

M.P.A. PROGRAM
TRADITIONAL
STUDENT HANDBOOK
2005-2006

September 2005

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SECTION I: MPA REQUIREMENTS

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MAJOR EVANS SCHOOL REQUIREMENTS

You will be eligible to receive the M.P.A. degree when you have:

1. Completed the curriculum requirements including at least 60 credits in courses numbered 400 or above. Students in the PCMI program must complete the curriculum requirements including at least 51 credits in courses numbered 400 or above;
2. Maintained a cumulative grade point average of 3.0 or higher, with grades of 2.7 or higher in every core course (note: core courses may be waived; please contact program coordinator for waiver exam information);
3. Completed an approved internship (note: students with several years' professional experience may petition for a waiver of this requirement);
4. Completed an approved degree project with a grade of 3.0 or higher;
5. Complied with the rules and regulations of the Graduate School of the University, which has final responsibility for approval of degrees.

For full-time students, completion of the Evans School academic program normally requires two full academic years. The internship is, in most cases, completed during the summer between Year 1 and Year 2.

All students Part-time and Full-time must complete the degree program within six years of matriculating at Evans School.

To receive a Master's degree, you must complete a Master's Degree Request available on the Web. **You must apply within the first 7 weeks of the quarter in which you wish to graduate.** If you cannot complete the Master's Degree Request on the Web, please contact [Graduate School Student Services](#). If you do not receive your degree in the requested quarter, you must complete another Master's Degree Request for the quarter in which you expect to complete requirements.

THE APPLICATION FOR GRADUATION (DEGREE WARRANT) MAY BE OBTAINED ONLINE AT

<http://www.grad.washington.edu/stsv/mastapp.html>

EVANS SCHOOL COURSE DISTRIBUTION: CORE & RESTRICTED ELECTIVE REQUIREMENTS

Required Core Curriculum (22 credits)	
510 — Foundations of American Democ.	516 — Microeconomics
511 — Public Management I	522 — Budgeting & Financial Mgt
512 — Public Management II	527 — Quantitative Analysis I
513 — Policy Analysis	528 — Quantitative Analysis II

RESTRICTED ELECTIVES (9 credits)		
<i>Economics (3 credits)</i>	<i>Analysis (3 credits)</i>	<i>Values (3 credits)</i>
<p>— Choose one: —</p> 517 Economy of the Public Sector 518 Benefit-Cost Analysis 519 Law & Economics 533 Economics of International Development 534 Topic in Int'l Affairs: Rural Development Econ Policy 561 Urban Economics 573 Topic in Ed/Soc Policy: Education Reform 573 Topic in Ed/Soc Policy: Econ of Race & Inequality 595 Topic in Env Policy: Econ Approaches to Environmental Management ECON 435 Natural Resource Utilization & Public Policy ECON 436 Environmental Economics ECON 443 Labor Market Analysis ECON 447 Economics of Gender ECON 450 Public Finance ECON 451 Public Finance: Tax Policy ECON 471 International Trade ECON 491 Issues in Economic Development ECON 554 Adv. Cost-Benefit Analysis EDLPS 564 Economics of Education HSERV 587 Advanced Seminar in Health Economics HSMGMT 573 Seminar in Health Economics and Finance	<p>Choose one: —</p> 526 Program Evaluation 537 Topic in Int'l Affairs: Program Analysis in Developing Countries 565 Topic in Urban Affairs: Intro to Urban Simulation 597 Topic in Env Policy: The Role of Scientific Information in Env. Decision Making 599 Special Topics: (these topics only): <ul style="list-style-type: none"> • Advanced Regression • Practical Evaluation: Creating Learning Organizations • Survey Design CEE 584 Analyt. Meth. in Transpor. EDPSY 588 Survey Research Meth. EDPSY 596 Program Evaluation EDLPS 549 Educational Ethnography GEOG 471 Meth. Resource Analy HSERV 522 Health Program Eval. HSERV 526 Qual. Research Meth. for Public Health SOC 429 Research Methods Pract. URBBDP 522 Urban & Regional Geospatial Analysis URBBDP 598 Adv. Research Design URBBDP 598 Art & Science of Survey Design	<p>— Choose one: —</p> 504 Leadership Ethics 506 Ethics & Public Policy 537 Topic in Int'l Affairs: Values in Int'l Development 595C Topic in Env Policy: Ethical Issues in Resortation Ecology 596 Ethics & Values in Env. Policy 599 Special Topics (these topics only): <ul style="list-style-type: none"> • Foundations of Public Service • Competing Values in Public Service EDLPS 520 Education as a Moral Endeavor EDLPS 521 Intro to Philosophy of Education HSERV 518 Social and Ethical Issues in Health Services INFO 444 Value Sensitive Design

TOTAL: 31 Credits

*Students in the PCMI program should also refer to the PCMI Handbook addendum for more information about the core and restricted elective requirements.

