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|---|---|---|---|---|
| • Adjunct instructors & guest speakers in Public Administration Division<br><br>• MPA Advisory Board<br>• MPA Alumni<br><br><br>• NASPAA – Pi Sigma Alpha<br><br><br>• Nonprofit Organizations<br>• Municipal, County & State partners/NYS Assembly<br><br><br>• School of Arts & Sciences Dean's Office/ Provost's Office/University Senate<br><br>• The Teaching & Learning Center<br><br>• Budget Resources (salaries, operating budget, travel funds, etc.) | • Practitioner expertise provided through adjunct instruction<br><br>• Feedback on workforce needs, recruitment assistance, internships, guest speakers & adjunct faculty<br><br>• National standard guidance honor society & recognition of outstanding MPA students<br><br>• Employers, internships, contribute members to MPA Advisory Board/Provides paid graduate internships<br><br>• Administrative support & guidance for the MPA Program/Program/curriculum guidance & oversight<br><br>• Faculty development/training<br><br>• Faculty lines, ability to attend academic conferences | • % Employment of alumni in the public, nonprofit, or related sectors<br>• % of MPA student class inducted into Pi Sigma Alpha<br>• # of guest speakers and variety (nonprofit, public or related field)<br>• MPA Advisory Board Annual Report<br>• # of adjuncts are public sector practitioners<br>• Awarding of Keith Henderson Scholarship<br>• # of faculty teaching awards or related teaching recognitions<br>• # of faculty participating in workshops & other training activities<br>• Public administration websites contain links software/training<br>• Public administration website links to Career and Professional Education Center<br>• Annual donations to the PAD Foundation Fund | • MPA graduates have enhanced ability to understand & apply a public service perspective with respect to accountability, ethics, and social equity (see, also, Goal # 2).<br>• MPA graduates are prepared to help develop the organizational or institutional capacities for community-based public practice in the organizations where they work.<br>• MPA Advisory Board better connected to the MPA program and the campus<br>• Faculty are recognized for the quality of their teaching.<br>• Community partners realize benefits of MPA service activities, internships, and the MPA capstone project. | • The MPA program contributes to improved public service and nonprofit management capacity at the local, regional, state, and national levels.<br>• MPA program reputation will be enhanced. |

| Goal 1: Prepare students for public service careers (continued) | | | | |
|---|---|---|---|---|
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
| • Technological Resources (computers for faculty and students, instructional technology, instructional design, software, IT helpdesk, SUNY Helpdesk)<br><br>• Marketing and Communications<br><br>• University alumni office<br><br>• University Advancement (foundation)<br><br>• Office of Institutional Research<br><br>• Career & Professional Education Center<br><br>• Burchfield Penney Art Center/Events Management/ Campus House | • Provides students & faculty have at home use of Microsoft Office Suite, Qualtrics, SAS, SPSS, etc., help phone and ticket for online, software, etc., training for online/hybrid course development<br><br>• Web design & maintenance<br><br>• Tracks alumni & provides updated contact information about MPA alumni<br><br>• Oversight of Keith Henderson Scholarship, Public Administration (PA) Fund, Solicits donations to the PA Fund<br><br>• Provides data: graduation persistence, majors, course enrollments<br><br>• Career fairs, Excelsior Fellowship, Career advice, Career database<br><br>• MPA event space – Advisory Board, Award Ceremonies, Meeting Space | • Donations to the Keith Henderson Scholarship Fund<br><br>• MPA student participation in job fairs.<br><br>• Internship papers include discussion of students' learning in terms of the public service values of accountability, ethics, and social equity as laid out in the MPA Mission Statement.<br><br>• Subjects covered in syllabi and assignments especially with respect to the public service values of accountability, ethics, and social equity.<br><br>• MPA Student Handbook includes & reflects program mission & goals | | |

