

Perspectives on International Education

“Exploring the Applied Elements in International Public Affairs Education”

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## Abstract

Globalization has become a pervasive force with dramatic implications for public affairs and public affairs education. New challenges in the form of rapid communication, economic interdependence, and unclear boundaries of the administrative state require that students in public affairs programs build adaptive skills for effective international work. This paper focuses on how schools of public affairs are facilitating the development of adaptive international practitioners, characterized by the ability to move comfortably between theory and practice. Thirty-seven NASPAA programs with international concentrations were analyzed with the purpose of describing the nature and number of experiential and applied requirements. These included capstones, internships, and study abroad or exchange programs. This study found that four programs required student participation in experiential and applied activities, despite evidence linking these kinds of experiences to adaptive practice. This paper discusses these findings and offers some practical means for programs to address programmatic and institutional barriers to participation. These findings have significance for the practice of public affairs education and for programs in which international specializations are offered.

## Introduction

The effects of globalization are numerous, multi-layered, and pervasive. Globalization has uprooted assumptions regarding the nature and role of the nation-state, the organization of economies, and the efficacy of organizational and individual participation in local and extra-local affairs. Globalization has been a result of various economic, cultural and political drivers (Yang, 2003). Some argue that it is a consequence of an instrumental desire to develop new markets; and as such are weary of its tendencies to westernize, homogenize, and dominate weaker and smaller cultures (Yang, 2003). The onset of globalization has transformed the nature of public work in both domestic and international arenas and has demanded that socioeconomic and political power arrangements be re-thought in such a way as to ensure equity (Agathangelou, 2004; Yang, 2003). Most significantly for the field of public administration is that globalism has changed the nature and boundaries of the administrative state (Farazmand, 1999).

Schools of public affairs are responding to this changing global environment by adding international components and specializations. Concurrently, scholars are proposing that education for a new world order is best focused on teaching adaptive skills through applied and experiential activities, such as capstones, internships, and study abroad experiences. These activities are empirically shown to have important learning outcomes distinguishable from classroom pedagogies. Given the need for adaptive international practitioners and the empirical value of experiential and applied activities, the study described in this paper analyzes the number and nature of programs that have incorporated experiential elements into their programs. This paper will describe higher

education's response to globalization and the varied mechanisms and outcomes of teaching students international adaptive practice. This paper then presents the study findings and discusses the barriers to teaching international adaptive practice. It then offers recommendations for designing programs that more closely integrate theory and practice in a way that meets the challenges of globalism.

### Internationalizing Trends in Higher Education and Implications for Public Affairs

#### Teaching

Few expect that globalizing trends will be reversed and as a result recommend that programs embrace international education (Toma, 2005). Across the higher education landscape institutions and programs have increasingly responded to growing demands for internationalization by adding it to their mission statements and strategic priorities (Brockington, 2005). The trend is most evident in schools of business who reportedly forged ahead in the area of internationalization (Baradei & Newcomer, 2005). Kwok and Arpan (2002) report that nearly 88% of business school mission statements refer to International Business as central to teaching and research. Public administration and policy programs also are adapting to globalization. 42 programs affiliated with the National Association of Schools of Public Affairs and Administration (NASPAA) have some international element (Jennings & White, 2005). New approaches to globalization include pedagogical and curricular adaptations; support for faculty recruitment, development and research; partnership development with foreign universities, and facilitation of study abroad and experiential programs. The changes in higher education have met with some critics who have a two-fold concern. The first is that institutions of

higher education are victims of an instrumental and functional approach that pays little attention to meeting the professional/ethical needs of international practitioners. The second is that because globalism presents unique problems for the administrative state, public affairs programs should be doing more to give students the skills to wade through and be effective in an expanded world. Each of these problems are summarized below.

The first concern is that the trends toward internationalization have, in some cases, been driven by economic need. This causes some to worry that the growth and diffusion of international programs has led to organizational dysfunction particularly where more marketable technical programs are emphasized at the expense of the humanities and arts, that the seemingly boundless capacity of on-line education fails to deliver culturally sensitive courses, and that pragmatism and functionalism dominate the educational landscape (Yang, 2003). Yang complains that, “the classroom is in danger of becoming a sadly vacuous place that has little to offer except for licensing and professionalism without the substantive knowledge and ethics of profession” (2003, p. 278). In many ways these criticisms are reminiscent of the essential problem of globalism itself which has the tendency to homogenize cultures and dominate over the aesthetic.