CORE COURSES

(22 credits)

The Evans School core curriculum provides all M.P.A. students with a solid base of knowledge from which they can pursue a wide range of academic courses and professional opportunities in public policy and management. The core courses introduce students to those analytical and managerial skills and perspectives most important in the public and not-for-profit environments.

IMPORTANT: The School requires all full-time students to fulfill their core course requirements during their first year of study, with the exception of PBAF 513 Public Policy Analysis, which is taken during Autumn of the student's second year.

The required core curriculum consists of the following courses that are only offered during the terms noted below. Students must take the courses in the order described.

		Full-Time	Part-Time
Year 1	AU	510 (Foundations) 511 (Public Management I) 516 (Microeconomics)	510 (Foundations) 511 (Public Management I)
	WI	522 (Budgeting & Financial Mgt) 527 (Quant Analysis I)	522 (Budgeting & Financial Mgt)
	SP	512 (Public Management II) 528 (Quant Analysis II)	512 (Public Management II)
Year 2	AU	513 (Policy Analysis)	516 (Microeconomics)
	WI	—Electives	527 (Quant Analysis I)
	SP	—Electives	528 (Quant Analysis II)
Year 3	AU		513 (Policy Analysis)

With the exception of the formal waiver exams offered each academic year, waivers and substitutions in the core are not ordinarily permitted. Only the Director of Graduate Studies can approve waivers or substitutions. Students may attempt to waive (by exam) any of the traditional program core courses.

WAIVING CORE COURSES

- 511 (Public Management I)- prior courses/written work
- 512 (Public Management II)- prior courses/written work
- 513 (Public Policy Analysis)- completed policy analysis
- 516 (Microeconomic Policy Analysis)- exam
- 522 (Budgeting & Financial Analysis)- exam
- 527 (Quantitative Analysis I)- exam
- 528 (Quantitative Analysis II)- written work

There is no structured waiver exam for 511 (Public Management I), 512 (Public Management II), 513 (Public Policy Analysis) or 528 (Quantitative Analysis for Public Managers). Instead, students must submit prior written work or an already-completed project to a relevant faculty member for review. Students who plan to waive 511 or 512 should note that they must waive the whole management sequence (511 and 512), and cannot waive just one of the courses.

Waiver exams are intended for those students who have substantial academic and/or professional background in any of the above subject areas. However, any incoming student is free to attempt to pass a core waiver examination.

Students passing one or more of these exams with a grade of 3.0 or above will be exempt from the core requirement(s) in question. *A core waiver does not represent 3 completed units.* However, it does free up an additional 3 units of graduate credit that students can apply to other areas of their curriculum plan, such as elective or gateway courses.

Please check with the program coordinator in the Student Services Office for more information.

EVANS SCHOOL POLICY FOR RETAKING CORE COURSES

Students must retake any core course in which they receive a grade below 2.7. Students will not receive credit toward graduation for any core course in which they receive a grade below 2.7.

Students must retake a failed core course, FOR CREDIT, the next time it is offered. Students who receive a grade below 2.7 twice for the same core course will be dropped from the School. If possible, students are advised to retake such a core course from a different professor the second time.

RESTRICTED ELECTIVES

The Restricted Elective requirements are designed to deepen students' knowledge and ability in three critical areas: *Economics; Analysis; and Values of Public Life.* Within each category, students choose from a wide range of courses that focus upon developing managerial and analytic competencies, examining the environment in which public leaders work. This background will provide students with a rich and varied set of perspectives that can be applied across all levels of the public service.

Each course taken to fulfill the restricted elective requirement may also be counted toward a student's plan of study, with advisor approval. For example, PBAF 561 (Urban Economics) can fulfill both the economics *and* one plan of study requirement for students in the urban gateway. Although the course may fulfill both requirements, students may not double-count the credits.