| Goal 2: Maintain a talented and diverse faculty and student body. | | | | |
|---|---|---|---|---|
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
| • Graduate Admissions Office<br><br>• Office of Equity, Diversity & Inclusion<br><br>• Urban environment<br><br>• Human Resources<br><br>• SUNY Diversity Graduate Fellowships<br><br>• Office of Civic & Community Engagement<br><br>• Special Projects Office & Continuing Professional Studies | • Facilitates recruitment and application process of a diverse student cohort<br>• Workshops, guest speakers, faculty & student DEIJ training, Title IX education & compliance<br>• Campus community located on Buffalo's Westside<br>• Coordinates & supports new faculty searches, position announcements emphasize EEO and DEIJ values<br><br>• Provides tuition waivers to enhance diversity in graduate studies<br><br>• Maintains partnerships with community stakeholders, guest speakers, workshops<br><br>• Support for Prior Learning Credit to decrease the financial for lifelong learning. | • Demographics of student population<br>• Demographics of faculty<br>• # of funded students<br>• Course readings reflect DEIJ values<br>• Workshops focusing on DEIJ issue<br>• Guest lecturers discussing DEIJ themes<br>• MPA students awarded SUNY Diversity Fellowships<br>• MPA projects reflect Buffalo State's urban engagement<br>• MPA faculty work with Office of Civic & Community Engagement<br>• Dissemination of information about availability of PLC and application process<br>• ADA compliant website & brochures<br>• MPA course syllabi include information for campus accessibility support | • MPA graduates and faculty gain greater awareness of DEIJ issues.<br>• MPA benefits from a diverse student cohort.<br>• All qualified students & faculty feel welcomed and appreciated in the MPA program. | • Diversity of MPA program graduates will foster representativeness in the public and nonprofit sectors, especially in Western New York and New York State.<br>• Faculty and MPA graduates contribute to the practice of DEIJ in the public and nonprofit workforce in Western New York, New York State, and beyond.<br>• Improve the inclusiveness of public sector leadership, particularly those underrepresented in such fields.<br>• Faculty and MPA graduates recognize the importance of DEIJ issues in their research and practice. |

| Goal 2: Maintain a talented and diverse faculty and student body (continued) | | | | |
|---|---|---|---|---|
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
| • Design & Print Center | • Brochure/flyer design & printing, web design and maintenance ensuring ADA compliant | • Learning Management System (LMS) & MPA website contain links to free software, software training & helpdesk contact information | | |
| • Student Accessibility Office | • A fully staffed office providing accessibility services for MPA students. | • # of staff associated with Office of Accessibility | | |
| • Technological Resources (computers for faculty and students, instructional technology, instructional design, software, IT helpdesk, SUNY Helpdesk) | • Free helplines (Buffalo State & SUNY) and free at-home use software, computer labs throughout campus | • Help lines and ticket link posted to "Course Overview" in Brightspace course platform. | | |
| • Course materials (readings) reflect DEIJ values | • Readings, course lectures, discussions reflect importance of DEIJ | • Course syllabi | | |
| • Milligan's Food Pantry | • Pantry available in the Campbell Student Union for students experiencing food insecurity | • Hours of operation meet the needs of part-time, evening graduate students. | | |
| • MPA Program Committee & Program Director | • Ensure course schedule is flexible for the needs of students who need to work during their graduate studies. | • Course schedule offers a mix of 7-week classes, J-Term, Summer, hybrid, online, and traditional | | |
| | | • MPA Program Diversity Plan | | |