Accompanying the shift to a market based approach is increasing reliance on performance indicators and outputs (Mok, 2000). Balancing the science and art of public administration is considerably more difficult in an environment that is increasingly focused on the bottom line. The call for a greater balance between science and art within public affairs is not a new phenomenon, but is perhaps more urgent in the face of globalism.

The second concern focuses on the need for sensitive, enlightened, and effective international practitioners. Because globalization has such multifaceted implications for the theory and practice of public administration, many scholars argue for a greater focus in the curriculum and pedagogy of public administration (Jennings & White, 2005; Ventriss, 1989; Yang, 2003). Despite differences in how the problem is addressed, the fundamental issue facing educators is how to guard against the technical and functional aspects of globalism which has the potential to ignore equity, diversity, and the value of indigenous cultures. Many are in essence attempting to avoid past mistakes in the international development and administration arena, the history of which is ripe with attempts to westernize other cultures with often deleterious effects (Heady, 2001).

Overall public affairs educators are struggling with how to quickly develop curricula that will prepare students for the challenges of globalism, these efforts include teaching both content knowledge and practical skills. Various models for public administration education have been explored, including developing international competence in faculty (Baradei & Newcomer, 2005) and the implementation of pedagogy that teaches students to think about international interdependencies and problems (Brinkerhoff & Brinkerhoff, 2005; Ventriss, 1989). The challenge for international public affairs education may not be associated with new courses but may lie in programmatic innovations to encourage learners that can respond to a changing environment and become adaptive practitioners.

## Educating Students for Adaptive International Practice

Educating students for adaptive practice has been a ripe topic for discussion, where scholars struggle with the need for greater balance from purely technical and rational approaches (Clawson & Dover, 1996; Denhardt, 2001; Herzog, 2004; Ventriss, 1991). Scholars place value on the ability to adapt in an erratic public environment (Banyan, 2005; Cayer & Weschler, 2003; Wechsler & Baker, 2004). Adaptability is critical in a globalized world where boundaries of states, economies, and peoples rapidly shift.

Ventriss (1989) argues that educating students for a globalized world requires a focus on the interdependency of policy and economics. He proposes an interdisciplinary approach that emphasizes the ecology of international and domestic affairs. In the area of international development practice Brinkerhoff and Brinkerhoff (2005) identify four aspects of international development: values, process, tools, and means to institutional agendas. They argue against an over-emphasis on tools claiming it takes on too primary of a role in educating international practitioners. In particular they suggest that students in international development fields are not sufficiently socialized prior to taking on work assignments.

These scholars agree on different, though compatible, features of an adaptive practitioner as well as the means for its development. There is consensus that educators should look beyond traditional and theoretical pedagogies and incorporate such activities as focused workshops, guest speakers, case studies, interdisciplinary approaches, internships, capstones, and service learning as a means to develop adaptive practice (Dicke, Dowden, & Torres, 2004; Killian, 2004; Whitaker & Berner, 2004; White, 2004). Experiential

approaches are important means for developing adaptive practice, but must be carefully structured and balanced with reflective activities. Dewey (as cited in Rodgers, 2002) argued that experience can mis-educate and thus lead to narrowed and routinized action. Dewey's framework of reflective education provides a structure to develop practice: these are: observation and description, analysis, generating explanations for an event, and the development of theory (Rodgers, 2002). Writing activities support the reflective classroom, building skills in critical thinking and analysis (Tsui, 2002) and reflective practice (Koliba, 2004; Rodgers, 2002; Schon, 1983). Despite the considerable effectiveness of experiential pedagogies it is unclear whether these are sufficient for socializing developing students for international practice. What is known, however, is that capstones, internships, and international exchanges and study abroad programs have demonstrable outcomes in the areas of developing professional practice.

#### *Learning Outcomes: Capstones, Internships, and Study Abroad*

Capstones, internships, and international exchange and study abroad belong in a large category of experiential and applied education. Capstones, as distinct from internships, and study abroad are often problem-based in that they require students to address real-world issues using a variety of learned approaches. The problem-based approach demands that students develop content expertise, problem solving, and collaboration (Dunlap, 2005). Capstones based on problems are shown to increase student's self-efficacy, thereby increasing their confidence and preparedness for their professional life (Dunlap, 2005).