Economics Area (3 CREDITS)

Courses in the economics area provide students with additional exposure to economic analysis as a tool for effective public decision making. To fulfill this requirement, students may take either a general Evans School economics course such as PBAF 518 (Applied Cost-Benefit Analysis) or an approved outside economics course in the student's area of interest, e.g., natural resource economics (Economics Department) or health economics (School of Public Health).

Analysis Area (3 CREDITS)

These courses allow students to gain additional skill in applying multivariate research methods to policy and management issues. Each course will address analysis of quantitative or qualitative data within a multivariate framework.

Values Area (3 CREDITS)

Values courses address the moral values which pervade public life. They discuss the basis of ethical issues in public policy making and management. Classes focus upon helping students understand a range of values and how they have significant implications for policy and management. Emphasis is placed on the need to think well and clearly about moral issues and integrate them into policy and management decision making.

Students may take an alternative course to fulfill a restricted elective by obtaining permission from the Director of Graduate Studies, David Layton.

PLAN OF STUDY AND POLICY GATEWAYS

(Minimum 15 credits)

Each student in the Evans School regular program will develop a plan of study for an academic focus combining policy, management and analysis interests. The plan will identify a coherent cluster of courses that will advance the student's knowledge and skills. The plan of study should include courses that the student needs to build the foundation for her or his career in public service. The plan of study should consist of at least 15 hours of course work that are devised in consultation with the student's faculty advisor.

The plan of study will generally be centered within a Gateway, however, a student can also combine Gateways or develop a plan of study outside them. A Gateway-based plan must have the base class from one of the Gateways. Any classes may count towards the plan of study except those in the core sequence. In the spring of their first year, students work with their advisors to develop a plan of study. The relation of the classes and the student's career goals should be explained in the plan of study form and discussed with the advisor before the form is signed and filed with the Student Services office. The Director of Graduate Studies must also approve the plan of study form.

The five Gateways are as follows:

	Education and Social Policy Nonprofit Management International Affairs	Urban Policy Environmental Policy & Natural Resources Management

The gateways represent the strengths of the Evans School faculty and of the University of Washington as a whole. Evans School's gateways permit students to develop a basic level of expertise in a subject area. This works in combination with the more general skills and knowledge offered in the rest of the program to prepare students for the job market and career ladders. The gateway base courses provide an introduction to the management tools and policy issues important within that area.

EDUCATIONAL AND SOCIAL POLICY

Gateway Faculty: Jacob Adams, Richard Brandon, Daniel Goldhaber, Paul Hill, Marieka Klawitter, Mark Long, Stephen Page, Robert Plotnick, Marguerite Roza, William Zumeta

Students electing to pursue this gateway will: 1) obtain an overview of the major institutions and programs in the education and social policy area; 2) develop the ability to bring public policy analysis and management tools to bear on such issues; 3) acquire more detailed knowledge about major problems, policy approaches, and management issues in one specialized substantive area within the gateway.

Completion of the gateway should prepare students for careers leading to high-level managerial and policymaking positions in government and in not-for-profit organizations involved in the design, implementation, management, and evaluation of education and social policies.

The gateway faculty recommend that students choose a focus area within the gateway. These areas are all areas of UW strength:

Education and training policy	Health care policy and management
Poverty and inequality	Labor market and income maintenance policy

However, a student may work with his or her faculty advisor to choose a different unifying theme for the gateway program.

Required Gateway Course: PBAF 570: Social Policy Analysis & Management (to be taken during the student's second year)

ENVIRONMENTAL POLICY & NATURAL RESOURCE MANAGEMENT

Gateway Faculty: Leigh Anderson, Alison Cullen, David Harrison, Barry Hyman (retired), David Layton, Edward Miles, Richard Zerbe

The Environmental Policy Gateway is designed to train policy analysts and program managers to be conversant in pertinent scientific issues, comfortable with the use of technical information, and able to define what they need to know in order to make decisions. Drawing upon Evans School faculty expertise, the extensive course offerings at the U.W. as a whole, and the School's relationships with environmental policy professionals. The Evans School offers a broad and multi-disciplinary program in environmental policy. This interdisciplinary perspective permits students to design gateway programs to emphasize such areas as energy policy; natural resource management and policy; air, water, or land resource utilization; science, technology and public policy; and waste management.