| Goal 3: Address significant issues in public management and policy. | | | | |
|---|---|---|---|---|
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
| • Library Resources<br><br>• Sponsored Programs - SUNY Research Foundation<br>• Institutional Review Board<br><br><br>• ASPA Buffalo-Niagara Chapter (the only ASPA chapter located in Upstate New York)<br>• Other professional networks & affiliations maintained by MPA faculty<br>• PAD 690 MPA Project<br>• Faculty sharing research expertise with the community | • Access to PAD/NMP sources; research guidance<br>• External grant funding to facilitate research<br>• Reviews & approves human subjects research proposals for faculty & students<br>• Innovative programming for faculty and students, ASPA conference participation<br>• Faculty participation in professional conferences to present their research<br>• MPA students engage in individual, original research projects with research question, literature review relate to the public service values of accountability, ethics, social equity<br>• MPA students present their projects in a public forum attended by students, faculty, alumni, and the MPA Advisory Board<br>• Invited talks to community and government groups & participation on community & government boards | • Faculty service to the university, profession & community<br>• # of faculty conference presentations<br>• # of faculty invited lectures<br>• # of faculty scholarly publications<br>• # of faculty scholarly publications that address the public service values of accountability, ethics, and social equity.<br>• # of faculty practitioner publications/reports<br>• # of MPA projects<br>• # of externally funded projects | • Faculty are recognized for the quality of their service contributions, especially with respect to the public service values of accountability, ethics, and social equity<br>• Faculty and students are recognized for the quality and contributions of their scholarship. | • Bridge the gap between theory and practice in the Western New York community especially with respect to the public service values of accountability, ethics, and social equity.<br>• The MPA Program contributes to public management & policy knowledge and practice in the Western New York community.<br>• MPA faculty will be recognized leaders in their respective areas of expertise at the local, state, national and international levels.<br>• The MPA program at SUNY Buffalo State University will be a leader in Western New York-community based research and the integration of teaching, research, and service. |

| | **SUNY BUFFALO STATE UNIVERSITY MPA PROGRAM** | | | |
|---|---|---|---|---|
| **Goals** | **Means of Assessing the Outputs, Outcomes and Impacts from the Logic Model 2024-** | | | |
| | *Output, Outcome or Impact* | *Type* | *Frequency* | *Source: Who Evaluates* |
| 1 | # of students admitted and enrolled | Output | Semester | Institutional Research: MPA Program Committee |
| 1 | # of students graduated | Output | Annual | Institutional Research: MPA Program Committee |
| 1 | # of years to completion | Output | Annual | Institutional Research: MPA Program Committee |
| 2 | Demographics of student population | Output | Annual | Institutional Research: MPA Program Committee |
| 2 | # of funded students (overall) | Output | Annual | Institutional Research: MPA Program Committee |
| 2 | # of MPA students receiving the SUNY Diversity Fellowship | Output | Annual | Institutional Research: MPA Program Committee |
| 1 | # of required courses taught | Output | Semester | Count: MPA Program Director |
| 1 | # of specialization/elective courses taught | Output | Semester | Count: MPA Program Director |
| 1 | # of Micro Credentials available | Output | Annual | Count: MPA Program Director |
| 2 | # of course challenges under Prior Learning Credit Program (unsuccessful and successful) | Outcome | Semester | Count: MPA Program Director |
| 2 | Course schedule offers a mix of 7-week Classes, J-Term, Summer, Hybrid, Online, and Traditional | Outcome | Semester, before inputting course schedule | Count: MPA Program Director |
| 1 | Course readings and activities reflect DEIJ values/Social equity. | Output | Annual | Syllabi:  MPA Program Committee |
| 1 | Course readings and activities reflect the Value of Accountability. | Output | Annual | Syllabi:  MPA Program Committee |
| 1 | Course readings and activities reflect the Value of Ethics. | Output | Annual | Syllabi:  MPA Program Committee |
| 1-3 | MPA Student Handbook includes & reflects program Mission and Goals. | Output | Annual | Handbook: MPA Program Committee |
| 1 | PAD 690 MPA Project (Capstone) includes assessment of the student's discussion/consideration of accountability, ethics, and equity in public service. | Output | Annual | MPA Projects:  MPA Program Committee |