Likewise research in the outcomes of internships is positive. Steffes (2004) quotes research showing that new college graduates with internships in their field of study had greater employment success, given greater responsibility, were more satisfied with their work and were paid more than those not receiving an internship. In addition, Balog & Scheidt (2000) found that internships increased student's perception of competency in their profession.

Finally, study abroad programs have had a place in the higher education setting for a number of years, though not until recently did research support the role that study abroad plays in student learning. Study abroad research shows evidence of changes in values and other adaptive practice for undergraduates. For example, Rea (2003) found that study abroad programs were significantly more successful than other comparable on campus courses in the affective (self awareness, interpersonal dynamics, expression of feelings) and behavioral (lifestyle choice, civic role, charity, and career development) categories. Students studying similar courses on campus showed greater outcomes in cognitive (content knowledge) areas. Students also demonstrated varying degrees of cross-cultural skills and global understanding, mediated by their goals of enhancing those skills. The learning outcomes resulting from international experiences are not limited to undergraduates. Bradei and Newcomer's (2005) report on the development of a partnership between Cairo University and George Washington University showed that faculty had tangible outcomes in the forms of new curricula and increased understanding of other models of public administration. The faculty also increased opportunities for

international collaboration, research, and partnerships and enhanced their cross-cultural, foreign policy, and cultural understanding.

Given the problems inherent in internationalizing public affairs education reviewed here and the need to counter the instrumentalism associated with globalism, there is a need to educate students for adaptive practice. Capstones, internships, and international exchange and study abroad programs demonstrate clear outcomes in developing content knowledge, competency, professional values, and cross cultural understanding. These kinds of applied and experiential programs meet the standard of educating students for adaptive practice in an increasingly instrumental and shifting globalized world.

Educating students to be effective actors in an equitable global world requires that schools of public affairs pay more strict attention to the ways in which their programs are constructed. Applied and experiential programs have the promise to bring life to the ‘vacuous’ and instrumental classroom and meets the call for the development of value and interconnected thinking in public affairs education.

While undergraduates have had institutionally-supported access to study abroad, opportunities for faculty and graduate student have been slower to develop. Clearly there are externally supported opportunities for study abroad, such as Fulbright Scholarships, however the competitive nature of these programs limits the numbers of students able to take advantage of its offerings. Given the outcomes associated with applied and experiential programs, there may be a need for greater access for graduate students. The research conducted as part of this paper describes programmatic innovations to provide

students with greater applied and international experience as a means to promote learning across boundaries; generating the opportunity to develop values; and balances the technically oriented classroom environment.

## Methods

### *Data Collection and Analysis*

The purpose of this study was to focus on the applied and experiential aspects of international programs in public affairs by studying innovations in capstones, internships, and international student exchange or study abroad programs. The methods used for this study was a content analysis of programs that have a self-described international component. In order to achieve this goal, the author chose to analyze the programs listed in the NASPAA database. NASPAA is recognized as the accreditation body for public affairs, with a membership of 253 public affairs, policy administration, and management programs. NASPAA offers a searchable database that allowed the author to select public affairs programs with self-reported international components. NASPAA's database provides a brief overview of the program and directs users to the school's website for more information. A listing of these programs appears in Appendix A of this paper.

Data were collected from 37 program websites where the author was able to assess the degree and nature of applied and/or experiential program components. Where the program had separate degrees directed toward in-service and pre-service students, (e.g., Executive MPA) the traditional MPA for pre-students was selected. The goal of the study was to assess how programs develop student values and adaptive skills for

international work. Each of the programs was reviewed to determine the following: 1) did the program have an international specialization. If it did not, the program was excluded from further analysis; yielding 33 of 37 programs. 2) What were the experiential and applied aspects of the program, if any? Here the author assessed capstones, internships, study abroad or exchanges. These would indicate that the program intentionally focused on developing adaptive international practitioners. As many institutions describe their international study experiences differently, the researcher took these program descriptions at face value. For example, if a program mentioned, recommended, or facilitated an international experience for credit it was counted as study abroad. Finally, 3) what were the program's attempts to require, support, or encourage students in these international specializations to deal directly with the problems and issues that would face practitioners? These may include a capstone requirement in which students must direct their study toward their field of specialization or it may require that an internship be in the student's field of specialization.

