This handbook provides an overview of Bush School programs, describes the services provided to students by the school and Texas A&M University, and outlines the Bush School’s policies, procedures, and expectations.
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INTRODUCTION

The Bush School of Government and Public Service offers master’s degrees in Public Service and Administration and International Affairs, as well as Certificates in Advanced International Affairs, Homeland Security, Nonprofit Management, China Studies (with the College of Liberal Arts and the Confucius Institute), and National Security Affairs (for career professionals). This handbook provides an overview of these programs, describes the services provided to students by the school and the university, and outlines the Bush School’s policies and procedures and expectations. For further information, consult the Bush School website at http://bush.tamu.edu.

The sections in this handbook are intended as a supplement to other sources of information about the Bush School and Texas A&M University. For answers to questions not addressed here individuals should consult a number of Texas A&M resources:

- Texas A&M University Graduate Catalog, which is the official document governing graduate programs (http://catalog.tamu.edu/);
- Office of Graduate and Professional Studies website (http://ogs.tamu.edu/);
- Texas A&M University Student Rules (http://student-rules.tamu.edu);
- Student Life, Graduate Student Resources (http://studentlife.tamu.edu/agoss.graduatestudentresources);
- Student Life, Adult & Non-Traditional Student Resources (http://studentlife.tamu.edu/agoss.adultnontradresources);
- Bush School website (http://bush.tamu.edu/).

Information on the University’s tuition and fees, tax information, and other university financial matters can be found on the Texas A&M Division of Finance website at http://finance.tamu.edu/sbs/.
## 1. STAFF & FACULTY DIRECTORY

### Dean’s Office

<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
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<tbody>
<tr>
<td>General Mark Welsh</td>
<td>Dean</td>
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<td>Ms. Mary Hein</td>
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<td>TBD</td>
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### Academic Affairs

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<tr>
<td>TBD</td>
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### Career Development & Student Services

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<td>Mr. Michael Cochran</td>
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<tr>
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### Department of Public Service and Administration

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<tr>
<td>Dr. Jeryl Mumpower</td>
<td>Department Head</td>
<td>862-8821</td>
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<tr>
<td>Ms. Kimberly Reeves</td>
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<tr>
<td>Ms. Stephanie Bustos</td>
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<td>458-8027</td>
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### Department of International Affairs

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### Certificate Programs

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<tr>
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<td>Dr. Erin Snider</td>
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<td>Dr. William West</td>
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I Contact Whom……?

Appointments with…
International Affairs (INTA) Department Head
Public Service and Administration (PSAA) Department Head
Executive Associate Dean
Dean

Staff Member to Contact
Ms. Janeen Wood
Ms. Kimberly Reeves
Ms. Rane Cunningham
Ms. Mary Hein

Academic Advising and General Questions
International Affairs

Public Service and Administration

Certificate in Advanced International Affairs
Certificate in Nonprofit Management
Certificate in Homeland Security
Extended Education
Registration and Bush School Financial Aid

(always see the faculty advisor first)
Faculty Advisor, Ms. Janeen Wood, Dr. F. Gregory Gause
Faculty Advisor, Ms. Kimberly Reeves, Dr. Jeryl Mumpower
Mr. Ronald Sievert, Enrollment Advising Center
Dr. Will Brown, Enrollment Advising Center
Dr. Danny Davis, Enrollment Advising Center
Ms. Lisa Brown, Ms. Jennifer Lampo
Ms. Janeen Wood, Ms. Kimberly Reeves

Fiscal, Parking, and Building Maintenance
Payroll for Bush School Monthly Employees
Payroll for Biweekly Employees
Reimbursements, Fiscal Inquiries
Supplies, Building Keys and Maintenance, Parking

Mr. Damon Wallace
Ms. Ann Grimes
Mr. Damon Wallace
Mr. Damon Wallace

Classroom Reservations and Student Travel
International Affairs
Public Service and Administration

TBD
Ms. Stephanie Bustos

Computer and Audiovisual
Equipment Check-out
Service Questions and Support

Bush School Help Desk
Bush School Help Desk

Recruitment and Admissions
Ms. Kathryn Meyer, Ms. Stacy Hayes

Career Services
Mr. Michael Cochran, Ms. Marilyn Santiesteban

Student Services
Dr. Matthew Upton

Communications and External Relations
Ms. Susan Robertson
I. FUNDAMENTAL ACADEMIC ISSUES

This section provides an overview of the policies and procedures of Bush School academic programs. Some of these items are covered in more detail in the program sections and in the Graduate Catalog produced by the Office of Graduate and Professional Studies (OGAPS).

A. Advising

The faculty and staff of the Bush School are available to advise students on academic and career-related matters. For general advice about the program, students should see their faculty academic advisor, the department head’s assistant, or the department head. The department head’s assistant should be the first point of contact for all questions about offices, financial aid, registration, and other administrative matters.

The university requires each student to complete and file a degree plan (see pg. 13). Before filing, each student must form a faculty committee including the student’s faculty advisor, who will serve as the committee chair, and the department head.

Any changes to a filed degree plan (e.g., changing an elective course) require a petition to OGAPS. Additionally, a petition is required to change a member of a committee once a degree plan has been approved by OGAPS. The department head’s assistant can assist with any questions regarding the petition process.

A student’s faculty advisor will serve as chair of the master’s committee and will assist in selecting elective courses and in advising in academic areas. Students will be assigned a temporary advisor when they enter the Bush School. Students may keep this advisor or select a new advisor at a later date. For those who change advisors, the department head’s assistant can provide students with the necessary Change of Advisor form.

Faculty advisors will also confer with students on professional development. The Public Service Leadership Program staff will provide each student and his/her faculty advisor with a copy of each of the student’s leadership skill assessments. Advisors will also receive a copy of the student’s Individual Learning Plan. (For more details on the Public Service Leadership Program, see page 65.)

Students should see career services staff for advice about internships and jobs. They will help students find a summer internship that meets their career interests. As students near graduation, career staff will also help them formulate a job-search strategy. Among other things, this will include the preparation of an effective résumé and the refinement of interview skills. Students are also encouraged to seek career advice from their academic advisor, the department head, and other faculty members, as appropriate. It is important that students maintain regular contact with their advisor and the career services staff.

B. Academic Deficiency and Probation

Students whose cumulative grade point ratio (GPR) falls below a 3.0 after any semester during their time in the Bush School will be considered academically deficient and will be placed on probation. At the discretion of the department head, a student may be required to fulfill certain
academic requirements as part of their probation and may lose continued funding. After a probationary period of at least one semester, a student’s failure to raise his/her GPR to at least a 3.0 may result in termination from the program.

C. Grade Disputes

Policies and procedures regarding grade disputes are specified by Texas A&M University Student Rule No. 48 (http://student-rules.tamu.edu/rule48). According to this rule, the instructor of the class is the primary authority with respect to a student’s proficiency and final grade in that course. A student who believes that his/her final grade reflects a capricious, arbitrary, or prejudiced academic evaluation should first discuss the matter with the instructor of the class. If the matter cannot be resolved satisfactorily with the instructor, Rule No. 48 specifies subsequent procedures. The grade appeal process is guided by the principle that it is up to the student to show that a capricious, arbitrary, or prejudiced academic evaluation has occurred.

D. Academic Basics

i. Registration

Students will be required to register themselves. Any questions or problems with registration should be directed to the assistant to the department head. Students are also responsible for registering for optional services for which fees are required (e.g., parking, football tickets, or Aggie Bucks). Registration instructions can be found on the Office of the Registrar’s web site: http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Registration-Schedule/Graduate.

There may be circumstances in which it is necessary or advantageous for a student to register in absentia. In order to qualify, a student must not have access to facilities or properties belonging to or under the jurisdiction of The Texas A&M University System at any time during the semester or summer term for which they are enrolled. Students who qualify for in absentia registration must inform the department head’s assistant of their intent to register in absentia and fill out the appropriate paperwork.

The last day to register is the last work day before classes begin. Registration can be done at the Office of Records or at www.howdy.tamu.edu until 5:00 p.m. of that day.

ii. Dropping/Withdrawing (Q-drop)

The first twelve class days of the fall and spring semesters and the first four class days of a summer term or a ten-week summer semester are the No-Record drop period. During this period, students can drop courses either online or with the help of their department head’s assistant. Students may withdraw from a course during the No-Record drop period and not have any reference to that class appear on their transcript.

Until the sixtieth class day of the fall or spring semester, the fifteenth class day of a summer term or the thirty-fifth class day of a 10-week summer semester, a student can receive a “Q-drop.” A grade of Q will be assigned to the course on the student’s transcript. The Q indicates that the course was dropped and is neither positive nor negative; it simply
shows that the student was in the class and dropped it after the No-Record drop period. The student must complete the Q-drop form (http://registrar.tamu.edu/Registrar/media/REGI_Forms/Q-Drop_Form.pdf) and submit the form to the department head’s assistant prior to the Q-drop deadline. Graduate students are not limited in the number of Qs on their transcript. If a student does not formally withdraw from a class on or before the Q-drop date, the student will receive an evaluative grade (e.g., A, B, C, etc.) for the course.

If a student pays fees and then decides to leave the university on or after the first day of classes, then he/she must go through the official withdrawal process. The refund received depends on the student’s official withdrawal date. Students must consult with their academic advisor and the department head prior to withdrawing.

iii. Degree Plan

A student must complete and file a degree plan with the Office of Graduate and Professional Studies (OGAPS) no later than the third semester of graduate studies. The completed degree plan must be submitted to OGAPS according to the deadlines published in the OGAPS Calendar (http://ogs.tamu.edu/current-students/dates-and-deadlines/). Registration will be blocked until the degree plan has been filed and approved by OGAPS. No waivers will be granted to register students who do not file a degree plan.

The degree plan formally declares a student’s degree objective, the membership of the advisory committee, and the specific courses that will be required for program completion. Some of the courses on the degree plan are already specified as degree program core requirements, and some are selected as electives in consultation with the advisor. See the applicable program section for key deadlines regarding degree plan preparation.

Before filing such a plan, each student must form a faculty committee that includes the student’s faculty advisor, who will serve as the committee chair, and the department head. All degree plans must be submitted electronically to OGAPS at https://ogsdpss.tamu.edu/. This is the ONLY form that will be accepted by them. When the degree plan is submitted, it will be forwarded for approval first to the department head’s assistant, second to the committee chair, and finally to the department head. Once the degree plan has been approved at all stages, it will be routed electronically to OGAPS for final approval.

After a degree plan has been approved by OGAPS, all subsequent changes in course work or committee membership must be requested by submitting a Long Form petition electronically. Changes of major or department must be requested by electronically submitting a Long Form petition and a new degree plan. It is the responsibility of the student to ensure that the petition form has been initiated significantly ahead of the intended graduation date.

iv. Graduation

Students apply for graduation online at http://graduation.tamu.edu/applica.html by the deadline stated in the OGAPS Calendar for that semester (http://ogs.tamu.edu/calendar/). If the graduation fee has not been selected during pre-registration, submitting the
completed graduation application will automatically add the $47.50 diploma fee to the student’s account. Applying after the deadline will add a $50 late fee to the account for a total of $97.50 per degree. Late applicants may not receive their diplomas on graduation day because of the length of time needed for printing the diploma. Arrangements will be made for these diplomas to be picked up or mailed. Paying the graduation fee is not an application to graduate; students must complete and submit the online application to graduate. Furthermore, students who have not been cleared financially by the Office of Student Business Services (845-8127) will NOT receive a diploma at graduation.

Further information concerning the advisory committee, degree plans, and graduation can be found in the Graduate Catalog at [http://catalog.tamu.edu/](http://catalog.tamu.edu/).

II. MASTER OF PUBLIC SERVICE AND ADMINISTRATION

The Master of Public Service and Administration (MPSA) program is housed within the Public Service and Administration Department. This section provides an overview of the policies and procedures governing the MPSA. Some of these items are covered in more detail in the Graduate Catalog produced by the Office of Graduate and Professional Studies (OGAPS). (The policies and procedures of the Executive track of the MPSA are covered in the eMPSA Student Handbook.)