| Goals | Means of Assessing the Outputs, Outcomes and Impacts from the Logic Model 2024- (continued) | | | |
|---|---|---|---|---|
| | *Output, Outcome or Impact* | *Type* | *Frequency* | *Source: Who Evaluates* |
| 1 | Internship papers include students' reflection of the practice of the public service values of accountability, ethics, and social equity in their public or nonprofit agency internship. | Output | Annual | Student Internship Papers: MPA Internship Coordinator |
| 2 | Information about Campus Accessibility Support | Output | Annual | Syllabi: MPA Program Committee |
| 2 | Information about Milligan's Food Pantry | Output | Annual | Syllabi: MPA Program Committee |
| 1 | # of local internship placements | Output | Annual | Count: MPA Internship Coordinator |
| 2 | Campus-wide workshops/speakers/events focusing on DEIJ issue | Output | Annual | Office of Equity, Diversity & Inclusion Annual Report: MPA Program Committee |
| 1 | # and Type of Recruitment Events | Output | Annual | Count: MPA Program Director |
| 1 | # of NYS Assembly Internship Placements | Output | Annual | Count: MPA Internship Coordinator |
| 1 | Quality of Internship Experience | Output | Annual | Student Internship Papers and Placement Supervisors' Reviews of Interns: MPA Internship Coordinator |
| 1 | # of Students Placed as Excelsior Fellows in State Government | Output | Annual | Career & Professional Center: MPA Committee |
| 1 | # of MPA Committee/Public Administration Division Meetings | Output | Annual | Count: MPA Program Director |
| 1 | # of Department Meetings | Output | Annual | Count: MPA Program Director |
| 1 | # of MPA Advisory Board Meetings | Output | Annual | Count: Advisory Board Faculty Liaison |
| 1 | # of Views on Public Administration Parent and Child Pages | Output | Annual | Google Tracking Report: Public Administration Webmaster |
| 1 | % of MPA student class inducted into Pi Sigma Alpha | Output | Annual | Count: Pi Sigma Alpha Advisor |
| 1 | # of Guest Speakers and the extent they address the public service values of accountability, ethics, and social equity | Output | Annual | Count: MPA Program Committee |
| 1 | Community recognizes the skills and professionalism of Our MPA Graduates | Impact | Annual | MPA Advisory Board Report: Filed with MPA Program Director, Department Chair & School Dean |
| 1 | MPA program reputation will be enhanced. | Impact | Annual | MPA Advisory Board Report: Filed with MPA Program Director, Department Chair & School Dean |
| 1 | # of MPA Students Participating in Campus Job Fairs | Output | Annual | CAPE Office: MPA Program Committee |
| 1 | # of Views on Public Administration Webpages | Output | Annual | Google Analytics Dashboard: Public Administration Webmaster |

| Goals | Means of Assessing the Outputs, Outcomes and Impacts from the Logic Model 2024- (continued) | | | |
|---|---|---|---|---|
| | *Output, Outcome or Impact* | *Type* | *Frequency* | *Source: Who Evaluates* |
| 1 | Review of Public Administration webpages | Output | Annual | Website: MPA Program Committee |
| 1 | $ donations to the PAD Foundation Fund | Output | Annual | Foundation: MPA Program Director |
| 1 & 3 | # of "Exceeds Expectations" of MPA Projects | Output | Annual | Assessment: MPA Program Committee |
| 1 | # of Graduates with Demonstrated Command of Competencies | Outcome | Semester | Assessment: MPA Program Committee |
| 1 | Students graduate with MPA Universal Competencies | Outcome | Annual | Assessment: MPA Program Committee |
| 1 | Graduates exhibit Public Service Values | Outcome | Annual | Assessment: MPA Program Committee |
| 1 | Student satisfaction with their academic experience | Outcome | Annual | Exit Survey (Qualtrics): MPA Program Committee |
| 1 | Student perception of their preparedness to practice in the discipline | Outcome | Annual | Exit Survey (Qualtrics): MPA Program Committee |
| 3 | Student satisfaction with their research experience | Outcome | Annual | Exit Survey (Qualtrics): MPA Program Committee |
| 3 | Bridge the gap between theory and practice in the Western New York community. | Impact | Annual | Digital Commons - # of MPA projects uploaded, # of downloads of MPA projects, map of geographic dispersion of downloads: MPA Program Committee |
| 1 | Student Evaluation of Instruction | Outcome | Semester | Student Course Evaluations: Department Chair |
| 1 | % employment of alumni in public, nonprofit & related Sectors | Output | 3-1/2 years | Alumni Survey: MPA Program Committee |
| 1 | Students become members of professional associations | Outcome | 3.5 Years | Alumni Survey: MPA Program Committee |
| 1 | Graduates seek, retain and progress in Public Service Careers | Outcome | 3.5 Years | Alumni Survey: MPA Program Committee |
| 1 | Graduates secure meaningful positions in Public Service Careers | Outcome | 3.5 Years | Alumni Survey: MPA Program Committee |
| 2 | Alumni recognize the importance of DEIJ issues in their community practice (Social equity) | Impact | 3.5 Years | Alumni Survey: MPA Program Committee |
| 1 | Alumni recognize the importance of accountability in their community practice. | Impact | 3.5 Years | Alumni Survey: MPA Program Committee |
| 1 | Alumni recognize the importance of ethics in their community practice. | Impact | 3.5 Years | Alumni Survey: MPA Program Committee |
| 1 & 2 | # and Demographics of Faculty | Outcome | Semester | Count: MPA Program Director |
| 3 | # of Professional Development Activities | Output | Annual | Annual Faculty Reports: MPA Director |