### *Limitations*

Conducting research solely through websites has a certain number of disadvantages. For example, the program website may not have all of its information accessible over the web, its website may not be maintained regularly, or it may have externally imposed size or content limits. Despite these disadvantages, conducting research in this manner allowed the researcher to assess the degree of applied and experiential components that are formalized as part of the course of study. The extent to which the international components are described also indicates a particular program's priorities. Overall the

web is a useful resource as it is a common medium for communication; directed toward new and current students, potential faculty, and other stakeholders.

## Findings

### *Capstones*

For less than a third of the programs, capstones are required as part of student's culminating experience. About half of the programs that require capstones or offer them as an alternative describe them as applied projects or thesis' in which students take on researchable problems. There is considerable diversity in the capstone requirement. These vary around the type of project (e.g., problem-based or theoretical) and the length of study students are engaged (ranging from one credit to a student's full 2<sup>nd</sup> year of study). One might assume that when students take on capstone projects, they are guided by supervising faculty toward their fields of international specialization; however, only one program explicitly requires students to focus on a global public problem as part of their program.

**Table 1: Capstone Requirements in International Public Affairs Programs**

	None Required	Capstone Required	Capstone as Alternative to Exam or Additional Credits	total
Capstone Requirements	19	9	5	33

### *Internships*

In this group of programs, internships were a much more common approach to ensuring that students gained valuable experience in their field of study. Of all of the programs reviewed 75% had an internship required or required of pre-service students. There was relatively little variation in the expectations of internships, where most programs require some type of actual work experience with an established employer. There was considerably more variety in the length of internships, for example, one credit, 120 hours, 400 hours, or an entire summer. Some programs demonstrated more active involvement in the facilitation of internships, for example, one provided students with a stipend if the internship was unpaid. Others had clearly articulated and apparently established relationships with significant organizations, formalizing the process of placement. Students worked in such places as the World Bank and other international non-governmental organizations. More significantly, four programs require that the internship be linked to the student's international specialization. For example, Georgetown University's dual Master of Public Policy/International Organizations Master of Business Administration, offered in partnership with the University of Geneva, facilitates a student internship in an international organization or non-governmental organization during student's time in Geneva. For students specializing in international affairs at University of Washington's Evans School internships are a means to develop networking opportunities directly related to student's career goals.

**Table 2: Internship Requirements in International Public Affairs Programs**

	None Required	Internship Required	Internship for Pre-Service Only	Internship as Alternative to Exam	Total
Internship Requirements	7	17	8	1	33

*Study Abroad and International Exchange*

Relatively few study abroad programs are facilitated or recognized through public affairs programs. Though it is possible that programs may be willing to give credit as a special arrangement for international study abroad, most make no mention of it in their supporting program materials. Most programs do not describe these experiences as exchanges. Those that do recognize the importance of study abroad appear to strongly embed these opportunities into their programs. Programs arrange study abroad experiences in different ways. For example, Duke University’s Masters in Public Policy facilitates a program in Geneva, whereas the University of Washington has a collaborative agreement with the Henry M. Jackson School of International Studies to facilitate study abroad experiences. Harvard, the only program that requires student internships to take place in a developing country, leverages study abroad as part of the student’s internship experience.

**Table 3: Study Abroad & International Exchange in International Public Affairs Programs**

	Not mentioned	Encouraged / Not Required	Required	Total
Study Abroad & International Exchange	25	7	1	33

## Discussion

The data collected in this study indicate that applied and experiential international means for developing adaptive practice are underutilized in public affairs programs. Four programs stood out as combining applied experiences in a way that would achieve the goals of educating students as adaptive international practitioners. These were Georgetown University, Harvard University, Duke University, and the University of Washington. Whereas the internship is the most often used tool, only four explicitly require students to tie these internships to their international concentration. Out of these only the program at Harvard University requires that the internship be located outside the United States. Capstones and study abroad experiences are even less utilized as a means for students to apply their theoretical knowledge in the international arena.

There are a number of likely reasons why programs do not focus on applied and experiential opportunities. These appear to be related to 1) the size of the program and 2) the nature of the overall University's mission itself. Of the programs that offer significant opportunities to apply and develop their academic knowledge through capstones, internships, and study abroad in the international arena, all of the programs are larger than 12,000 students. These institutions, one might assume, have additional leveraging resources that allows them to organize international experiences. Larger programs such as these enroll sufficient numbers of students that justify the dedication of institutional resources. This supports Jennings and White's (2005) findings that all of the NASPAA programs with international specializations were located in private elite institutions or flagship state universities.