A. Curriculum

The Master of Public Service and Administration curriculum has a common core of eight required courses that provide students with general knowledge and analytical skills in public management, policy analysis, and research methods. The program requires students to choose a track in either Public Policy Analysis (PPA), Public Management (PM), or Nonprofit Management (NPM) that consists of two required courses and two approved elective courses, for a total of four track courses. Students enrolled in the 3+2 program with Economics or Agricultural Economics must follow the PPA track.

The curriculum also allows (but does not require) students to select a concentration in one of the following areas: Analytical Methods (AM); Education Policy and Management (EDPM); Energy, Environment, and Technology Policy and Management (EETPM); Health Policy and Management (HPM); International Nongovernmental Organizations (INGO); Security Policy and Management (SPM); and State and Local Government Policy and Management (SLGPM). Students may also design a concentration with the consultation and approval of their faculty advisor.

Students who select a concentration must take at least three courses from the list of approved courses. One course may double-count toward both a track and concentration or toward two concentrations. A student may elect to add a second concentration to his/her degree plan or may elect to take more than the minimum of three courses in a chosen field. The Master of International Affairs (INTA) also has concentrations, so PSAA students may choose one of those as well, assuming classes are available and that they take the necessary three courses to fulfill the concentration requirements.
## Schematic Overview of Curriculum

<table>
<thead>
<tr>
<th>Term</th>
<th>MPSA Degree Core Courses</th>
<th>Public Policy Analysis (PPA) Track</th>
<th>Public Mgmt. (PM) Track</th>
<th>Nonprofit Mgmt. (NPM) Track</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Fall</td>
<td>PSAA 601: Foundations of Public Service</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td></td>
<td>PSAA 621: Economic Analysis</td>
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<td></td>
<td>PSAA 643: Foundations of Nonprofits</td>
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<tr>
<td></td>
<td>BUSH 631: Quantitative Methods I</td>
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</tr>
<tr>
<td>Spring</td>
<td>PSAA 611: Public Policy Formation</td>
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<tr>
<td></td>
<td>PSAA 622: Public Finance</td>
<td>PSAA 634: Public Mgmt.</td>
<td>PSAA 644: Nonprofit Mgmt.</td>
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<tr>
<td></td>
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<td>PSAA 630: Program Evaluation</td>
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<td>1 elective</td>
<td>1 elective</td>
<td>1 elective</td>
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### Summer Internship - Between First and Second Years of Study

<table>
<thead>
<tr>
<th>Term</th>
<th>MPSA Degree Core Courses</th>
<th>Public Policy Analysis (PPA) Track</th>
<th>Public Mgmt. (PM) Track</th>
<th>Nonprofit Mgmt. (NPM) Track</th>
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<tbody>
<tr>
<td>Year 2</td>
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</tr>
<tr>
<td>Fall</td>
<td>PSAA 675: Capstone I</td>
<td>PSAA 615: Policy Analysis</td>
<td>PSAA 623: Public Budgeting</td>
<td>PSAA : 632: Fiscal Mgmt. of Nonprofits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Electives</td>
<td>2 Electives</td>
<td>2 Electives</td>
</tr>
<tr>
<td>Spring</td>
<td>PSAA 676: Capstone II</td>
<td>3 Electives</td>
<td>3 Electives</td>
<td>3 Electives</td>
</tr>
</tbody>
</table>
**Fall Semester**

**All Tracks**
- PSAA 601: *Foundations of Public Service*
- PSAA 621: *Economic Analysis*
- BUSH 631: *Quantitative Methods in Public Management I*
- PSAA 643: *Foundations of the Nonprofit Sector*

**Spring Semester**

**All Tracks**
- PSAA 611: *Public Policy Formation*
- One elective course selected in consultation with faculty advisor.

**PPA Track**
- Quantitative Methods II Course
  - BUSH 632: *Quantitative Methods II*
  - OR BUSH 635: *Quantitative Methods II: Policy Analysis Emphasis*
- PSAA 622: *Public Finance*

**PM Track**
- Quantitative Methods II Course
  - BUSH 632: *Quantitative Methods II*
  - OR PSAA 630: *Program Evaluation in Public and Nonprofit Organizations*
- PSAA 634: *Public Management*

**NPM Track**
- Quantitative Methods II Course
  - PSAA 630: *Program Evaluation in Public and Nonprofit Organizations*
- PSAA 644: *Management and Leadership of Nonprofit Organizations*

**Summer**

Most students will be required to complete a *Professional Internship* whereby students gain practical experience by working in a public service organization. (See page 50 for a complete description of the internship requirement.)
Second Year

Fall Semester
All Tracks
- PSAA 675: PSAA Capstone Seminar I
- Two elective courses selected in consultation with faculty advisor.*

PPA Track
- PSAA 615: Policy Analysis

PM Track
- PSAA 623: Budgeting in Public Service

NPM Track
- PSAA 632: Fiscal Management of Nonprofit Organizations

Spring Semester
All Tracks
- PSAA 676: PSAA Capstone Seminar II is the second semester in a two-semester course sequence and is a continuation of PSAA 675.
- Three elective courses selected in consultation with faculty advisor.*

B. Tracks (mandatory)

Public Policy Analysis (PPA)
Associated Faculty: Taylor (coordinator), Cortes, Dague, Griffin, Lahey, Mumpower, Portney, Vedlitz

The Public Policy Analysis track offers students an in-depth understanding of how decision makers can assess policy choices. It includes a consideration of why government should or should not take action in response to particular problems. It also familiarizes students with specific evaluative techniques such as cost-benefit analysis, cost-effectiveness analysis, and risk assessment. Students have numerous opportunities to apply what they learn to current policy issues.

PPA Track Core Courses (Both required):
- PSAA 615: Public Policy Analysis
- PSAA 622: Public Finance

PPA Track Electives (Choose two):
- PSAA 605: Homeland Security Policies and Strategies
- PSAA 606: Environmental Policy and Management
- PSAA 613: Immigration and Education Policy
- PSAA 616: Managing Diversity in Public and Nonprofit Organizations
- PSAA 617: U.S. State and Local Government: Institutions and Policy
- PSAA 618: Education Policy
- PSAA 619: U.S. Urban Policy and Management
- PSAA 625: Urban Sustainability and Management
PSAA 635: Social Welfare and Health Policy  
PSAA 637: Decision Making in Government and Administration  
PSAA 638: Health Economics and Public Policy  
PSAA 640: Energy and Security Policy  
PSAA 671: Science and Technology Policy  
PSAA 689: Institutional and Governance Reform  
PSAA 689: Markets and Government  
INTA 625: International Trade Policy  
INTA 651: National Security Policy  
PLAN 616: Analyzing Risk/Hazard and Public Policy

**Public Management (PM)**  
*Associated Faculty: Bearfield (coordinator), Bowman, Bright, Bullock, Davis, Graham, Greer, Hilderbrand, Kerr, West*

The Public Management track focuses on the capabilities required for effective and ethical leadership in the public and nonprofit sectors. These include knowledge and skills pertaining to the internal operation of public-service organizations and to the relationship between those organizations and their operating environments.

**PM Track Core Courses (Both required):**  
PSAA 623: Budgeting in Public Service  
PSAA 634: Public Management

**PM Track Electives (Choose two):**  
PSAA 602: Tools for Advancement and Leadership  
PSAA 604: Emergency Management and Homeland Security  
PSAA 606: Environmental Policy and Management  
PSAA 608: Cyber Security for Managers  
PSAA 610: Comparing Domestic and International Organizations  
PSAA 616: Managing Diversity in Public and Nonprofit Organizations  
PSAA 619: U. S. Urban Policy and Management  
PSAA 625: Urban Sustainability and Management  
PSAA 630: Program Evaluation in Public & Nonprofit Organizations (if not used as a Quant. Methods II requirement)  
PSAA 636: Grant and Project Mgmt. in Public and Nonprofit Sectors  
PSAA 637: Decision Making in Government and Public Service  
PSAA 641: Organizational Theory for the Public Sector  
PSAA 642: Ethics and Public Policy  
PSAA 644: Management and Leadership of Nonprofit Organizations  
PSAA 646: Accountability in Public Service  
PSAA 648: Performance Management in Public and Nonprofit Sectors  
PSAA 661: Human Resource Mgmt. in Government and Public Service  
PSAA 670: Public Information Management Systems  
PSAA 673: Conflict Resolution in Public Management  
PSAA 689: Contract Management  
PSAA 689: Institutional and Governance Reform
Nonprofit Management (NPM)
Associated faculty: Brown (coordinator), Kerr, Paarlberg, Qu

The Nonprofit Management Track provides students with an understanding of the role of the nonprofit sector as it has evolved and the distinctive character of nonprofit management and the challenges it must address. Discussions include the variation of structures and activities of assorted nonprofit organizations. It also examines development, political activities, and other dimensions of the relationship between nonprofit organizations and their environments.

**NPM Track Core Courses (Both required):**

- PSAA 632: Fiscal Management of Nonprofits
- PSAA 644: Management and Leadership of Nonprofits

**NPM Track Electives: (Choose two):**

- PSAA 603: Nongovernmental Management in International Settings
- PSAA 631: Marketing for Nonprofits
- PSAA 633: Philanthropy and Fundraising in Nonprofits
- PSAA 635: Social Welfare and Health Policy
- PSAA 636: Grant and Project Mgmt. in Public and Nonprofit Sectors
- PSAA 645: Networks and Inter-organizational Collaborations
- PSAA 648: Performance Management in Public and Nonprofit Sectors
- PSAA 649: Volunteer and Human Resource Management
- PSAA 650: Social Innovation and Entrepreneurship
- PSAA 669: Legal Environment of Nonprofit Organizations
- PSAA 689: Contract Management
- PSAA 689: Nonprofit Governance

C. Concentrations (optional)

The following lists the concentrations and their descriptions, along with suggested elective courses to support each concentration. Students who choose a concentration must take a minimum of three courses from their concentration’s listing of courses. Additionally, a student may design a concentration not listed below in consultation with his/her advisor and the PSAA department head. Course offerings are subject to availability in particular semesters.

**Analytical Methods (AM)**
Associated faculty: Lahey (coordinator), Bright, Bullock, Cortes, Mumpower, Taylor

This concentration provides an analytic toolbox for effective program and policy analysis. It uses quantitative and qualitative methods of analysis and implementation of such analysis in both policy and administrative settings.

**AM Core Course** (Choose at least one. Must be in addition to the track Quantitative Methods II requirement.):

- BUSH 632: Quantitative Methods II
- BUSH 635: Quantitative Methods II: Policy Analysis Emphasis
- PSAA 630: Program Evaluation in Public and Nonprofit Organizations
INTA 689:  Field Research Methods

**Technical Methods Elective** (Choose no more than one.):
- ECON 459:  Games and Economic Behavior
- ECON 449:  Economics of Decision-Making Strategy
- ECON 440:  Experimental Economics
- MATH 411:  Mathematical Probability

**Practical Methods Electives** (Choose at least one unless AM core courses are used to meet all concentration requirements.):
- INTA 625:  International Trade Policy
- INTA 632:  Advanced Economic Development
- ECMT 475:  Economic Forecasting
- EPSY 640:  Experimental Design in Education I
- HLTH 632:  Health Program Evaluation
- EPSY 637 or SOCI 624:  Qualitative Methods
- PHEB 603:  Biostatistics II

More advanced methods theory courses from Economics, Political Science, or Statistics (or selected other programs) can be included as technical electives with permission from your academic advisor. Practical methods courses not on this list can be used with advisor permission provided that the course has a significant empirical component.

**Education Policy and Management (EDPM)**

*Associated faculty: Taylor (coordinator), Cortes*

This concentration examines the key institutions that make and administer education policy, the political and economic forces that shape education policy at all levels, and the implications of policy for educational equity, adequacy, accountability and administration.