| Goals | Means of Assessing the Outputs, Outcomes and Impacts from the Logic Model 2024- (continued) | | | |
|---|---|---|---|---|
| | *Output, Outcome or Impact* | *Type* | *Frequency* | *Source: Who Evaluates* |
| 3 | The MPA Program contributes to public management & policy knowledge and practice in the Western New York community. | Impact | Annual | MPA Project Topics: MPA Advisory Board & MPA Program Committee |
| 3 | The MPA program at SUNY Buffalo State University will be a leader in Western New York-community based research and the integration of teaching, research, and service. | Impact | Annual | Annual Faculty Reports, MPA Advisory Board Report: MPA Director, MPA Program Committee |
| 2 | Faculty work with the Office of Civic & Community Engagement | Output | Annual | Annual Faculty Reports: MPA Director |
| 3 | # and placement of faculty publications | Output | Annual | Annual Faculty Reports: MPA Director |
| 3 | # and quality of faculty service activities | Output | Annual | Annual Faculty Reports: MPA Director |
| 3 | # of externally funded projects | Output | Annual | Annual Faculty Reports: MPA Director |
| 2 | Faculty work with the Office of Civic & Community Engagement | Output | Annual | Annual Faculty Reports: MPA Director |
| 3 | MPA faculty will be recognized leaders in their respective areas of expertise at the local, state, national and international levels. | Impact | Annual | Annual Faculty Reports: MPA Director |

## Chapter 5 Beyond the Classroom in the MPA Program

## MPA Program Activities
Throughout an academic year, the MPA program coordinates various events:

- Student Orientation (January & August)
- MPA Project Presentations (December & May)
- Co-sponsors on-campus and off-campus events with the Buffalo-Niagara Chapter of the American Society for Public Administration
- Award Ceremony (May)

## Communication with Students

1. Emails from MPA Program Coordinator & MPA Advisor
2. Public Administration Community on Brightspace

## Career Counseling
The SUNY Buffalo State University Career & Professional Education provides comprehensive services to matriculated undergraduate and graduate students, alumni, employers, and faculty/staff. The center's staff assists students and alumni with career exploration and decision-making, gaining valuable experience, job search preparation, finding jobs and internships, and selecting and applying to graduate schools. Visit: https://cape.buffalostate.edu/

## Contacting Faculty
The MPA faculty hold office hours on a weekly basis. Students are encouraged to utilize these office hours for their questions or concerns and receive proper guidance. Email addresses are located on the department website. Faculty also schedule meeting via MS Teams or Zoom.

## Advisement & Course Registration

*Degree Works*
Track progress through DegreeWorks. The MPA adviser is listed on Degree Works and Banner.

*Course Registration*
Via Banner

**The American Society for Public Administration**
The American Society for Public Administration (ASPA) is the principal professional association for public administrators.  There are two ASPA chapters located in New York State – in the greater NYC metro area and in Western New York.

Students are strongly encouraged to join ASPA and the local chapter (Buffalo-Niagara). Visit http://www.aspanet.org/ and https://aspabuffaloniagara.org/. Membership rates are reduced for students. Many Buffalo State alumni are members of the local chapter.


## Awards, Scholarships, Honor Society

*Keith M. Henderson Memorial Scholarship*

Each spring semester MPA students are invited to apply for the Dr. Keith Henderson Memorial Scholarship. The department sends out an email to all MPA students with application information and deadlines. If the student has a tuition bill, the award is applied. Otherwise, a check is sent to the student. Please check your Buffalo State email on a regular basis.