Gateway students are required to take Public Affairs 590 (Environmental Policy Processes). Other courses may be in such UW units as Fisheries, Forest Resources, Law, Urban Planning, Public Health, Geography, Engineering, and so on. Students thus have flexibility in their choice of courses that reflects the diversity of the environmental and natural resources field.

It is critical that environmental gateway students be capable of making the connections between the scientific and policy dimensions of natural resources management. Students should be able to understand what drives geobiophysical problems and how these issues relate to public policy issues and decision making.

Students entering Evans School with fewer than 9 undergraduate credit hours in natural science should consult with their advisor to determine the best means of acquiring additional exposure to scientific concepts.

Required Gateway Course: Public Affairs 590: Environmental Policy Processes

INTERNATIONAL AFFAIRS

Gateway Faculty: Leigh Anderson, Steve Arnold, Alison Cullen, Brewster Denny (retired), Diana Fletschner, Mary Kay Gugerty, Sanjeev Khagram, Sara Curran,

The International Affairs Gateway is designed for students interested in international policymaking, diplomacy and governance in the rapidly changing global environment. The gateway is designed to encourage students to develop a broad understanding of issues and processes in the international system with an emphasis on the interaction between domestic and international policymaking processes. Students will also develop an in-depth working knowledge of a particular country, geographical region (e.g., Europe, Africa, or Southeast Asia), or work across countries or regions on a major substantive policy area or issue such as economic development, natural resources, health care, education, conflict management, or refugees. Students will develop the capacity to find and employ relevant technical information, official documents, and policy research to analyze contemporary international policy issues and understand their formulation and implementation.

A wide range of career options in international affairs is available to Evans School students. Illustrative positions include: international affairs managers and analysts at all levels of government, private firms, and non-profit organizations in the United States and abroad; civilian or military intelligence/defense managers and analysts; foreign service officers; and substantive specialists in fields such as international health, environment or education.

Required Gateway Course: Public Affairs 530: International Affairs or Public Affairs 537D "Globalization and Public Policy"

NONPROFIT MANAGEMENT

Gateway Faculty: Jon Brock, Leslie Breitner, Andy Gordon, Mary Kay Gugerty, David Harrison, Stephen Page, Steven Rathgeb Smith

In the current American political environment, the boundaries between the public and private sectors are becoming less distinct. A key element in this evolution, the nonprofit sector, is playing an increasingly vital role in the legislative process, service delivery, advocacy, and other activities in our communities. The Nonprofit Management Gateway is designed for students who are interested in pursuing public service careers in this

sector. The gateway courses explore the foundation of the nonprofit sector and the managerial and public policy issues that affect a wide range of nonprofit organizations.

Relevant gateway courses are offered at Evans School and other UW graduate schools such as business and social work.

Required Gateway Course: Public Affairs 550: Management of Nonprofit Organizations

URBAN & REGIONAL AFFAIRS

Gateway Faculty: Daniel Carlson, Laura Evans, Andrew Gordon, Margaret Gordon (retired), David Harrison, Joaquin Herranz, Rachel Garshick Kleit, James McIntire, Paul Waddell

The Urban and Regional Affairs gateway is appropriate for students who are interested in urban policy, planning, and service delivery issues. The gateway is intended to provide students with a foundation for careers within regional and city government, as well as within not-for-profit organizations concerned with urban and regional problems. Students may pursue coursework in such subjects as housing policy; human services delivery; justice administration; growth management; race and public policy; and intergovernmental relations. The Gateway draws upon the curricula of such UW units as Urban Planning, Social Work, Law, Geography, and Civil Engineering.

Required Gateway Course: PBAF 560: Urban Affairs

DEGREE PROJECT

(6 credits)

The degree project (DP) is designed to integrate the knowledge and skills gained at the Evans School into a capstone project. The DP can serve as an opportunity to further develop a student's specialization, to expand networks in the community, and to create a significant sample of work. All projects include a written report, however, the length, format, and content of the projects vary tremendously depending on the type and scope of the work.

Students must complete 6 credit hours of DP credit, the equivalent of two standard 3-credit courses. Evans students are eligible to take DP credits after completing 27 hours of credit toward their MPA. To fulfill the DP requirement, the student's degree project must receive a grade of 3.0 or higher.

Evans school students can meet the degree project requirement through an independent DP or by taking a DP clinic.