**EDPM Core Course** (Choose one):
- PSAA 613:  Immigration and Education Policy
- PSAA 618:  Education Policy

**EDPM Electives** (choose two):
- PSAA 613 or 618 (if not used as EDPM core course)
- PSAA 616:  Managing Diversity in Public and Nonprofit Organizations
- PSAA 636:  Grant & Project Management in Public and Nonprofit Sectors
- PSAA 642:  Ethics and Public Policy
- EDAD 609:  Public School Law
- EDAD 610:  Higher Education Law
- EDAD 611:  Higher Education Business and Finance
- EDAD 612:  Policy Issues in the Administration of Higher Education
- EDAD 639:  Foundations of Educational Administration
- EDAD 652:  Politics of Education
EDAD 653: Organizational Theory & Leadership in Education
EDAD 655: Administration of Higher Education
EDAD 687: Principles of Professional Practice in Education
EHRD 633: Adult Literacy Education
EPSY 640: Experimental Design in Education I

Energy, Environment, and Technology Policy and Management (EETPM)
Associated faculty: Portney (coordinator), Bowman, Griffin, Mumpower, Vedlitz

This concentration studies the key institutions for making and administering policy, as well as the political, economic, and technological forces that shape agenda setting and policy formation. Also discussed are obstacles to effective policy implementation and management, analytical tools that can be used to evaluate policy, and critical issues and how they are interrelated.

EETPM Core Courses (Two required):
- PSAA 606: Environmental Policy and Management
- PSAA 640: Energy and Security Policy
- PSAA 671: Science and Technology Policy

EETPM Electives (Choose one):
- PSAA 606, 640, or 671 (If not used as an EETPM core course)
- PSAA 624: Water Policy and Management
- PSAA 625: Urban Sustainability and Management
- PSAA 636: Grant and Project Mgmt. in Public and Nonprofit Sectors
- PSAA 663: Natural Resource Economics (cross-listed with AGEC 604)
- PSAA 689: Markets and Government
- ESSM 689: Changing Natural Resources Policy
- LDEV 661: Development and the Environment
- LDEV 671: Sustainable Development
- MGMT 632: Technology Commercialization
- OCNG 676: Marine Environmental Policy
- PLAN 616: Analyzing Risk/Hazard and Public Policy
- PLAN 641: Problems of Environmental Planning Administration
- PLAN 651: Planning for Coastal and Marine Protected Areas
- WFSC 604: Ecology and National Resources

Health Policy and Management (HPM)
Associated faculty: Lahey (coordinator), Dague

This concentration covers the key institutions for making and administering health policy and the political/economic forces that shape agenda setting and policy formation. Also studied are obstacles to effective policy implementation and the analytical tools that can be used to evaluate policy, as well to provide an understanding of critical issues and how they are interrelated.

HPM Core Course (Choose one):
- PSAA 635: Social Welfare and Health Policy
PSAA 638: Health Economics and Public Policy

**HPM Electives** (Choose two):

- **BUSH 635:** Quantitative Methods II: Policy Emphasis (if not used as PPA track Quant. Methods II requirement)
- **OR PSAA 630:** Program Evaluation (if not used as PM or NPM track Quant. Methods II requirement)
- **PSAA 635 or 638** (If not taken as an HPM core course)
- **PSAA 636:** Grant and Project Management in Public and Nonprofit Sectors
- **HLTH 611:** Organization and Administration of Health
- **HLTH 630:** Health Program Planning
- **PHEB 600:** Fundamentals of Epidemiology
- **PHPM 601:** Rural Public Health Systems
- **PHPM 605:** Introduction to Health Policy and Management
- **PHPM 633:** Health, Law and Ethics
- **PHPM 640:** Health Policy and Politics
- **PLAN 631:** Health Systems Planning
- **PLAN 634:** Environmental Health Planning and Policy

Note: PHPM 601 and PHPM 605 are prerequisites for many additional PHPM classes. Students interested in more advanced PHPM management and policy classes should discuss them with their advisor and with the relevant PHPM professor.

**International Nongovernmental Organizations (INGO)**

Associated faculty: Hilderbrand (coordinator), Brown, Hamie, Mu, Paarlberg, Qu, Robertson

This concentration provides relevant coursework and preparation for work in international nongovernmental organizations or non-profits working in non-US settings, or for work focused on improving the effectiveness of such organizations.

**INGO Core Course** (Required):
- **PSAA 603:** Nongovernmental Management in International Settings

**INGO Electives** (Choose two. At least one must be an INTA course. Students in the NPM track should choose two INTA courses):
- **PSAA 630:** Program Evaluation (if not used as the PM or NPM track Quant. Methods II requirement)
- **PSAA 632:** Fiscal Mgmt. of Nonprofits (if not used as NPM track core course)
- **PSAA 633:** Philanthropy and Fundraising in Nonprofit Organizations
- **PSAA 636:** Grant and Project Mgmt. in Public and Nonprofit Sectors
- **PSAA 644:** Management of Nonprofits (if not used as NPM track core course)
- **PSAA 650:** Social Innovation and Entrepreneurship
- **PSAA 689:** Contract Management
- **PSAA 689:** Institutional and Governance Reform
- **PSAA 689:** Nonprofit Governance
- **INTA 630:** International Economic Development
- **INTA 632:** Advanced Economic Development
Security Policy and Management (SPM)
Associated faculty: Davis (coordinator), Griffin, McIntyre, Mumpower

This concentration provided a thorough examination of security policy and management concepts and principles, governance structures, strategies, policies, and contemporary events and their implications. Homeland security, national defense, and emergency management areas are emphasized.

SPM Core Courses (Required):
PSAA 656: Fundamentals of Homeland Security

SPM Electives (Choose two):
PSAA 604: Emergency Management and Homeland Security
PSAA 608: Cyber Security for Managers
PSAA 620: Safeguarding the Nation’s Maritime Gateways
PSAA 636: Grant and Project Mgmt. in Public and Nonprofit Sectors
PSAA 640: Energy and Security Policy
PSAA 651: Homeland Security and Homeland Defense
PSAA 652: Protection of the Nation’s Critical Infrastructure
PSAA 653: Weapons of Mass Destruction
PSAA 655: Domestic Intelligence Operations
PSAA 657/INTA 657: Terrorism in Today’s World
PSAA 660: Domestic Terrorism: The Internal Threat to America
PSAA 668/INTA 612: U.S. Law and Homeland Security
PSAA 689: Disaster Recovery and Business Continuity
PLAN 616: Analyzing Risk/Hazard and Public Policy
PLAN 649: Organizational and Community Response to Crisis and Disasters
PLAN 650: Disaster Response Planning

State and Local Government Policy and Management (SLGPM)
Associated faculty: Bowman (coordinator), Bearfield, Bright, Cortes, Graham, Kerr, Lahey, Taylor

This concentration explores the institutional structure of state and local government and how it varies among jurisdictions. Topics discussed include politics and management at the state and local level, the prerogatives and limitations of state and local governments in different
policy areas, the role of state and local governments in implementing federal programs, and critical issues facing said governments.

**SLGPM Core Course** (Required):
PSAA 617: State and Local Government: Institutions and Policy

**SLGPM Course** Required of PPA track students (Choose one):
PSAA 630: Program Evaluation in Public & Nonprofit Organizations
PSAA 648: Performance Management in Public and Nonprofit Sectors

**SLGPM Course** Required of PM or NPM track students (Choose one):
PSAA 641: Organization Theory for the Public Sector
PSAA 661: Human Resource Management

**SLGPM Electives** (Choose one):
PSAA 613: Immigration and Education Policy
PSAA 616: Managing Diversity in Public and Nonprofit Organizations
PSAA 618: Education Policy
PSAA 619: U. S. Urban Policy and Management
PSAA 625: Urban Sustainability and Management
PSAA 635: Social Welfare and Health Policy
PSAA 636: Grant and Project Mgmt. in Public and Nonprofit Sectors
PSAA 642: Ethics and Public Policy
PSAA 646: Accountability in Public Service
PSAA 689: Contract Management
EDAD 620: Educational Program Evaluation
EDAD 652: Politics of Education
GEOG 660: Applications in Geographic Information Systems
LDEV 671: Sustainable Development
MGMT 658: Managing Projects
PLAN 610: Structure and Function of Urban Settlements
PLAN 612: Transportation in City Planning
PLAN 633: Planning for Healthy Communities
PLAN 656: Housing and Communities
RPTS 604: Principles of Community and Community Development

**D. Petition for Waivers or Exceptions to PSAA Requirements**

At times, a student may wish to take a course that needs special approval because enrolling in the class would be outside of the PSAA requirements. A petition form may be obtained from the assistant to the department head to request permission. Reasons might include the following:

- Request to take more than six credit hours outside the Bush School
- Request to count a course as a track or concentration elective
- Request to substitute a PSAA core course requirement with an alternate course
E. Waiver of Core Courses

Students might have a reason to waive a core course. A course waiver request may be considered if the student has had similar graduate or advanced undergraduate course work at another university or in a different department at Texas A&M and earned at least a B in the course. Waivers must be approved by the PSAA department head in consultation with the professor teaching the course in question. The student may be given an exam to ensure sufficient mastery of course content. A waived course must be replaced by another three-hour course on the student’s degree plan. The assistant to the department head has the waiver forms and instructions.

F. Waiver of Internship Requirement

The internship requirement may be waived if a student has at least two years of professional public service experience related to his/her career goals. (See page 55 for details regarding the policy for waiving the internship requirement.)

G. Directed (Independent) Studies (PSAA 685)

Students may also enroll in directed studies courses to help fulfill their degree requirements. These are arranged with individual faculty members and usually focus on a specific topic. The department head, the student’s academic advisor and the faculty member offering the course must approve the directed studies course before it is added to the student’s degree plan. The assistant to the department head has the directed studies form and can help students enroll in a PSAA 685 course. With certain exceptions, students may have no more than eight credit hours of directed studies courses on their degree plans.

H. PSAA Course Descriptions

In addition to rigorous core courses, The PSAA department offers specialized elective courses. The schedule of electives is determined by student and faculty interest. Offerings may vary over time and not every course will be offered every year. For a list of PSAA courses see the Bush School website at http://bush.tamu.edu/psaa/degrees/mpsa/courses/.

In consultation with their advisors, PSAA students may also use INTA courses as electives on their degree plans, subject to course and enrollment availability. Visit the INTA course descriptions on the website under Academics.

I. Graduation Requirements

In order to receive their Master of Public Service and Administration degree, students must have a GPR of at least 3.0 overall on the 48 hours listed on their approved degree plan. In addition, there must be no unresolved grades of D, F, or I for any course listed on the degree plan. To resolve a deficient grade, the student must repeat the course and achieve a grade of C or better. Additionally, no courses graded as S/U or Pass/Fail may be listed on the MPSA degree plan. Consult the Graduate Catalog for additional information on graduation requirements.
J. Degree Plan

A student must complete and file a degree plan with the Office of Graduate and Professional Studies (OGAPS) in the third semester of graduate studies. The completed degree plan must be submitted to OGAPS according to the deadlines published in the OGAPS Calendar (http://ogs.tamu.edu/current-students/dates-and-deadlines/). Registration will be blocked until this degree plan has been filed and approved by OGAPS. No waivers will be granted to register students who do not file a degree plan.

The degree plan formally declares a student’s degree objective, the membership of the advisory committee, and the specific courses that will be required for program completion. Some of the courses on the degree plan are already specified as PSAA core requirements, and some are selected as electives in consultation with the academic advisor.

Before filing such a plan, each student must form a faculty committee that includes the student’s faculty advisor, who will serve as the committee chair, and the department head.

All degree plans must be submitted electronically at https://ogsdpss.tamu.edu/. This is the ONLY form that will be accepted by the Office of Graduate and Professional Studies. When the degree plan is submitted, it will be forwarded for approval first to the assistant to the department head, second to the committee chair, and finally to the department head. Once the degree plan has been approved at all stages of the process, it will be routed electronically to OGAPS for final approval.

After a degree plan has been approved by OGAPS, all subsequent changes in course work or committee membership must be requested by submitting a petition form to OGAPS. Petitions are submitted using the online degree plan submission system. Changes of major or department must be requested by submitting a petition and a new degree plan. It is the responsibility of the student to ensure that a degree plan or a petition to modify a degree plan has been submitted by the deadline.

K. Key Deadlines

Students are responsible for being aware of and meeting the deadlines that apply to them. Failure to do so jeopardizes approval for the student to graduate. Also note that deadlines are subject to change in accordance with university procedures and policies.

Beginning of first semester:
- Meet with your temporary academic advisor to discuss general interests.
- Attend required career seminars and meet with career services staff to discuss internship and career interests.

By the middle of the first semester:
- Choose a track and concentrations and complete degree plan worksheet. (The deadline will be announced and form will be distributed by the assistant to the department head.)
• Students enrolled in a 3+2 program should also meet with their undergraduate program advisor to ensure that all undergraduate degree requirements are being met.