*Outstanding MPA Award*

The MPA Committee selects an Outstanding MPA Award each year. The alumnus/a need not apply. However, to qualify for this award, students must have uploaded their MPA project to the Digital Commons.

*Pi Alpha Alpha Honor Society*

Pi Alpha Alpha is the Global Honor Society for Public Affairs and Administration recognizes outstanding undergraduate and graduate students. MPA students are invited into Pi Alpha Alpha based on their class ranking/GPA. Invitations are emailed during the spring semester.

*Excelsior Service Fellowship*

The Excelsior Service Fellowship Program is an initiative to bring highly talented recent graduates of law, graduate and professional schools into government service. Excelsior Fellows bring diverse backgrounds and new perspectives to a host of policy and operational positions in New York State government. Excelsior Fellows start each year in early September and are placed within the Executive Chamber, a government agency or authority for a two-year fellowship. All MPA students receive the call out through their email. The MPA typically receives one to two fellowships per year. The student must be willing to work in Albany. This program is for recent graduates. To be nominated, fellows must receive their MPA during the academic year prior to starting the Fellowship program. There is no direct application process. The student is recommended by a committee comprised of the MPA Committee and the Career and Professional Education Office.

See https://www.ny.gov/new-york-state-fellowship-programs/excelsior-service-fellowship-program for more information.

# Chapter 6 Academic Policies of SUNY Buffalo State University

This chapter contains information regarding the academic policies of SUNY Buffalo State University and the MPA program.

## Academic Preparation

The MPA prepares individuals for positions of leadership and management in public and nonprofit organizations.  The program provides students with an advanced course of graduate study concentrating on the conceptual, technical, and professional education and skills required for administrative and leadership positions in governmental offices and nonprofit organizations. The program blends three essential components of training to prepare graduates for a career in the public and nonprofit sectors:

1. In-depth knowledge of the public and nonprofit sectors.
2. Professional or craft knowledge in the administration of government and nonprofit organizations.
3. Exposure of students to the world of practice by means of an MPA project (PAD 690).

## Academic Load

1. Full-time status: Full-time academic status typically consists of a course load of 9 graduate-level credit hours per semester.
2. Graduate assistants: Full-time academic status for graduate assistants is 6–9 graduate-level credit hours per semester.
3. Last semester of study: Full-time academic status is granted to students in their final semester of study if they are working full-time on a master's project or master's thesis. Advisers and department chairs must verify the student's workload in these cases.
4. Finances: In determining billing status, students pay tuition based on the number of registered credits—up to 12 credits.
5. Financial Aid: To be eligible for financial aid, students must be enrolled as matriculated students in an eligible program of study. Other guidelines vary depending on the type of aid. Various state and federal financial aid programs require that students be registered for 12 graduate credits; loans typically do not. Students should contact the Financial Aid Office or Graduate Studies for details and personalized counseling.
6. Fully employed part-time students registered in the fall and spring semester should limit themselves to a maximum of two courses each semester.

Academic status designation does not guarantee eligibility for financial aid. Students should consult the **Financial Aid office** for eligibility guidelines.[7]

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[7] See https://ecatalog.buffalostate.edu/graduate/academic-policies/course-load/#:~:text=Full%2Dtime%20status%3A%20Full%2D,(check%20with%20your%20department).

**Continuous Registration and Leave of Absence**

All matriculated students must enroll in at least one credit per Fall and Spring semester until they graduate; this is continuous registration. Summer registration is not required.

Students who fail either to maintain continuous registration or request a leave of absence must reapply to the Program (which means paying an additional application fee to the University) and pay a penalty fee equal to one credit per semester that they did not enroll, up to a maximum of four credits.

A leave of absence is granted for exceptional circumstances of hardship (family illness, etc.) Normally, leaves are granted for up to one year. Students must be registered during the semester in which they graduate.  See PAD 721 (project continuation), which is the course that is used to ensure continuous enrollment.

**Add, Drop, Withdrawal**

Details about add, drop, and withdrawal policy is available online at
http://registrar.buffalostate.edu/courses.