Students may choose to complete a substantial **independent degree project** (PBAF 605). Independent degree projects typically involve the identification and exposition of a policy or administrative problem, consideration of alternative courses of action, and recommendations for a solution to the problem. Students may choose to expand a topic that they have addressed in other courses or use a project developed from their paid or volunteer work. Students may work in small groups, but must work with their faculty advisor to set clear expectations for the division of work. Students should develop a topic for an independent degree project by the first quarter of the second year or after they have completed 30 hours of course work. Summer internships can provide a good source of potential topics.

A faculty adviser provides guidance through all stages of the research and evaluates the final report. Students must choose one professor from the Evans School faculty as their degree project reader and have the option of choosing a second reader from the Evans School or UW faculty or from off campus. If there is a second reader then both readers share in reading the project drafts and consult on the final grade, although the first reader has final responsibility for the grade. Students should consult with their readers early in the process to establish expectations for content and timeline for completion.

Prior to taking degree project credits, students must have a one or two page description approved by their degree project reader. This description must include a rough outline and a timeline for completion. Students are expected to have a complete outline of the project during winter quarter (for a spring completion or 1 quarter before other completion dates) and a full draft of the written report at least a month before the last week of classes for spring quarter (or the quarter student will graduate). Many degree projects are 30 to 50 written pages though the length, content, and format differs widely depending on the topic. The School maintains a library of previously completed DPs which can be researched on the Evans School DP database.

Students may do their degree project through an Evans School **Public Service Clinic** (PBAF 607). The Clinic is a two-quarter, six-credit course that connects student research interests with applied research, organizational change, and capacity building activities identified by nonprofit and public agencies. The clinic aims to link the degree project requirement with needs of community agencies to provide substantial benefits to the broader community and to the student. A member of the Evans School faculty leads each clinic and serves as first degree project reader. The clinic meets regularly to provide peer and faculty guidance in the design and conduct of the degree project. Students in the clinic can choose to work independently or with a group. Projects may share a common theme within a clinic. Whether undertaken independently or as a group, each student is responsible for the completion of a written product that demonstrates thoughtful, analytic work.

Public Service Clinics will normally run winter and spring quarters of each year for 3 credits each quarter. During autumn quarter of each year the clinic director will consult with students and public and nonprofit agencies to match student interests with agency needs. As with independent degree projects, students have the option of having a second reader.

*Students in the PCMI program should also refer to the PCMI Handbook addendum for more information about the degree project.

Suggested Degree Project Timeline			
Summer Quarter	Autumn Quarter	Winter Quarter	Spring Quarter
Explore DP topics at internship or on own	-Discuss topics with faculty and outside advisors or apply for Public Service Clinic projects -Choose topic and faculty reader(s)	-Intensive DP work -Complete outline to reader	-Intensive DP work -Penultimate Draft to reader at least 1 month prior to quarter end -Completed Project to Student Services by last day of finals week

One copy of the Degree Project (signed and bound) should be given to the Evans school Student Services Office (109A) by the last day of finals week of the quarter in which you graduate. Your Degree Project should be bound in a vinyl cover (any color) using velo binding. Have the project bound at Kinko's or Professional Copy Center on University Way (or any other similar copy center).

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REGISTRATION INSTRUCTIONS

Consult Evans School Quarterly Schedule and UW Time Schedule for class listings and registration dates. The Evans School Time Schedule can also be accessed at <http://www.evans.washington.edu/students/courses/index.html> and the UW Time Schedule can be accessed at <http://www.washington.edu/students/timeschd/>. You can register for your classes on MyUW (the UW's computer registration system). MyUW can be accessed at <http://www.myuw.washington.edu>.

- For Evans School classes, you will need to consult the Evans School Time Schedule to see when you can register and whether a course needs an entry code. Please see below for specific instructions.
- For non-Evans School classes, consult the UW Time Schedule or call the department for specific registration instructions.

ACCESSING THE REGISTRATION SYSTEM

Students register for classes through the MyUW Registration system. MyUW can be accessed via the UW home page, or by going directly to <http://www.myuw.washington.edu>. Instructions are printed in the UW time Schedule and are easy to follow. For most of the Evans School classes, you will need only the schedule line number (SLN) listed in the time schedule to register. In some cases, you will also need a personal entry code (EC) issued from the Evans School or other UW departments. Be sure to have the number(s) ready before registering.