By the end of first semester:
• Begin search for internship opportunities in conjunction with the career services staff.

By the end of second semester:
• Choose a permanent faculty advisor and establish a graduate committee.
• Work to finalize your degree plan with your academic advisor and the assistant to the department head.

Beginning of third semester:
• Work as needed with career services staff for employment assistance.

Beginning of fourth (last) semester:
• Apply for graduation and pay fee at https://graduation.tamu.edu. Students enrolled in a 3+2 program must apply for and pay fees for both their MPSA and undergraduate degrees.
• Submit all degree plan petitions to OGAPS; final date to file will be determined by that office.
• Continue to work with career services staff for employment assistance through graduation and beyond.
II. MASTER OF INTERNATIONAL AFFAIRS

This section provides an overview of the policies and procedures governing the Master of International Affairs (INTA). Some of these items are covered in more detail in the Graduate Catalog produced by the Office of Graduate and Professional Studies (OGAPS).

A. Introduction

Students enter the Master of International Affairs having already declared their track preference in National Security and Diplomacy (NSD) or in International Development and Economic Policy (IDEP). Regardless of track, all INTA degree candidates must design a program of study in consultation with their advisor. In the components listed below, the first five are required for graduation:

i. First-Year Core Courses (Required)

Five courses are required. Most students will take three of these required courses in the fall semester of their first year; the remaining first-year requirements are completed in the spring semester. (These core courses represent 15 credit hours of the total 48 credit hours needed for the degree.)

ii. Professional Internship or Foreign Language/Culture Study (Required)

Students devote a minimum of ten weeks in the summer following their first year in either an internship with some career-related organization or an immersive program for intensive language and cultural study.

iii. Two or Three Elective Concentrations (Required)

Concentrations are clusters of related courses dealing with a particular topic. A student must take a minimum of two concentrations each consisting of at least three courses. At least one concentration must be linked to the student’s track. For a complete list of INTA concentrations and their related courses and descriptions, see the Bush School website at http://bush.tamu.edu/degree/mpia/curriculum/

iv. Capstone Seminar (Required)

All students will complete a three-credit-hour capstone seminar during their second year, typically in their last semester. Capstone seminars involve five to eight students working as a team under the supervision of a faculty member to address a policy problem or issue of a client. Normally clients are government agencies or NGOs. Capstone teams make an oral and written presentation to the client at the conclusion of the seminar.

Capstone seminars are intended to provide students with an integrative experience that pulls together learning acquired throughout their program of study. Capstone students are expected to (a) engage in systematic research and analysis that addresses the client’s problem, (b) pool their acquired knowledge and insights to form an integrated response, and (c) make a written and oral presentation to the client that reports their findings and
recommendations. It is imperative that every student in a capstone do his/her fair share of the total project on an agreed upon schedule and work effectively as a member of the team to contribute to a quality finished product. Failure to do so will lead to a significant reduction in grade (not all capstone team members necessarily receive the same grade).

Capstone topics and their faculty supervisors typically are announced early in the semester prior to the seminar itself. Students are given an opportunity to express their preferences but are not assured of their first choice. Capstone teams are strongly encouraged to meet before their final semester begins to organize and draft preliminary design activity.

v. Foreign Language Requirement (Required)

All students for whom English is their first language are required to pass a spoken foreign language exam prior to graduation. Students must demonstrate a certified level of proficiency in speaking and comprehension in a language of their choosing before the end of their third semester.

International students whose native language is not English and who have received a satisfactory TOEFL or IELTS score in English are exempt from a further language requirement. Likewise, students who are totally bilingual can be exempted from the foreign language requirement on a case-by-case basis.

Students must pass an exam administered by an American Council on the Teaching of Foreign Languages (ACTFL) representative. The exam takes the form of a telephone conversation between the student and a trained evaluator who grades the student’s speaking and comprehension using the ACTFL system. The Bush School requires that a student receive a minimum proficiency score of “intermediate low.” This is a relatively low threshold and students are urged to seek a higher standard.

The test may be taken in virtually all the major languages spoken in the world today. A student who is ready to take the language exam should contact the INTA foreign language coordinator who will schedule the test phone interview. The Bush School will cover the cost (approximately $139) for the initial language test, if the test is taken no later than the semester before the scheduled graduation (typically their third semester). Should an individual need to repeat the test, the student must pay the costs. Should a student not achieve the required proficiency on the first try, he/she must wait at least ninety days before applying to retake the test. Therefore, it is essential not to delay to allow ample time so that if a repeat is needed, graduation would not have to be deferred.

For help in preparing for the tests, the Bush School maintains a computer language lab with complete sets of materials for numerous languages. These are the same language training programs used by leading organizations and are designed to take the student from beginner to advanced levels. With sufficient discipline—typically involving setting aside time each day—a student will find these programs a valuable resource. The programs are available to Bush students 24 hours a day, seven days a week. Materials for additional languages may be added to the lab at the student’s request.
During the spring and fall semesters, the Bush School offers students the opportunity to participate in foreign language discussion groups led by native speakers. These discussion groups are arranged for every language for which there is student interest. If necessary, the students who participate will be organized into different proficiency levels—beginner, intermediate, or advanced.

The Bush School provides online access to Rosetta Stone language software for all languages and all levels to MPIA students at no cost to the students. Students can access Rosetta Stone programs from home, during internships, or overseas---wherever they have an internet connection. There are usually sufficient licenses available to offer MPIA students Rosetta Stone access to more than one language.

Students who desire a more structured language program may wish to consider an intensive language program during the summer following their first year of study at the Bush School. Such immersion programs can be pursued instead of a summer internship.

Further questions concerning the language requirement and test should be addressed to the INTA’s foreign language coordinator, currently Dr. James Olson.

vi. Writing ePortfolio

The ePortfolio and Writing Certificate are discussed later in the handbook. While it is not required for completing the degree, it is strongly urged because it can showcase a student’s professional written and communication skills and can help in the employment process. Writing skills are highly valued in most types of employment pursued by Bush graduates, and employers often request samples of an applicant’s writing.

vii. International Field Seminars and Study Abroad

International Field Seminars are short-term international experiences in which a Bush School faculty member leads a group of students to an international site to study a specific issue. These credit courses involve a series of preparatory classes and reading followed by a term paper completed upon return. Typically, field seminars have been conducted in the first half of January or the last half of May. Locations have included China, India, Germany, Canada, Qatar, and Turkey, and more will be considered.

The Bush School has exchange agreements with several foreign universities designed specifically for graduate students in the INTA (with others to be added in the future). In addition, Texas A&M University has a much larger set of exchange agreements with other institutions, many of which can be tailored to the interests of Bush School students seeking courses that can be accepted for graduate credit. A list of schools that the Bush School has agreements with can be obtained from the program assistant. The fall semester of a Bush School student’s second year is the optimal term for study abroad.
B. Curriculum

First Year

Unless an entering student successfully petitions to waive one or more of these first-year courses (based on previous academic work), students will take their five required courses in the first year. The course order will vary depending on a student’s track in NSD or IDEP and upon course availability. Procedures to petition to waive courses are described below.

Fall and Spring Semesters (course options/timing vary by track and course availability)

- BUSH 631: Quantitative Methods in Public Management I (required for both)
- BUSH 635: Quantitative Methods in Public Management II (IDEP required course)
- INTA 605: American Foreign Policy since World War II (NSD required course)
- INTA 606: International Politics in Theory and Practice (required for both)
- INTA 608: Fundamentals of the Global Economy (required for both)
- INTA 601: Leadership in Int’l Affairs (most IDEP defer this to spring) or INTA 603: American Diplomacy or INTA 667: International Crisis Management (required for both)

One elective course selected from the student’s chosen concentrations.

One elective course selected from the student’s chosen concentrations.

Summer

Most students will be required to complete a Professional Internship or Foreign Language/Cultural Study. (See below for a lengthier description, and page 50 for a complete description, of the internship requirement.)

Second Year

Fall Semester

Four elective courses selected from the student’s chosen concentrations or Study Abroad option

Spring Semester

INTA 670: Capstone Seminar

Three elective courses selected in consultation with faculty advisor

C. Professional Internship or Foreign Language/Cultural Study

Internships are described in more detail in the Internship/Employment section in the handbook.
Students who need or desire to do intensive foreign language and cultural study may substitute a ten-week language study program for the internship. With rare exceptions, this study should be undertaken in a country in which the language prevails in everyday use by most people. Students can opt for a study abroad configuration that continues through the fall semester of their second year. (Although the summer internship/language study is required for the degree, no course credit is involved. If, however, the student elects to extend the language/culture study in a foreign university through the fall semester, courses taken must be recognized by Texas A&M University as contributing twelve credit hours toward the master’s degree.)

The International Affairs language advisor, as well as the student’s own faculty advisor, should be consulted on possible locations for language study. However, the student must take full responsibility for selecting and making all arrangements for summer language study.

The INTA department has structured its curriculum to enable interested students to study abroad in the fall semester of the second year. This can be combined with instruction beginning in the previous summer to create a nine-month study-abroad experience. The Bush School can help with the transfer of course credit from other universities, but students must take primary responsibility to consult with the student’s academic advisor and the International Affairs department to assure that the program of study pursued in a foreign university will be accepted by Texas A&M and the Bush School for master’s degree credit. Further assistance can be found on the Texas A&M Study Abroad Office at http://studyabroad.tamu.edu/. NOTE: Study abroad during any semester other than summer and/or fall of the second year will likely prevent a student from graduating on schedule.

D. Tracks and Concentrations

Tracks guide the emphasis area a student chooses to pursue in the International Affairs department. During the application phase, students chose either National Security and Diplomacy (NSD) or International Development and Economic Policy (IDEP), and they were admitted to a particular track. Concentrations are chosen once a student enrolls and provide them an opportunity to fashion a specific program of study tailored to their interests.

Definition
Concentrations are clusters of courses dealing with a common theme or topic. Most INTA concentrations are composed of Bush School courses, but some include seminars offered by other departments (we continually evaluate the fit of “new” non-Bush School courses). Usually the concentrations consist of five or more elective courses offered by several faculty members. Most courses are offered once every year. To receive credit for completing a concentration, students must take at least three of the courses listed. Most concentrations will list several courses from which to choose and some may have a required course.

Basic Concentration Requirements
Every INTA student must take two concentrations. To obtain credit, a student must take three of the listed courses in that concentration. One of the concentrations must be associated with his/her track (NSD or IDEP), but the second concentration need not be. The concentration Conflict and Development is linked to both tracks and thus may count for either NSD or IDEP. The regional concentrations are not connected to either track.
Double-Counting the Same Course
Many courses are listed in more than one concentration. In addition, required courses also are included in selected concentrations. Only one cross-listed course can be used to count as fulfilling the requirement in both of the student’s two concentrations. Furthermore, if a student elects to use a required course (e.g., leadership or quantitative methods) as one of the three courses in a concentration, then no cross-listed course may be double-counted. The principle is that in the three courses used to construct a concentration only one may be used for two purposes (i.e., count as both a required course and a concentration course or count in two concentrations in the case of a cross-listed course).

Student-Created Concentrations
Students may petition with the INTA director for permission to create their own set of three courses for their second concentration. Only one of the three courses in a student-designed concentration may be INTA courses or cross-listed INTA courses. The other two courses must be from the PSAA or other academic departments. A student petition must include (1) the syllabi of outside courses to be included in the proposed concentration, (2) confirmation that the course will be offered within the next academic year, (3) confirmation that the course is open to Bush School students, and (4) a statement on how the proposed set of courses will contribute to the student’s intended career.

Credit for Undergraduate Courses
Some courses from other departments listed in the concentrations are at the undergraduate level (#300-500). A Bush School student may include one undergraduate level course in a concentration. It is also possible to meet with the instructor of the proposed undergraduate course and work an agreement to gain graduate credit for a course by agreeing to complete additional graded assignments beyond those required of undergraduates. Such an arrangement needs to be established before the first meeting of the course.

Directed Studies (685)
No Directed Study (685) offered by an INTA faculty member may be used as one of the three courses in any concentration. A student seeking a 685 from any instructor must first make a request to the department head.

Use of Unrestricted Credit Hours
Given the total number of credit hours (48) in the INTA department, it is possible for a student to create a third concentration or to take more than three courses in the two selected concentrations. However, that is not necessary.