You are responsible for knowing the policies that apply to you and ensuring that any necessary paperwork is properly completed. This expectation applies to financial aid, course registration, student accounts, continuous registration, leaves of absence, incompletes, adds, drops, withdrawals, declaration of candidacy, internship forms, and any other paperwork directly related to your academic progress.

**Graduate School Grade Requirements**

Graduate School requirements are:
1. A minimum cumulative GPA of 3.0 (B grade) in all graduate-level coursework. No grade lower than a C grade (2.0) is acceptable to meet degree requirements.
2. See policy under Transfer Credit in the Graduate Catalog.
3. A minimum of 15 credit hours of coursework at the 600- or 700-level is required in all degree programs.
4. A maximum of 6 credit hours of independent study (XXX 590) may be included in a degree program.
5. A maximum of 6 credit hours of special topics (XXX 587), workshops (XXX 594), conferences (XXX 596), and microcourses (XXX 598) may be included in a master's degree program.

**Grading System**

The MPA grading system follows that of SUNY Buffalo State University.

| Letter Grade | Description |
|---|---|
| A | Superior |
| A- | Above Average |
| B+ | Above Average |
| B | Average |
| B- | Below required average, may be used to meet degree requirements |
| C+ | Below required average, may be used to meet degree requirements |
| C | Below required average, may be used to meet degree requirements |
| C- | Below required average, may not be used to meet degree requirements |
| D+ | Below required average, may not be used to meet degree requirements |
| D | Below required average, may not be used to meet degree requirements |
| E | Failure or unofficial withdrawal |
| EV | Failure, never attended |
| S | Satisfactory |
| SD | Satisfactory with Distinction (graduate thesis only) |
| U | Unsatisfactory |

| Letter Grade | Description |
|---|---|
| I | Incomplete |
| IP | In progress |
| N | Grade Delayed |
| NR | Grade no required |
| X | Grade not submitted |
| W | Withdrawal |

Refer to: https://ecatalog.buffalostate.edu/graduate/academic-policies/grading/

**Transfer of Credit**

See policy under Transfer Credit on page 16 of the Graduate Catalog.
PAD 690 Master's Project **must be taken** at Buffalo State (no transfer credit accepted to satisfy the capstone requirement).

**Cross Registration Policy at SUNY Buffalo State**

SUNY Buffalo State University's Cross Registration Policy is available at https://registrar.buffalostate.edu/suny-cross-registration-deadlines.  Concerning the MPA, cross-registration is only permitted for elective (track courses) and MUST be approved by the student's MPA adviser (the individual listed in Banner/Degree Works). In addition, the MPA Program Coordinator must write an advisement note in Degree Works stating approval.  Having said that, there are many relevant graduate courses available in other majors.  We encourage students to take the time to review course offerings and discuss options with the academic adviser.

**The Student Conduct Code**

Buffalo State's official academic misconduct policy states that "all students at the college are expected to display honesty and integrity in completing course requirements and following college academic regulations." "Academic misconduct" refers to any form of plagiarism or cheating on examinations or assignments and is inconsistent with the aims and goals of the State University College at Buffalo. Source: http://academicstandards.buffalostate.edu/misconduct

**Time Limit for Degree Completion**

All coursework and degree requirements must be completed within the six years immediately preceding a student's graduation.[8] Coursework completed more than six years before the date of graduation cannot be used to satisfy degree requirements unless approved by the adviser, department chair, and school dean. In addition, a form is required to petition for the inclusion of courses taken before this six-year period expired. This form is available at: https://suny.buffalostate.edu/graduate/current. (Scroll to the bottom of this webpage to access Guidelines & Forms a list of clickable forms.)

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[8] https://ecatalog.buffalostate.edu/graduate/academic-requirements/time-limit-degree-completion/

# Chapter 7 Financial Information

**Financial Aid**

The goal of the Financial Aid Office is to assist students with securing sufficient funding to cover their educational expenses. Most graduate students receive some form of financial aid (federal; state; institutional; private) while attending SUNY Buffalo State.  Staff members in the Financial Aid Office, Moot Hall 230, are available year-round to assist students and their families with the financial aid application process.
For complete information about financial aid, see https://financialaid.buffalostate.edu/.