After choosing your classes, you need to pay close attention to the comment column of the Evans School quarterly schedule to see when you can register and whether you need an entry code. Please note that registration is divided into three different time periods and there are restrictions for each period. Below is an explanation of the abbreviations used on the Evans School Time Schedule.

Pd	Period
PBAF only	Only students admitted to the traditional MPA program can register
PBAFE only	Only students admitted to the midcareer MPA program can register
all	All students can register, including those from outside the department
EC	Entry code
Prereq	Prerequisite
Jt w/	Joint with

ADDITIONAL TIPS FOR REGISTRATION

To avoid late fees, students must register before the first day of any quarter. Even if you have not decided on classes, you should at least pay the student insurance and optional charges portions to avoid the late registration fee of \$25.00. Full-time students may add or drop courses (as long as they are already registered) during the first week of classes free of charge, as long as their total number of credits is 7 or more. Part-time students adding or dropping after the first day of classes may owe partial tuition, if their total number of credits drops below their original number.

Students may add or drop courses during the second week of classes but will be charged a \$20.00 change fee each time they call or log on to make changes. After the third week of classes, students may add a class only in unusual circumstances and only by petition. A late fee will be assessed. Students may drop courses only through the 2nd week of the quarter. However, each student will be permitted to drop one course per academic year (September- August) between the beginning of Week 3 and the end of Week 7 of any one quarter.

REGISTERING FOR NON-EVANS COURSES

When taking classes outside of the Evans School, you should consult the pertinent department and the University Time Schedule for course listings and registration instructions. All procedural questions should be addressed directly to the individual departments. Some useful phone numbers are listed in the table on page 16. You should be aware that some courses in other departments may not require entry codes. If this is the case,

you can simply register for the class as soon as registration begins. In the University Time Schedule, classes requiring entry codes will be marked with an arrow (>) symbol.

IMPORTANT REGISTRATION DATES AND
DEPARTMENTAL CONTACTS

IMPORTANT REGISTRATION DATES AND
DEPARTMENTAL CONTACTS

Important Dates	<i>Autumn 2005</i>	<i>Winter 2006</i>	<i>Spring 2006</i>	<i>Summer 2006</i>
Registration Period 1	May 6-June 19	Nov 4-27	Feb 17-Mar 5	Full Term/Term A/Term B: April 17-May 24
Registration Period 2	June 20-Sept 27	Nov 28-Jan 2	Mar 6-26	Full Term/Term A/Term B: May 25-June 18
Registration Period 3	Sept 28-Oct 4	Jan 3-9	Mar 27-Apr 2	Full Term/Term A: June 19-25 Term B: June 19-July 26

— Registration Information —

Registration/Registrar's Office 543-5378 MyUW www.myuw.washington.edu

— Graduate Advisors in Related Departments —

Economics	685-1384	Business Admin.	543-4661
Political Science	543-1898	Education	543-7833
Social Work	543-8617	Forest Resources	543-2730
Marine Affairs	543-4326	Urban Planning	543-4190
Health Services Admin	543-8778	Ocean & Fishery Science	543-6605
International Studies	543-6001	Law School	543-0453

REGISTRATION INSTRUCTIONS FOR INCOMING AUTUMN 2005 STUDENTS

If you have not yet registered for your autumn quarter core courses, you must do so as soon as possible.

In order to be considered a full-time student, you will need to take a minimum of 10 credits. Please consult the Evans School Quarterly Schedule and the UW Time Schedule for class listings. The Evans Time Schedule can be accessed at <http://www.evans.washington.edu/students/courses/index.html> and the UW Time Schedule can be accessed at <http://www.washington.edu/students/timeschd/>. Please note that our courses are 3 credits each unless stated otherwise on the Evans School Time Schedule.

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INTERNSHIP REQUIREMENT

The Evans School believes that it is crucial for students to relate the study of public policy and management to the actual problems encountered in managing and operating organizations. Internships provide this opportunity, giving students dynamic professional settings in which to apply the analytical and managerial knowledge they acquire in the Evans School academic program. In addition to providing a venue for professional learning, internships are intended to provide useful experience that will benefit students as they seek entry to full-time permanent employment. Over 30% of Evans School internships result in employment. *For many students, a quality internship experience is critical to their success in the competitive job market after graduation.* Many students come to the Evans School with several years of solid work experience, but still lack the relevant experience and professional contacts necessary to successfully launch a career in their interest area.