Selecting Concentrations
All INTA students must take at least two concentrations and may take a third. Selection of concentrations should be done in consultation with the student’s faculty advisor and should reflect the student’s career plans and professional interests. Students should determine their two concentrations before registering for their second-semester classes, taking note of those labeled as NSD and IDEP. One concentration must be tied to a student’s entering track. The second concentration, and a third if chosen, can be selected from any. Occasionally, the same course may be listed as part of several different concentrations. Students may count only one course on their degree plan toward completing two separate concentrations. The following is the menu of current International Affairs concentrations listed by track:
NATIONAL SECURITY AND DIPLOMACY CONCENTRATIONS

American Diplomacy and Foreign Policy - faculty coordinator, Amb. Larry Napper
INTA 603 American Diplomacy
INTA 605 American Foreign Policy Since WWII
INTA 609 International Law
INTA 613 Diplomatic Negotiations
INTA 627 Foundations of Strategy and Statecraft
INTA 667 International Crisis Management
INTA 646 Foreign Policy Analysis
INTA 601 Leadership in International Affairs
INTA 674 US Foreign Policy in the Persian Gulf
INTA 647 State-Building and State Failure in the Developing World
INTA 640 The Politics & Practice of Democracy Promotion
INTA 689 War and Diplomacy in Modern Europe
MGMT 639 Negotiations (MGMT faculty)

American Homeland Security – faculty coordinator, Dr. Ronald Sievert
INTA 612 US Law and Homeland Security
INTA 657 Terrorism in Today’s World
PSAA 604 Emergency Management and Homeland Security
PSAA 605 Homeland Security
PSAA 640 Energy and Security Policy
PLAN 616 Analyzing Risk/Hazard (PLAN faculty) (can take the place of PSAA 647 Risk and Public Policy)
PLAN 649 Organizational and Community Response to Crisis and Disaster (PLAN faculty)

Intelligence as an Instrument of Statecraft - faculty coordinator, Dr. James Olson
INTA 650 National Security Law
INTA 652 Role of Intelligence
INTA 653 Technical Collections
INTA 657 Terrorism in Today’s World
INTA 659 Transnational Security Issues
INTA 669 Threat Assessment

International Politics and Grand Strategy - faculty coordinator, Prof. Christopher Layne
INTA 606 Int’l Politics in Theory and Practice
INTA 609 International Law
INTA 615 Democratization as Foreign Policy
INTA 617 Deterrence and Coercion
INTA 620 International Security
INTA 623 Grand Strategy
INTA 627 Great Books
INTA 648 Contemporary Civil Wars
INTA 646 Foreign Policy Analysis
INTA 661 NATO: From Military Alliance to Collective Security
INTA 645 Women and Nations
INTA 689  National Security and Defense Planning
INTA 689  Alliance Politics
INTA 689  International Organizations
INTA 689  War and Diplomacy in Modern Europe
PSAA 640  Energy Policy and Security

U. S. Defense Policy and Military Affairs - faculty coordinator, Prof. Jasen Castillo

INTA 617  Deterrence & Coercion
INTA 631  U.S. Military Policy
INTA 650  National Security Law
INTA 651  U.S. National Security Policy
INTA 654  Military Strategy
INTA 669  Threat Assessment
INTA 661  NATO: From Military Alliance to Collective Security
INTA 689  Alliance Politics
INTA 689  National Security and Defense Planning
INTA 689  Sex and U.S. Defense
HIST 645  Modern Military History (History faculty)
NUEN 650  Nuclear Non-proliferation (NUEN faculty)

BOTH NSD and IDEP CONCENTRATION

Conflict and Development - faculty coordinator, Prof. Reyko Huang

INTA 659  Transnational Security
INTA 632  Advanced Economic Development
INTA 648  Contemporary Civil Wars
INTA 635  Great Famines
INTA 689  International Development in Theory and Practice
INTA 647  State-Building and State Failure in the Developing World
INTA 645  Women and Nations
INTA 689  Political Economy of Development in Africa
INTA 689  Field Research Methods
INTA 689  Institutions and Development
INTA 689  The Politics & Practice of Democracy Promotion
INTA 689  Post-war Recovery and Development Interventions
INTA 689  Sex and U.S. Defense
PSAA 640  Energy Policy and Security
PSAA 610  Comparative Public Administration and Management

INTERNATIONAL DEVELOPMENT AND ECONOMIC POLICY CONCENTRATIONS

International Economic Development - faculty coordinator, Prof. Ren Mu

BUSH 635  Quantitative Methods II Policy Analysis (PSAA faculty)
INTA 616  Economic Development in China
INTA 630  International Economic Development
INTA 632  Advanced Economic Development
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<td>Women and Nations</td>
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<td>INTA 671</td>
<td>The Political Economy of the Middle East</td>
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<td>INTA 637</td>
<td>Field Research Methods</td>
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<td>INTA 638</td>
<td>Political Economy of Development in Africa</td>
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<td>INTA 689</td>
<td>Globalization, Workers and Development</td>
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<td>PSAA 610</td>
<td>Comparative Public Administration and Management</td>
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<td>PSAA 636</td>
<td>Grant and Contract Management</td>
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<td>PSAA 689</td>
<td>Government and Institutional Reform</td>
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<td>HLTH 607</td>
<td>International Health (Health faculty)</td>
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<td>PLAN 623</td>
<td>Development &amp; Planning in Developing Countries (ARCH faculty)</td>
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**International Economics and Trade** – faculty coordinator, Prof. Raymond Robertson

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<td>INTA 689</td>
<td>Globalization, Workers and Development</td>
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<td>INTA 689</td>
<td>Economic Restructuring in Latin America</td>
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<td>FINC 647</td>
<td>Financial Statement Analysis, cross-listed with ACCT 647 Financial Statement Analysis (Accounting/Finance faculty)</td>
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**Multinational Enterprises and Public Policy** - faculty coordinator, Prof. Lorraine Eden

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<td>BUSH 635</td>
<td>Quantitative Methods II Policy Analysis</td>
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<td>INTA 663</td>
<td>Transfer Pricing</td>
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<td>ECON 617</td>
<td>Economics of International Firms</td>
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<tr>
<td>FINC 647</td>
<td>Financial Statement Analysis cross-listed with ACCT 647 Financial Statement Analysis (FINC/ACCT faculty)</td>
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<tr>
<td>MGMT 679</td>
<td>International Business Policy (MGMT faculty)</td>
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**International Nongovernmental Organizations** – faculty coordinator, Prof. Will Brown

Students should choose an internship with an int’l or internationally-focused organization.

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<td>INTA 630</td>
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<td>PSAA 603</td>
<td>International NGOs</td>
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<td>PSAA 610</td>
<td>Comparative Public Administration and Management</td>
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<td>PSAA 630</td>
<td>Program Evaluation in Public and Nonprofit Orgs</td>
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<td>PSAA 636</td>
<td>Grants and Contract Management</td>
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<td>PSAA 643</td>
<td>Foundations of the NP Sector</td>
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<td>PSAA 650</td>
<td>Social Innovation and Entrepreneurship</td>
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<tr>
<td>PSAA 689</td>
<td>Government and Institutional Reform</td>
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REGIONAL CONCENTRATIONS

These options are open to both tracks. One course must be a Bush School course and only one course may be an undergraduate course (see the assistant to the department head for instructions on how to receive graduate credit for an undergraduate course).

**China - faculty coordinator, Prof. William Norris**
- INTA 616  Economic Development in China
- INTA 621  Chinese Foreign Policy
- INTA 673  Chinese Domestic Politics
- INTA 672  East Asian Security
- COMM 460  Gender, Media, and Modernity in East Asia (COMM faculty)
- COMM 663  Media Studies/China (COMM faculty)
- POLS 365  Asian Government and Politics (POLS faculty)
- HIST 335  Modern China (HIST faculty)
- HIST 352  Modern East Asia (HIST faculty)
- HIST 481  Twentieth Century China (HIST faculty)
- HIST 689  Politics and Culture in Modern China (HIST faculty)
- SOCI 463  Gender in Asia (SOCI faculty)
- SOCI 689  Population and Society of Modern China (SOCI faculty)

**Europe - faculty coordinator, Prof. Gabriela Marin Thornton**
- INTA 655  Evolution of the European Union
- INTA 686  Russia and International Politics
- INTA 661  NATO: From Military Alliance to Collective Security
- INTA 689  War and Diplomacy in Modern Europe
- ECON 320  Economic Development of Europe (ECON faculty)
- GEOG 325  Geography of Europe (GEOG faculty)
- HIST 333  Early Modern Europe (HIST faculty)
- HIST 402  History of Modern Germany from 1815 (HIST faculty)
- HIST 403  History of Nazi Germany (HIST faculty)
- HIST 405  History of the Holocaust (HIST faculty)
- HIST 410  Russian History to 1801 (HIST faculty)
- POLS 322  Government and Politics of West Europe (POLS faculty)
- POLS 326  Government and Politics of East Europe (POLS faculty)

**Middle East - faculty coordinator, Prof. Gregory Gause**
- INTA 676  International Politics of the Middle East
- INTA 675  Religion and Politics in Iran
- INTA 674  US Foreign Policy in the Persian Gulf
- INTA 671  The Political Economy of the Middle East
- INTA 668  The Politics and History of the Arab Spring
- INTA 689  The Politics of Egypt
Choosing Two or Three Concentrations
Students may elect to add a third concentration to their degree plan or they may choose to take more than the three minimum courses in their required concentrations. Students may also choose to take single courses as general electives from either the Bush School (INTA or PSAA) or elsewhere in the university after completing their two required concentrations. In other words, the program is designed to permit substantial choice and flexibility. International Affairs students may choose one of the PSAA concentrations as well, assuming they take the required three courses to make an integrated program. New courses and additional concentrations will be introduced as they become available.

Questions
Each concentration has a faculty coordinator. Questions should be discussed with the INTA department head, the concentration coordinator, or the student’s own faculty advisor.

E. Waiver of Core Requirements

There may be occasions when a student can petition to be excused from one or more of the INTA core requirements. A core course may be waived if the student has received a B or better in a substantially similar graduate-level or equivalent course from Texas A&M or another university before entering the INTA program. Such a waiver must be approved by the INTA department head, and by the professor teaching the core course in question. A waived course must be replaced by another three-hour elective course on the student’s degree plan.

At his discretion, the INTA department head may also waive the internship requirement for a student who has substantial professional experience in an appropriate career-related organization.

F. Directed Study/Independent Study (INTA 685 or BUSH 685)

Directed Studies should be pursued only when a student is interested in doing research on a subject that is of ongoing interest to the faculty member; thus the course is an opportunity for both the faculty member and the student. A student should not ask a faculty member to provide a Directed Study to address material that the faculty member presents in a course offered while the student is in residence.

The INTA department head and the faculty member offering the course must approve an independent study course before it is added to the student’s degree plan. Before approving an independent study, the student must prepare a 685 Application for Directed Study Course and a complete syllabus including course description, learning objectives, readings, course assignments and means for determining the course grade. The application must be approved and signed by the student, the instructor offering the 685, and the department head. The department head’s assistant can provide the 685 application and help students enroll in an INTA 685 or BUSH 685 course. With certain exceptions, students may have no more than two independent study courses on their degree plans.
G. Graduation Requirements

*In order to receive an INTA degree, a student must have a GPR of at least 3.0, both overall and for the courses listed on the student’s degree plan, and pass the foreign language exam.* In addition, there must be no unresolved grades of D, F, or U for any course listed on the degree plan. To resolve a deficient grade, a student must repeat the course and achieve a grade of C or better. Consult the *Graduate Catalog* for additional information on graduation requirements.

H. Degree Plan

*A student must complete and file a degree plan with the Office of Graduate and Professional Studies (OGAPS) in the third semester of graduate studies.* The completed degree plan must be submitted to OGAPS according to the deadlines published in the OGAPS Calendar ([http://ogs.tamu.edu/current-students/dates-and-deadlines/](http://ogs.tamu.edu/current-students/dates-and-deadlines/)). Registration will be blocked until this degree plan has been filed and approved by OGAPS. No waivers will be granted to register students who do not file a degree plan. OGAPS will not approve a degree plan unless an official copy of the student’s transcript demonstrating completion of the bachelor’s degree is on file. Normally, transcripts are provided on admission to graduate study at Texas A&M. On some occasions, however, only an “unofficial” copy was provided. It is the student’s responsibility to make certain an official transcript is secured.