In addition to the size of the institution itself, the NASPAA programs offering applied experiences were operating congruently with the overall University's mission. Not only do these programs benefit from greater size, but they enjoy support from other departments across the university. For example, 50% of Duke University undergraduate students study abroad. They also enjoy 100% participation in international activities from its professional schools and boast a philosophy "that every aspect of Duke should be international in concept and character. Internationalization is not seen as a specific or discrete set of activities or units, but as an integral part of Duke's effort to become a world-class institution" (Office of the Vice Provost for International Affairs & Development, 2005). Similarly, the University of Washington's College of Arts and Sciences highlights the importance of understanding and responding to a globalized world (College of Arts and Sciences, 2005). A congruent academic mission allows programs to build partnerships across the university (or with other foreign universities) to support international experiences. Those programs that clearly do not build partnerships are at a disadvantage in their ability to undertake what can be very time-intensive experiential activities. Many departments that do not offer international applied experiences appeared to be isolated from the study abroad programs within their own institutions. In at least one case, what would be two programmatic allies (a Master of Public Administration and a Master of Public Policy) were housed in separate colleges and each had established partnerships outside of their institutions for international study. Clearly, this indicates that fragmented programs are limited in the range of opportunities

they can offer students and could benefit from collaborative partnerships within and external to their institutions.

The discussion above indicates that size and institutional barriers limit programs from developing applied and experiential opportunities for students. This leaves open the question of why, if there are such benefits, students themselves do not demand this type of experience. Most recognize that graduate students are less able to fund international travel or are less able to get away for long periods of time to complete an internship or travel. Programs who make applied and experiential opportunities a priority are finding ways to get around these limitations. The Institute of International Education (IIE) found that the numbers of Americans studying abroad have increased, but that they are staying for shorter periods. In addition, IIE reports that though some institutions are requiring students to study internationally, they are providing assistance with the added financial burden (Steinbach, 2005).

### Conclusion

While there are few programs that currently offer an integrated academic and experiential program that would meet the needs of students in international specializations, it is not an impossible task. Though programs might not enjoy a congruent academic mission, they are generally free to seek partnerships with other like-minded departments that specialize in internships and study abroad programs. Making it possible for graduate students to earn and apply credits to their specialization may inspire more students to take advantage

of these opportunities. In the long run it may also be an important means of educating students for their future roles as adaptive practitioners.

If schools of public affairs are concerned with educating adaptive international practitioners that are able to respond effectively in the global marketplace there is an established need to change our traditional models. Evidence suggests that the means to developing adaptive practitioners is known: Applied and experiential models of teaching and learning are effective at all levels. Public affairs programs are creating innovative partnerships and programs that expose students to the complexities inherent in a globalized world. As Joseph Nye, former Dean of Harvard University's Kennedy School of Government remarked, "we should expect that globalism will be accompanied by continuing uncertainty" (Nye, 2002). Uncertainty must be met with the ability to learn and adapt in ways that can construct our future, rather than simply be a victim of its abuses.