**Graduate Assistantships**

The Graduate Studies Office has a search function on their website for available assistantships. https://suny.buffalostate.edu/graduate/funding

**Graduate Fellowships**

Some MPA students have been awarded fellowships that provided tuition remission.  Check application requirements at  https://suny.buffalostate.edu/graduate/funding.

**Graduate Scholarships**

See https://suny.buffalostate.edu/graduate/funding for information about available scholarships. Additionally, each spring semester MPA students are invited to apply for the Dr. Keith Henderson Memorial Scholarship.  The department sends out an email to all MPA students with application information and deadlines.  Please check your Buffalo State email on a regular basis.

## Chapter 8 Student Services
## Regarding Services Provided by the Dean of Students

The Dean of Students Office helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. If you or someone you know needs support, services are available. For a list of support services and information, please visit http://deanofstudents.buffalostate.edu/, 716-878-4618 or stop by 311 Campbell Student Union during business hours.

- Bengal 2 Bengal is an emergency fund offered for students in need. More information on parameters of the fund and application requirements can be found on the Dean of Student's website: https://deanofstudents.buffalostate.edu/emergency-relief-programbengal2bengal-fund.
- The Milligan's Food Pantry is an excellent resource for students on campus. Milligan's provides students who are food insecure with the opportunity to get non-perishable food from a campus source. Juliet Meade can respond to questions regarding Milligan's or the Emergency Relief Fund and is available at meadejl@buffalostate.edu or at 716-878-4618.
- Student Conduct and Community Standards Office: Phone: (716) 878-3051
- Weigel Health Center: Phone: (716) 878 – 6711
- The Counseling Center: Phone: (716) 878-4436
- Student Resources Page: http://deanofstudents.buffalostate.edu/resources-students

## Student Accessibility Services

Accommodations: Students who need accommodations to complete the requirements and expectations of this course because of a disability are invited to make their needs known to the Student Accessibility Services (SAS) Office, E. H. Butler Library 160, (716) 878-4500, email sas@buffalostate.edu or complete their request by filling out the Initial Accommodation Request form.

Students registered with SAS should use the Accommodate Portal to submit their "Semester Request" (Letter of Accommodation) every semester. This letter informs faculty of the student's academic accommodations.

## Title IX

Our priority as your professors is to ensure a safe, respectful education environment where all students can learn and thrive. The University does not tolerate any form of discrimination or harassment (including sexual assault, dating and domestic violence, stalking) based on protected characteristics (e.g., sex, gender identity, sexual orientation, religion, pregnancy, etc.) or related retaliation. All faculty and teaching assistants are considered mandated reporters by the University, which means that if they observe or learn of sex-based harassment/ discrimination or related retaliation, they are obligated to immediately share that information with the University's Title IX Coordinator. This obligation, grounded in law and policy, is designed to protect the safety of students and the broader Buffalo State community, as well as ensure that students receive information about available supportive measures and resolution options to enable them to make informed choices. Supportive measures include reasonable academic accommodations

available with or without the filing of a formal complaint.

If you need academic accommodations due to sex discrimination, harassment, or related retaliation, you may:

**On Campus Resources:**
· Contact the TIX Coordinator directly (titleix@buffalostate.edu or 716-878-5212), without sharing any personal information with me.
· If you would like to speak with a confidential counselor about sexual misconduct, The Counseling Center provides 24/7 confidential support for students via the Bengal Support Line (833-823-0260), or by scheduling an appointment at 716-878-4436.
· If you are a student with a disability and require reasonable accommodations to meaningfully participate in this course, please contact the University's Student Accessibility Services at your earliest convenience (sas@buffalostate.edu or 716-878-4500), as SAS is responsible for processing and approving such requests.
· If you are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth, please contact our Title IX Coordinator for assistance.
· You can file an anonymous report with our University Police Department: 716-878-6333, police@buffalostate.edu

**Off Campus Resources:**
· Crisis Services: 24/7 hotline, 716-834-3131
· National Suicide Prevention Lifeline: 1-800-273-8255
· Family Justice Center: 716-558-7233, safe@fjcsafe.org