The degree plan formally declares a student’s degree objective, the membership of the advisory committee, and the specific courses that will be required for program completion. Some of the courses on the degree plan are already specified as Bush School core requirements, and some are selected as electives in consultation with the academic advisor.

Before filing such a plan, each student must form a faculty committee that includes the student’s faculty advisor, who serves as the committee chair, and the department head. All degree plans are submitted electronically at [https://ogsdpss.tamu.edu/](https://ogsdpss.tamu.edu/). This is the ONLY form that will be accepted by the Office of Graduate and Professional Studies. When the degree plan is submitted, it will be forwarded for approval first to the program director’s assistant, second to the committee chair, and finally to the program director both as a committee member and as final approval as program director. Once the degree plan has been approved at all stages of the process, it will be routed electronically to OGAPS for final approval.

After a degree plan has been approved by OGAPS, all subsequent changes in course work or committee membership must be requested by submitting a Long Form petition electronically. Changes of major or department must be requested by electronically submitting a Long Form petition and a new degree plan. **It is the responsibility of the student to ensure that the petition form has been initiated significantly ahead of the intended graduation date.**

I. Key Deadlines

Students are advised of the importance of meeting all the deadlines that apply to them. Failure to do so jeopardizes university approval for the student to graduate at the end of the desired semester. Also note that deadlines are subject to change in accordance with university procedures and policies.
Beginning of first semester:
- Meet with your temporary academic advisor to discuss general interests
- Attend required career seminars and meet with career services staff to discuss internship and career interests

By the end of first semester:
- Begin search for internship opportunities in conjunction with the career services staff
- Choose concentrations
- Choose a permanent faculty advisor and establish a graduate committee

Middle of second semester:
- Meet with program director’s assistant to begin the degree plan process
- Work to finalize your degree plan with your academic advisor
- Work as needed with career services staff for internship and employment assistance
- File final degree plan with the OGAPS; final date to file will be determined by them

Before the end of third semester:
- Take the foreign language test (if not already done)

Beginning of fourth (last) semester:
- File for graduation and pay fee
- Submit all degree plan petitions to OGAPS; OGAPS determines final dates to file
- Continue to work with career services staff for employment assistance through graduation and beyond

III. CERTIFICATE IN ADVANCED INTERNATIONAL AFFAIRS

A. Introduction

The Certificate in Advanced International Affairs (CAIA) at the Bush School packages critical graduate education experiences in a novel way. It involves a multidisciplinary series of graduate courses for people whose careers or personal interests cause them to seek a more complete understanding of world affairs, but who may not have the time or disposition for a longer, residential graduate degree. A student admitted to the certificate program completes twelve credit hours of study typically involving four graduate-level courses available in residence and/or online. Students can select from courses that focus on intelligence, national security, diplomatic history, international business and government, geography and world systems, and international law. Individuals who successfully complete the CAIA will be awarded a certificate by the Bush School. Grades for courses taken as part of this program will appear on the official Texas A&M transcript with a notation that the certificate has been achieved.

For more information, contact the Bush School Enrollment Advising Center at 1-866-988-2874, e-mail busheschoolonline@tamu.edu, or visit room 1021 in the Annenberg Presidential Conference Center on the Texas A&M campus in College Station.
B. Online Education Option

The online CAIA has no residency requirements—students may be located in the US or abroad. Following the Texas A&M academic calendar, students may begin their studies in the fall, spring, or ten-week summer semester. Courses are built around three main components: readings, writing, and interaction with classmates and instructors through online discussion. Assignments include research papers, essays, exams, case studies, and briefings. New material is released each week. All course elements are designed to work on a 56K modem connection, although broadband and higher connection speeds produce the best results. Students are not required to purchase any software or hardware. A standard, reasonably up-to-date computer and a consistent Internet connection are the basic technological requirements to complete a course.

C. Program of Study

Admitted students with an initial knowledge of international affairs (i.e., POLS courses) complete four, three-hour graduate-credit courses. Students select their courses from a menu of options. All certificate courses must be taken from the Bush School. Texas A&M encourages all graduate students to enroll in at least one course per calendar year in order to maintain their active-student status with the Office of Graduate Admissions. Students who elect to sit out more than one year will be required to reapply to Texas A&M via the Apply Texas Application.

Students may focus their studies with an emphasis in Diplomacy, Defense Policy and Military Affairs, Intelligence, or Counterterrorism. While it is not required to select an emphasis area, doing so may prove beneficial, as the emphasis area will add value to résumés and job applications. All students are required to complete twelve credit hours whether choosing to pursue an emphasis area or not. To earn an emphasis, students take the courses INTA 605 American Foreign Policy and INTA 651 National Security Policy, and then take an additional two courses (total of six credit hours) in their chosen emphasis area.

Fall and spring semesters are fifteen weeks in length. In-residence summer semester terms run for five and a half weeks, and web-based distance education summer terms run for ten weeks. Some of the courses offered include the following:

**INTA 603:** American Diplomacy (1975-2005) *
**INTA 604:** Politics of the Contemporary Middle East *
**INTA 605:** American Foreign Policy *
**INTA 606:** International Politics in Theory and Practice
**INTA 608:** Fundamentals of the Global Economy
**INTA 609:** Principles of International Law *
**INTA 617:** Deterrence and Coercion
**INTA 624:** Fundamentals of Global Economic Development
**INTA 625:** International Trade Policy Analysis
**INTA 627:** Great Books of World Politics
**INTA 628:** International Energy Policy
**INTA 629:** Multinational Enterprises
**INTA 640:** Energy Policy and Security
**INTA 650:** National Security Law
**INTA 651:** National Security Policy *
**INTA 652:** The Role of Intelligence in Security Affairs *
INTA 653: Technical Collection Systems for International Security *
INTA 654: Military Strategy in the Conduct of Nations *
INTA 655: Evolution of the European Union
INTA 658: Congress and International Security
INTA 659: Transnational Security Issues *
INTA 660: Economic Development in Latin America
INTA 667: International Crisis Management
INTA 671: Science and Technology Policy
INTA 674: Political Economy of International Development
INTA 678: Interstate War: Theory and History Implications for the 21st Century
INTA 680: Political Violence and Terrorism within the International System *
INTA 682: Law of War*
INTA 689: Principles of Transfer Pricing
INTA 689: Arab Politics
INTA 689: Authoritarianism & Political Elites in the Arab World
INTA 689: Balance of Payments
INTA 689: National Strategy and Contemporary Diplomacy
INTA 689: Transatlantic Relations
INTA 689: Political Islam and Jihad

* May be taken in a convenient, online format.

D. Program Application

All prospective students who intend to earn a graduate certificate must apply to the program. Degree-seeking students already enrolled at Texas A&M must apply to the certificate program and be admitted before enrolling in any course they intend to apply toward the certificate. Current application instructions may be found at http://bush.tamu.edu/extendeded/admissions.

E. Program Completion

A Certificate Completion online form must be completed and filed with the Bush School within the first four weeks of the student’s final semester. A certificate of completion will not be awarded without the form. In addition, students must complete the certificate degree audit through http://howdy.tamu.edu. Students must have met all program criteria to successfully complete the program:

- Maintaining a 3.0 GPR in the certificate course of study;
- Meeting all admissions requirements, including any conditional provisions;
- Clearing any blocks on record (Block status can be viewed at MyRecord in the Howdy portal at http://howdy.tamu.edu)

To obtain the link to the certificate degree audit and the online Certificate Completion form, email bushschoolonline@tamu.edu
IV. CERTIFICATE IN HOMELAND SECURITY

A. Introduction

The Certificate in Homeland Security (CHLS), offered online and in residence, consists of 15 credit hours of web-based, distance education instruction surveying the dimensions of homeland security and defense, from the traditional concepts of public safety to the emerging concepts of public security. The program is designed for individuals seeking careers with management or policy responsibilities at various levels of government, business or the military. INTA 656: Fundamentals of Homeland Security course is required for all students in the program. It need not be taken first. For the remaining courses, students select from a menu of electives dealing with such topics as protection of critical infrastructure, recovering from weapons of mass destruction (WMD), terrorism, intergovernmental coordination, and business strategies for protection and recovery. Applicants must have an accredited bachelor’s degree to be admitted to graduate study at Texas A&M University specifically for this certificate. Students who are currently enrolled in a graduate degree program at Texas A&M University may take individual courses. However, the student must formally enroll in the certificate program, and meet certificate completion requirements to earn the certificate. Grades for courses taken as part of this program will appear on the official transcript, together with a notation that the certificate has been achieved.

Certificates may augment degree programs in other departments, and if accepted into a Bush School degree-seeking program, the credits (up to twelve credit hours) may later be applied to a master’s degree at the Bush School.

For more information, contact the Bush School Enrollment Advising Center at 1-866-988-2874, e-mail bushschoolonline@tamu.edu, or room 1021 in the Annenberg Presidential Conference Center on the Texas A&M campus in College Station.

B. Online Education

The Certificate in Homeland Security is available online and in residence. The certificate program has no residency requirements—students may be located in the US or abroad. Students may begin their studies in the fall, spring, or summer semester. Courses are built around three main components: readings, writing, and interaction with classmates and instructors through online discussion. Research papers, essays, exams, case studies, and briefings are common assignments. New material is released each week. All course elements are designed to work on a 56K modem connection, although broadband and higher connection speeds produce the best results. Students are not required to purchase any software or hardware. A standard, reasonably up-to-date computer and a consistent Internet connection are the basic technological requirements.

C. Program of Study

The CHLS consists of fifteen graduate credit hours (five courses). All students must take the required course INTA 656 Fundamentals of Homeland Security. The courses combine a broad understanding of homeland security issues and strategies at the national level with an in-depth analysis of key security issues affecting federal, state, and local government, as well as private
business. Students choose four elective courses (in addition to the required Fundamentals course) and choose from a menu of selections to tailor the program to their interests.

Students may choose to focus their Homeland Security studies with an emphasis in Border Security, National Security Policy and Management, Emergency Management and Crisis Preparedness, or Critical Infrastructure Protection. While selecting an emphasis area is not required, doing so may prove beneficial as the emphasis area adds value to resumes and job applications. All students are required to complete fifteen credit hours whether choosing to complete an emphasis area or not. All students are required to take Fundamentals of Homeland Security as well as four electives, with the option of tailoring studies to include an emphasis area.

The list of courses for the Certificate in Homeland Security is below. The course list is subject to change. As enrollment grows, additional online courses will be added.

**Required Courses**

**PSAA 656:** Fundamentals of Homeland Security +

**Electives**

**PSAA 604:** Emergency Management and Homeland Security  
**PSAA 605:** Homeland Security Policies, Strategies, and Operations  
**PSAA 608:** Cyber Security for Managers  
**PSAA 620:** Safeguarding the Nation’s Maritime Gateways  
**PSAA 651:** Homeland Security and Homeland Defense  
**PSAA 652:** Protection of the Nation’s Critical Infrastructure  
**PSAA 653:** Weapons of Mass Destruction  
**PSAA 654:** U.S. Border Security: Policies, Strategies and Issues  
**PSAA 655:** Domestic Intelligence Operations: Legalities, Policies, and Procedures  
**PSAA 657:** Terrorism in Today’s World  
**PSAA 668:** U.S. Law and Homeland Security  
**PSAA 689:** Disaster Recovery and Business Continuity

+ Required of all students

Students may take as little as one course per year or as many as several courses per semester. Texas A&M requires all graduate students to enroll in at least one course per calendar year in order to maintain their status with the Office of Graduate Admissions. Students who elect to sit out more than one year will be required to reapply to Texas A&M’s graduate school via the Apply Texas Application.