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## Appendix A

### NASPAA Database of International Programs

Program Overview	Location	Accredited	School Web site
<a href="#">The University of Arkansas, Clinton School of Public Service</a>	AR	N	<a href="http://www.clintonschool.uasys.edu">www.clintonschool.uasys.edu</a>
<a href="#">Monterey Institute of International Studies</a>	CA	N	<a href="http://www.miiis.edu">www.miiis.edu</a>
<a href="#">Naval Postgraduate School</a>	CA	Y	<a href="http://www.nps.navy.mil/gsbpp">www.nps.navy.mil/gsbpp</a>
<a href="#">University of California- Los Angeles</a>	CA	N	<a href="http://www.spa.ucla.edu">www.spa.ucla.edu</a>
<a href="#">University of Southern California</a>	CA	Y	<a href="http://www.usc.edu/sppd">www.usc.edu/sppd</a>
<a href="#">American University</a>	DC	Y	<a href="http://www.american.edu/spa">www.american.edu/spa</a>
<a href="#">Georgetown University</a>	DC	N	<a href="http://www.georgetown.edu/grad/gppi">www.georgetown.edu/grad/gppi</a>
<a href="#">Howard University</a>	DC	Y	<a href="http://www.gs.howard.edu/gradprograms/political.htm">http://www.gs.howard.edu/gradprograms/political.htm</a>
<a href="#">The George Washington University</a>	DC	Y	<a href="http://www.gwu.edu/~spppa">www.gwu.edu/~spppa</a>
<a href="#">University of Delaware</a>	DE	Y	<a href="http://www.udel.edu/suapp">www.udel.edu/suapp</a>
<a href="#">Clark Atlanta University</a>	GA	Y	<a href="http://www.cau.edu">www.cau.edu</a>
<a href="#">Georgia College &amp; State University</a>	GA	Y	<a href="http://www.gcsu.edu/acad_affairs/coll_artsci/gov_soc/mpainfo.html">www.gcsu.edu/acad_affairs/coll_artsci/gov_soc/mpainfo.html</a>
<a href="#">Iowa State University</a>	IA	Y	<a href="http://www.iastate.edu">www.iastate.edu</a>
<a href="#">Indiana University- Bloomington</a>	IN	Y	<a href="http://www.spea.indiana.edu">www.spea.indiana.edu</a>
<a href="#">Kentucky State University</a>	KY	Y	<a href="http://www.kysu.edu">www.kysu.edu</a>
<a href="#">Harvard University</a>	MA	Y	<a href="http://www.ksg.harvard.edu/apply/">www.ksg.harvard.edu/apply/</a>
<a href="#">University of Massachusetts- Amherst</a>	MA	N	<a href="http://www.masspolicy.org">www.masspolicy.org</a>
<a href="#">The Johns Hopkins University</a>	MD	N	<a href="http://www.jhu.edu/ips/maps">www.jhu.edu/ips/maps</a>
<a href="#">University of Maryland- College Park</a>	MD	Y	<a href="http://www.puaf.umd.edu">www.puaf.umd.edu</a>
<a href="#">The University of Michigan</a>	MI	N	<a href="http://www.fordschool.umich.edu">www.fordschool.umich.edu</a>
<a href="#">University of Minnesota</a>	MN	N	<a href="http://www.hhh.umn.edu/">www.hhh.umn.edu/</a>
<a href="#">Duke University</a>	NC	N	<a href="http://www.pubpol.duke.edu/graduate/mpp/">www.pubpol.duke.edu/graduate/mpp/</a>
<a href="#">Princeton University</a>	NJ	N	<a href="http://www.wws.princeton.edu">www.wws.princeton.edu</a>
<a href="#">Rutgers University - Newark</a>	NJ	Y	<a href="http://pubadmin.newark.rutgers.edu/">pubadmin.newark.rutgers.edu/</a>
<a href="#">Columbia University</a>	NY	N	<a href="http://www.sipa.columbia.edu">www.sipa.columbia.edu</a>
<a href="#">Long Island University - Brooklyn</a>	NY	Y	<a href="http://www.brooklyn.liu.edu/">www.brooklyn.liu.edu/</a>
<a href="#">New York University</a>	NY	Y	<a href="http://wagner.nyu.edu">wagner.nyu.edu</a>
<a href="#">Syracuse University</a>	NY	Y	<a href="http://www.maxwell.syr.edu/pa">www.maxwell.syr.edu/pa</a>
<a href="#">Bowling Green State University</a>	OH	N	<a href="http://www.bgsu.edu/colleges/gradcol/programs/MPA.html">www.bgsu.edu/colleges/gradcol/programs/MPA.html</a>
<a href="#">Willamette University</a>	OR	Y	<a href="http://www.willamette.edu/agsm">www.willamette.edu/agsm</a>
<a href="#">Texas State University - San Marcos</a>	TX	Y	<a href="http://www.polisci.txstate.edu/public_administration/">http://www.polisci.txstate.edu/public_administration/</a>
<a href="#">University of Houston</a>	TX	N	<a href="http://crystal.cpp.uh.edu/uhrmpa">crystal.cpp.uh.edu/uhrmpa</a>
<a href="#">Brigham Young University</a>	UT	Y	<a href="http://marriottschool.byu.edu/mpa">marriottschool.byu.edu/mpa</a>
<a href="#">College of William and Mary</a>	VA	N	<a href="http://www.wm.edu/tjppp">www.wm.edu/tjppp</a>
<a href="#">George Mason University-Department of Public and International Affairs</a>	VA	Y	<a href="http://mpa.gmu.edu">mpa.gmu.edu</a>
<a href="#">George Mason University-School of Public Policy</a>	VA	N	<a href="http://policy.gmu.edu">policy.gmu.edu</a>
<a href="#">The University of Washington</a>	WA	N	<a href="http://www.evansuw.org">www.evansuw.org</a>