To fulfill the Evans School internship requirement, *an internship must meet or exceed the standard of at least three months of full-time paid, professional employment in a government, nonprofit or private organization.* Students may intern full-time during the summer months, part-time during the school year, or a combination of both (a minimum of 400 hours.) It is expected that the internship require the student to utilize substantive analytical or managerial knowledge to solve problems at the level of policy development, implementation, or evaluation. *Please see the appendices at the end of this handbook for necessary internship forms.*

HOW DO I FIND A RELEVANT INTERNSHIP?

Evans School's Director of Career Services plays an active role in maintaining and expanding a strong internship network to assist students in their internship search process. The Director serves as the primary liaison between the Evans School and numerous public, nonprofit, and private agencies, many of which hire M.P.A. interns on a regular basis. Evans School alumni are an important part of this network, and frequently hire graduate interns from the Evans School. While such relationships yield a substantial pool of internships for which students can apply, *internships are open on a competitive basis, and it is ultimately the responsibility of each Evans School student to locate and secure an internship that is relevant and challenging.* Many students create their own internship opportunities by tapping their professional contacts and interests. Internships are advertised throughout the year on the Evans School web site at www.evanscareerservices.com

WHEN AND HOW CAN THE INTERNSHIP REQUIREMENT BE WAIVED?

The requirement may be waived if a student has *two or more years* of recent and substantial public/nonprofit administration work experience that is relevant to the student's current educational and professional goals. The waiver is **not** automatic and **must** be requested in writing by completing an internship waiver form and current resume and submitting it to the Director of Career Services for approval. *The internship waiver form can be found in Appendix D of this handbook or at the following link: <http://evans.washington.edu/career/jobs/forms.php>*

DOES THE INTERNSHIP HAVE TO BE PAID?

Not if the agency with which the student intends to work is unable to compensate the student because of budgetary restrictions, the internship contributes to the student's educational and professional goals, and the internship meets all other terms of the internship requirement. (A majority of our students continue to do paid internships.) It is recommended that students request a stipend, bus pass, parking, or some other form of compensation; this shows commitment on the part of the employer.

HOW DO I GET "CREDIT" FOR MY INTERNSHIP?

Although no academic credit is given, each student must clear his or her internship requirement with the Director of Career Services by 1) submitting a completed agency/contract form within *two weeks* of starting the internship; 2) submitting an internship evaluation form within *two weeks* of completing the internship; and 3) submitting an internship supervisor evaluation form following completion. Any questions about whether or not an internship will fulfill the requirement should be brought to the Director of Career Services *prior* to starting the internship. *Please see Appendices A, B and C for these forms.*

HOW ARE INTERNSHIPS SUPERVISED AND EVALUATED?

Once hired, you are considered a temporary employee of your internship agency, subject to its rules and regulations. Supervision is the responsibility of the internship supervisor. We ask each organization sponsoring an Evans School intern to provide the student with quality, graduate level work and the appropriate supervision and mentoring to make the internship a worthwhile learning experience. We expect the student intern to efficiently produce high quality work for the organization and to be a contributing member of the professional staff for the duration of the internship. At the end of each internship, the student evaluates his/her experience by filling out an *internship evaluation form* and the supervisor evaluates the student's knowledge, performance and preparedness. This information helps the Evans School determine the desirability of a similar future assignment. *Please see the Appendices section at the end of this handbook for the necessary forms.*

CAN A STUDENT USE A RESEARCH ASSISTANTSHIP TO FULFILL THE REQUIREMENT?

If a research assistantship allows for significant public exposure and interaction in an institutional context, and meets the above-stated internship requirement guidelines, it may be used to fulfill the internship requirement. Students pursuing research assistantships **do not** automatically fulfill their internship requirement with these positions. Requests to use an assistantship to fulfill the requirement must be cleared through the Director of Career Services *before* the assistantship begins.

CAN A STUDENT USE TWO SHORT-TERM INTERNSHIP PROJECTS TO FULFILL THE REQUIREMENT?

In most cases, the three month full-time (or equivalent) internship is fulfilled at one agency. Rarely a student has concrete professional and academic reasons for completing two short-term internships to fulfill the three month requirement. In such cases, both internships must be quality graduate-level positions providing experience related to the student's academic program and career interests, and together they must allow the student to work a total of 400 or more hours. Students using two internships to fulfill their requirement must get prior approval from the Director of Career Services and complete contracts and evaluations at each of the two agencies.