**D. Program Application**

All prospective students who intend to earn a graduate certificate must apply to the program. Degree-seeking students already enrolled at Texas A&M must apply to the certificate program and be admitted prior to enrolling in any course they intend to apply toward the certificate. Current application instructions may be found at [http://bush.tamu.edu/extendeded/admissions](http://bush.tamu.edu/extendeded/admissions).
E. Program Completion

A Certificate Completion online form must be completed and filed with the Bush School within the first four weeks of the student’s final semester. A certificate of completion will not be awarded without the form. In addition, students must complete the certificate degree audit through http://howdy.tamu.edu. Students must have met all program criteria to successfully complete the program:

- Maintaining a 3.0 GPR in the certificate course of study;
- Meeting all admissions requirements, including any conditional provisions;
- Clearing any blocks on record (Block status can be viewed at MyRecord in the Howdy portal at http://howdy.tamu.edu)

To obtain the link to the certificate degree audit and the online Certificate Completion form, email bushschoolonline@tamu.edu
v. CERTIFICATE IN NONPROFIT MANAGEMENT

A. Introduction

Students who complete the Certificate in Nonprofit Management (CNPM) will gain an understanding of the nonprofit sector, nonprofit organizational structures (i.e., legal frameworks and governance issues), and management practices appropriate to the sector (i.e., strategy, volunteer behavior, and fund raising). With this preparation students will be able to offer effective leadership in the management of nonprofit organizations. The certificate requires students to complete twelve credit hours of graduate-level coursework. This includes two required courses: Foundations of the Nonprofit Sector and Management and Leadership of Nonprofit Organizations. Students can select from a variety of electives such as fund raising and program evaluation. An applicant must have a bachelor’s degree and, once admitted, can enter the certificate program at any time. Individuals who successfully complete the program will be awarded a certificate and a notation will appear on their university transcript.

Certificates may augment degree programs in other departments, and the credits (up to twelve credit hours) may later be applied to a master’s degree at the Bush School. In-residence and online courses are offered during the regular fifteen-week academic semesters. Online courses are also offered in ten-week summer session semester.

For more information, contact the Bush School Enrollment Advising Center at 1-866-988-2874, e-mail bushschoolonline@tamu.edu, or room 1021 in the Annenberg Presidential Conference Center on the Texas A&M campus in College Station.

B. Online Education Option

Online courses are offered in a regular fifteen-week academic semester during the fall and spring, and ten week summer terms. Online courses are built around three main components: readings, writing, and interaction with classmates and instructors through online discussion. Research papers, essays, exams, case studies, and briefings are common assignments. New material is released each week, but within weekly time frames. All course elements are designed to work on a 56K modem connection, although broadband and higher connection speeds produce the best results. Students are not required to purchase any software or hardware. A standard, reasonably up-to-date computer and a consistent Internet connection are the basic technological requirements to complete a course.

C. Program of Study

Admitted students complete four, three-credit-hour graduate courses in the Certificate in Nonprofit Management. There are two required courses and two electives. Texas A&M requires all graduate students to enroll in at least one course per calendar year in order to maintain their active-student status with the Office of Graduate Admissions. Students who elect to sit out more than one year will be required to reapply to Texas A&M via the Apply Texas Application.

Students may focus their Nonprofit Management studies with an emphasis in Fundraising and Philanthropy, Fiscal and Performance Management, Leadership and Management, Health and Human Service Policy, and International Nongovernmental Organizations. While selecting an
emphasis area is not required, doing so may prove beneficial since it can add value to résumés and job applications. All students are required to complete twelve credit hours whether choosing to pursue an emphasis area or not. Some of the CNPM courses offered include the following:

**Required Courses**
- **PSAA 643**: Foundations of the Nonprofit Sector + *
- **PSAA 644**: Management and Leadership of Nonprofit Organizations + *

**Electives**
- **PSAA 602**: Tools of Leadership and Advancement*
- **PSAA 603**: Nongovernmental Organization Management in International Settings*
- **PSAA 616**: Managing Workplace Diversity in Public and Nonprofit Organizations
- **PSAA 630**: Program Evaluation in Public and Nonprofit Organizations*
- **PSAA 631**: Marketing for Nonprofit Organizations*
- **PSAA 632**: Fiscal Management for Nonprofits*
- **PSAA 633**: Philanthropy: Fundraising in Nonprofit Organizations*
- **PSAA 635**: Social Welfare and Health Policy*
- **PSAA 636**: Grant and Project Management in the Public and Nonprofit Sectors*
- **PSAA 642**: Ethics in Public Policy*
- **PSAA 645**: Networks and Inter-organizational Collaborations
- **PSAA 648**: Performance Management in the Public and Nonprofit Sectors*
- **PSAA 649**: Volunteer and Human Resources in Nonprofit Organizations*
- **PSAA 669**: Legal Environment of Nonprofit Management*

*May be taken in a convenient, online format  
+Required of all students

**D. Program Application**

All prospective students who intend to earn a graduate certificate must apply to the program. Degree-seeking students already enrolled at Texas A&M must apply to the certificate program and be admitted before enrolling in any course they intend to apply toward the certificate. Current application instructions may be found at [http://bush.tamu.edu/extendeded/admissions](http://bush.tamu.edu/extendeded/admissions).

**E. Program Completion**

*A Certificate Completion online form must be completed and filed with the Bush School within the first four weeks of the student’s final semester.* A certificate of completion will not be awarded without the form. In addition, students must complete the certificate degree audit through [http://howdy.tamu.edu](http://howdy.tamu.edu). Students must have met all program criteria to successfully complete the program:

- Maintaining a 3.0 GPR in the certificate course of study;
- Meeting all admissions requirements, including any conditional provisions;
- Clearing any blocks on record (Block status can be viewed at MyRecord in the Howdy portal at [http://howdy.tamu.edu](http://howdy.tamu.edu))

To obtain the link to the certificate degree audit and the online Certificate Completion form, email bushschoolonline@tamu.edu

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VI. CERTIFICATE IN NATIONAL SECURITY AFFAIRS

A. Introduction

The Certificate in National Security Affairs (CNSA) is designed to provide a comprehensive overview of the formation and operation of United States national security policy. This graduate level certificate program is intended for individuals already established in professional careers involving national security. Individuals or organizations, acting on behalf of selected employees, may apply to the certificate program. Public agencies or private firms may enter into a contract for employees whom they select for participation in the program. The plan of study for the Certificate in National Security Affairs requires twelve credit hours of coursework.

B. Program of Study

The plan of study for the Certificate in National Security Affairs requires four three-credit-hour courses. Two required courses must be taken during the five-week summer term: The Role of Intelligence in Security Affairs and Deterrence and Coercion. Two additional courses, one each in the fall and spring semesters, may be taken in residence or via distance education. The spring-semester course will be an integrative, concluding seminar on national security policy. Individuals who wish to complete the CNSA must be admitted to the certificate program prior to enrolling in any of the specified classes. Course credit for classes taken for this certificate cannot be used toward the Bush School’s resident master’s degree programs.

C. Program Application

Individuals who hold an undergraduate or graduate degree from an accredited university may apply. Those with a graduate degree must have a minimum of three years employment experience in a firm, laboratory, agency, or nongovernmental organization in which the individual’s responsibilities involve the development or provision of systems, services, or products related to national or international security. Five years employment experience is required for those who hold a bachelor’s degree.

Applicants must meet the requirements for admission to graduate study at Texas A&M University as non-degree seeking students (G6). Proficiency in reading, writing, and spoken English at a level necessary for graduate instruction is required. Supplemental activities, remote interactive video links, and administrative costs necessitate an additional substantial fee beyond university tuition and fees.
VII. INTERNSHIP/EMPLOYMENT SERVICES

A. Overview of Career Services

The Bush School’s Career Development office works with students to explore career options, help identify internship and employment opportunities, and develop the skills needed to complete a successful career search. Career Services disseminates information on internship and employment opportunities, organizes informational sessions and interviews with potential employers, and provides general career services.

Students are encouraged to utilize the Career Development office to increase their level of professionalism and prepare for careers in public service and international affairs. Career Services utilizes an online career management system, The Bush School Career Network (Sypmlicity), to share job/internship postings, provide career resources and collect resumes and other application materials. The Texas A&M Career Center on main campus also provides a number of free career resources on their website, www.hireaggies.com, and Bush School students are encouraged to take advantage of these resources too.

Some ways in which Career Services staff will support a student’s internship and employment search efforts include the following:

- Providing guidance and advice while students explore career opportunities in public service and international affairs;
- Assisting with the development of a professional résumé tailored to specific position descriptions;
- Offering workshops and other learning forums on career planning, interviewing skills, and networking;
- Bringing internship and employment opportunities to the student’s attention via the Bush School Career Network online system;
- Organizing networking opportunities through the Bush School Former Student Network, the Association of Former Students, the Bush Presidential Library Advisory Council, and other professional contacts;
- Providing mock interviews for students interested in improving their interviewing skills;
- Serving as the point of contact for employers to develop potential internship/employment opportunities directly related to the student’s interests; and
- Coordinating career conferences, employer information sessions, and other events designed to enhance the student’s professional skills and assist with career exploration, while exposing the student to potential employers.

Students will benefit from Career Services in direct proportion to how well they utilize these services. Actively participating in the career-related seminars and workshops and staying in close contact with staff to find out about upcoming employer information sessions as well as
internship and job opportunities will increase students’ opportunities to develop clearly-defined professional goals for both internship and post Graduate employment.

*Ultimately, it is each student’s responsibility to secure an internship and post-graduate employment,* but Career Services staff provide valuable assistance with the process. Therefore, students are strongly encouraged to include Career Services as an integral part of their educational program at the Bush School.

**B. The Internship**

An internship is a carefully monitored work experience **lasting a minimum of ten weeks** during which an individual regularly reflects on what he/she is learning and how this relates to the knowledge and experience gained in the classroom. Interning is an effective way for students to gain firsthand knowledge of the professional field in which they are interested. In addition, an internship offers a practical and efficient means of developing skills in a field and applying classroom methods and insights to ongoing public service challenges.

Bush School students in both degree programs who pursue the internship are required to participate during the summer between their first and second years of course work. Students must meet all internship requirements as outlined below, and the internship must be approved by the student’s faculty advisor and the career services staff.

Students in the INTA department also have the option to complete an intensive foreign language/cultural studies program to meet the language proficiency requirement of the degree program, instead of the internship.

**i. Requirements**

a. All first-year students must attend the six required career seminars scheduled for the first six Fridays of the fall semester. Topics will include creating your personal career roadmap, how to communicate effectively with employers and for networking purposes (to include résumé and cover letter writing, electronic communication/correspondence, LinkedIn, etc.), how to utilize the Bush School career management system (Simplicity), career resources available to students through the Bush School and the Texas A&M Career Center, how to effectively interview, and other related topics. **Attendance at all of these seminars is required for a student to meet the internship requirement and to be eligible to apply for internship/immersion funding** (see below for more details).

b. All first-year students must meet with career services staff in their first fall semester enrolled at the Bush School to discuss internship/career goals and associated plans.

c. Students must secure a full-time (40 hours/week) internship for a minimum of ten weeks, or the equivalent hours (a min. of 400 hrs) spread over a longer period of time unless you qualify for an internship waiver (see below for requirements).
ii. The Internship Approval Process

Criteria for Approval of Internship Proposal
After a student has received an internship offer, he/she must submit the Internship Proposal Form to his/her faculty advisor (link to the electronic form will be provided in the spring semester). The faculty advisor will consider the following criteria in approving the internship opportunity:

- The proposed internship opportunity will provide a substantive, professional public service experience and will be consistent with the mission and goals of the Bush School;
- The proposed internship will provide a meaningful professional experience in the student’s chosen specialization or area of expertise;
- The agency or organization will provide supervision and feedback on the performance of the student.

Required Forms and Paperwork
The following paperwork must be completed and submitted to the Career Development office before a student leaves for an internship:

- Internship Proposal Form (online form) – to be completed by the student and approved by the faculty advisor.
- Contact Information (online form) – for contact and emergency purposes.

The following form must be completed and submitted by the internship supervisor to the Career Development office at the end of the internship:

- Employer Evaluation (form sent to the student during the internship) – to be completed by the student at the end of the internship.