All questions and borderline cases concerning the internship requirement will be given to the Director of Graduate Studies for a final decision.

EXAMPLES OF RECENT EVANS SCHOOL INTERNSHIP PLACEMENTS:

LOCAL GOVERNMENT

- City of Seattle, Office of Economic Development
- City of Seattle, Office of the Auditor
- City of Seattle, Seattle Public Utilities
- Housing Authority of Snohomish County
- King County Metro, Market Development
- King County Department of Transportation
- Port of Seattle
- Washington State Department of Health
- Washington State Senate Committee Services

FEDERAL AGENCIES

- U.S. Environmental Protection Agency, Region X
- U.S. Export Assistance Center, U.S. Department of Commerce
- U.S. Government Accountability Office
- U.S. Senator Patty Murray: Health, Education, Labor and Pension Subcommittee

NONPROFIT ORGANIZATIONS

- Agros International
- ArtsFund
- Bead for Life (Uganda)
- BetterDonkey.org
- CARE (Ecuador)
- Communities in Schools of Orting
- Democracy Center (Bolivia)
- Facing the Future: People and the Planet
- Seattle Repertory Theatre
- United Way of King County
- White Center Community Development Association
- World Vision

PRIVATE SECTOR

- Boeing Company
- Microsoft Community Affairs

SECTION IV: APPENDICES

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Appendix C: Internship Evaluation-Supervisor..... 24

Appendix D: Internship Waiver..... 26



INTERNSHIP AGENCY/STUDENT CONTRACT FORM
PLEASE PRINT OR TYPE
THESE FORMS WILL SOON BE AVAILABLE ON THE WEB.

Name of Student: _____ Email: _____ Expected graduation qtr: _____

Name of Agency: _____

Agency Sector: (public, nonprofit, private) _____

Address of Agency: _____

Name and Title of Supervisor: _____

Supervisor Phone: _____ Email: _____

Dates of Internship: From: _____ To: _____ Work schedule & hours: _____

Rate of Pay: _____ Job Title: _____

Job Responsibilities (*include specific duties/responsibilities*): _____

Describe the potential for student learning involved in this internship/this agency: _____

Describe the level of supervision/mentoring to be expected as part of this internship: _____

Goals to be realized by the end of employment period:

1. _____

2. _____

3. _____

How did you find this internship? _____

Supervisor's Signature _____ Student's Signature _____

Date: _____

Date: _____



Your Name, Title and Agency: _____

Address _____ Phone _____

_____ E-mail _____

Name of Intern: _____ Are you an Evans alum? _____

Evaluation of internship

1. Description of Intern's Assignment and Activities. Did the intern attend staff meetings, observe your preparation of the budget, or work with the public? _____

2. What were your objectives in supervising the intern? _____

3. Did the intern's performance meet the objectives? _____

4. Was the intern academically prepared for the assignment? Were there particular courses, books, reports, and skills that would have better prepared the intern for the assignment? _____

5. Please circle a rating for each skill. (5 is the highest rating)

Knowledge	1	2	3	4	5
Analytical Skills	1	2	3	4	5
Writing Skills	1	2	3	4	5
Verbal Skills	1	2	3	4	5
Interpersonal Skills	1	2	3	4	5

6. Would you hire this particular intern for a position in your agency based on the intern's performance and capabilities?

7. What changes would you recommend in the Internship program? _____

8. Will you participate in the Internship program in the future? Yes _____ No _____

9. Did you discuss this evaluation with the intern? If not, may the Evans school share this evaluation with the student?

Signature _____ Date _____

Student Name: _____ Gateway: _____

Expected Graduation date: _____

Please answer the following questions thoroughly. Attach additional sheet if necessary. Submit with current résumé to the Director of Career Services.

Which position(s) are you relying on to substitute for the Evans School internship experience? (Student must have 2 or more years of recent, substantial and relevant professional experience in a governmental or non-profit organization to be considered for an internship waiver.)

How did this position give you recent, substantial, and relevant public service experience? Specifically, how did it require you to utilize substantive analytical and/or managerial knowledge to solve problems at the level of policy development, implementation and/or evaluation?

How is this experience relevant to your current educational and professional goals?

Approval Signature: _____ Date: _____

(To be signed by the Director of Career Services)

Return to:
Director of Career Services, Evans School of Public Affairs
109D Parrington Hall
Box 353055
Seattle, WA 98195