Internship Supervision by the Bush School
The Career Development office may contact both the student and the sponsoring organization during the course of the internship period to determine whether the intern and the on-site supervisor are in agreement with the terms set forth for the internship. Such contact may be in person or via telephone, e-mail, or postal mail. The internship supervisor will also be asked to evaluate the student’s performance via the organization’s evaluation process or an evaluation provided by the Career Services office.

iii. Summary of Roles and Responsibilities of All Parties

Role of the Student
Although Career Development staff are available to provide internship guidance, it is ultimately the responsibility of the student to locate, apply to, interview for, secure, attend and complete an approved internship. The student is also responsible for submitting all forms and paperwork needed to evaluate the student’s performance on time. Students are expected to uphold the reputation of the Bush School by performing to the best of their abilities during the internship.
Role of the Sponsoring Organization
The sponsoring organization will be asked to provide an on-site supervisor for the internship period. The on-site supervisor should confer on a regular basis with the intern to offer direction and aid, and to review the status of assignment(s). The on-site supervisor will also provide the intern with an overview of the general operations of the organization. The on-site supervisor will be asked to complete an evaluation of the intern’s performance.

Role of the Bush School Faculty Advisor
The Bush School faculty advisor will help the student identify potential contacts for an internship that will enhance the student’s knowledge and experience in his or her chosen concentration. The faculty advisor will have final approval of a student’s internship to ensure that it is in keeping with the nature of the student’s academic program.

Role of the Bush School Career Development Office
Once the student has secured the internship and the faculty advisor has given approval, the Career Development office will work with the student to ensure that the necessary paperwork is submitted. Career Services will maintain contact with the student and sponsoring organization during the summer internship. Career Development staff will also facilitate the student evaluation process for the sponsoring organization to certify the internship requirement has been met.

iv. Bush School Internship Funding
Although the Bush School strongly encourages students to secure paid internships, the school acknowledges that some internships that provide a substantive professional experience offer little or no financial compensation to students. The school also recognizes that language immersions are not paid experiences. The school therefore offers limited funding to help students meet their financial obligations during their internship or immersion. The funds available for this purpose are extremely limited and vary from year to year (i.e., do not compare the funds available this year to those available for students last year). No one should expect that a majority of their internship/immersion costs for travel and living expenses will be covered by the Bush School and all students should budget throughout the year for their summer experience.

Principles Guiding the Allocation Process
Funding will be allocated by the Assistant Dean of Career Development and Student Services. The following principles guide the funding allocation process and will be made explicit to students early in their internship search process:

- Funding is not intended to offset all, or even a majority of, costs related to a student’s experience. Students must anticipate putting forth their own resources to complete the internship/immersion experience.

- Funding is not intended to support dual residences (i.e., a student’s rent in College Station and in the internship location). The internship/immersion requirement is advertised as part of the academic program well in advance;
students are expected to plan personal details such as lease agreements accordingly.

- In awarding internship/immersion funding, Career Services will not take into account any expenses that are not directly related to the internship experience.

- Because individual funding is contingent on a number of variables, it is not possible to determine exactly how much funding each student will receive until the funding allocation process takes place. This does not mean the allocation process is arbitrary. See below for a description of the formula used to allocate funding to students.

- The maximum amount awarded to any student is determined by the category of the internship/immersion. Categories are determined by the location of the internship/immersion, as described below.

- For INTA students, funding is only available for the summer internship/immersion and will only be awarded for one option or the other (i.e., if an individual takes a paid internship but also completes an immersion, they do not qualify for funding).

**Student Eligibility**
A student will be eligible to apply for internship funding if he/she meets all of the following conditions:

1. The individual must be enrolled as a full-time student in either the PSAA or INTA degree program at the time of application.

2. The student must have attended all six required career seminars and met with a career services staff member in the fall semester of their first year.

3. The student must submit the Internship/Immersion Proposal Form, signed by his/her faculty advisor before, or at the same time as, submission of the internship/immersion funding application.

4. The student must be in good academic standing (i.e., not on academic probation) at the time of application.

**Application Procedure**
Students must attend an informational meeting and submit an application consisting of a summary of the proposed internship and spreadsheet of financial information necessary to determine a student’s estimated need (form will be provided).

Applications must be submitted by the deadline set by the Career Development office staff (typically in April). Applications from students who have not submitted the Internship/Immersion Proposal Form (signed by the student’s academic advisor) will not be considered.
**Allocation of Funding**

Internship funding is allocated on the basis of expenses associated with a given category of internship. Therefore, academic performance (beyond ensuring that a student is in good academic standing) and extra-curricular service to the Bush School or community will **not** be factored into the decision-making process.

Based on the location of the internship, a student will be considered for funding **up to** the maximum amount for the appropriate funding category:

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>Funding Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Category I</td>
<td>Up to $2,500</td>
</tr>
<tr>
<td>Unpaid public service internship or immersion completed abroad.</td>
<td></td>
</tr>
<tr>
<td>Award Category II</td>
<td>Up to $2,000</td>
</tr>
<tr>
<td>Unpaid public service internship or immersion completed in Washington, DC or other US metropolitan area outside Texas.</td>
<td></td>
</tr>
<tr>
<td>Award Category III</td>
<td>Up to $1,500</td>
</tr>
<tr>
<td>Unpaid public service internship completed in metropolitan area of Texas.</td>
<td></td>
</tr>
<tr>
<td>Internship Award Category IV</td>
<td>Up to $1,000</td>
</tr>
<tr>
<td>Unpaid public service internship completed in non-metropolitan area nationwide.</td>
<td></td>
</tr>
</tbody>
</table>

Based on the amount of funding available, students may receive only a **percentage** of their adjusted expenses. All students will receive the same percentage, but the percentage itself will vary depending on the amount of funding available and the number of students applying for funding. (e.g., in a given year, the Bush School may be able to provide only 75% of the total adjusted expense requirements for any student. Thus, a student who “qualifies” for $2500 would receive only $1875 and another who qualifies that year for $750 would receive $563.)

v. **Waiver of Internship Requirement**

The internship requirement may be waived if students have at least two years of recent professional-level public service experience related to their degree and career goals. For information on the waiver process, see the assistant to the department head.

C. **Job Search Assistance**

The Bush School is also committed to supporting student efforts to find a job upon graduation. Participating in the Career Development workshops, networking opportunities, and information sessions will help students increase their marketability to employers. The Career Development office will also help students learn effective job search techniques, create a better impression in interviews, and develop a network of professional contacts. Of course, the **ultimate responsibility for getting a job belongs to the student.**
VIII. FINANCIAL AID

The Bush School currently offers several types of financial assistance to students. All funding is subject to change depending on fiscal constraints, levels of enrollment, and other conditions.

A. Scholarships

Presently, many first-year students in the Bush School receive scholarships consisting of a monetary award and a reduction in tuition. Scholarship funds are established in a university account designated for each student. Half of the funds are entered into the account before the beginning of the fall semester and the other half before the spring semester. Each semester, the university draws against the account for the tuition and fees incurred by the student for course registration. If the amount in a student's scholarship account in a given semester is less than the total of tuition and fees, the student will be billed by the university for the difference. If, in a given semester, the scholarship amount deposited in a student’s account is more than the tuition and fees, then the university issues a check to the student for any remaining balance in the account. Students should sign up for direct deposit of their scholarships to ensure timely and worry-free receipt of funds. (From the Howdy portal at http://howdy.tamu.edu, select “AggiE-Refund – College Station (ACH refund)”).

Second-year students also are eligible for scholarship assistance from the Bush School provided they have met the academic performance criteria that were outlined in their offer letters. Failure to meet these criteria does not mean that funding will automatically be reduced in the second year; rather, it means that students will not be assured the same pro-rated level of scholarship support.

B. Graduate Assistants (GAR)

A substantial amount of second-year financial support from the Bush School is paid to students employed as graduate assistants for research (GAR). Applications for second-year GAR positions are made available toward the end of each spring semester. A student will not be awarded both a Bush School GAR and a scholarship.

GARs are required to work twenty hours per week during each school semester. Most GARs are accountable to and supervised by a faculty or staff member of the Bush School. In some cases, GARs work assignments may be divided between two supervisors. GARs are selected primarily on the basis of first year academic performance, but service to the Bush School and faculty preferences may be taken into account as well.

GARs are part-time employees of Texas A&M University and therefore of the State of Texas. As such, they are eligible for health benefits. Eligibility for health benefits begins upon employment. Students may choose to immediately enroll in a Texas A&M University System sponsored insurance plan effective from their date of hire, provided they pay the full cost of premiums. Students may also defer enrollment in a health plan until the first day of the month following their sixtieth day of employment. At this time the State of Texas will pay for a portion of the total health insurance premium amount. Federal income tax is withheld from GAR
checks. GARs are paid monthly. GARs beginning employment at the beginning of September will receive their first check in early October.

Second-year GAR funding and increments in scholarship aid above the amount received in the first year are highly competitive. Many second-year students who apply for a GAR or increased scholarship support will not be successful. These students will have to explore other sources to fund their education in that year. All students are strongly encouraged to seek and apply for national and international scholarships to cover their second-year costs (see below).

C. Travel Support

The Bush School may have a small pool of funds to support student travel that is related to professional development. These funds are primarily for conference participation. Subject to the availability of resources, the Bush School will fund up to $500 for travel, room and board to attend a meeting if the student is a participant in the program or has a formal role representing the Bush School. The school will fund up to 50 percent of travel expenses up to a maximum of $300 if the student is not a formal participant. Travel support will be given on a first-come, first-served basis. Typically, no more than one travel support award per year will be issued to a student. Travel support is also contingent on academic good standing, and students may be denied funding if they have incomplete grades in any of their courses.

All students seeking travel reimbursements must submit the student travel grant support form to their program director on which they clearly describe the meeting/program they plan to attend and their involvement in it. The form is available from the department’s senior office associate. The form must explain how participation in the conference will professionally benefit the student. The form should be submitted as far in advance of the travel as possible, preferably at least one month before travelling. If more than one person applies to attend the same meeting, the proposals should include cost-sharing arrangements. The department head will review the forms and render final funding decisions. Once the form has been approved, the student must contact business services to obtain state travel instructions before any funds are committed. Travel funds may not be used to interview for an internship or employment. Upon completion of an approved trip, students present receipts for expenditures of which half will be paid by the Bush School (up to $500 if the student was a formal presenter, and up to $300 otherwise).

D. Other Types of Support

There are a number of other sources of support for graduate study. The University’s Department of Student Financial Aid (Pavilion 2nd floor) oversees all student aid programs, including the Federal Perkins Loans, Federal Stafford Loans, College Access Loans, the Texas Public Education Grants, State Student Incentive Grants and College Work-Study. Short-term loans also are available to assist students with unexpected expenses.

Graduate students needing financial assistance should begin the application process by submitting the Free Application for Federal Student Aid (FAFSA) to the Central Processor in Iowa City, Iowa, and then have the results sent to Texas A&M (FAFSA School Code: 003632). FAFSA is available from financial aid offices at most universities, including Texas A&M or may be completed online at FAFSA on the Web (http://www.fafsa.ed.gov/).

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The Texas A&M Scholarship Office within Student Financial Aid offers the Academic Excellence Award to continuing students who demonstrate substantial academic progress towards a degree. Various need based awards require the submission of the FAFSA. Graduate students may apply for this award after completing their first fall semester at the Bush School.

Inquiries and requests for FAFSA applications, the Texas A&M Student Financial Aid brochure, and other information should be directed to DSFA:

Department of Student Financial Aid
Texas A&M University
The Pavilion 206, Spence Street
College Station, TX 77843-1252
Phone: 845-3236; Fax: 847-9061
https://financialaid.tamu.edu/

E. Online Certificate Scholarship Opportunities

**Bush School Online Student Scholarship for Texas Residents**
The Bush School Online Student Scholarship for Texas Residents is targeted toward new, continuing, and returning students registered in online courses at the Bush School of Government and Public Service at Texas A&M University. Additional criteria require that a student be a Texas resident in good academic standing with a 3.0 and above at Texas A&M, or be a newly enrolled student at Texas A&M University. In addition, a student must have unmet financial need as determined by the FAFSA. The student must remain enrolled in a Bush School online course in order to retain the scholarship funds. The amount of the scholarship varies based on need and available funding.

**Bush School Online Student Scholarship for Non-residents**
Any new, continuing, or returning non-resident student registered for a minimum of three credit hours in an online graduate certificate course in Advanced International Affairs, Homeland Security, or Nonprofit Management in the Bush School of Government and Public Service may apply for this need-based scholarship. The applicant must have submitted a FAFSA demonstrating financial need, and he or she must be making satisfactory academic progress of 3.0 and above. The student must remain enrolled in a Bush School online course in order to retain the scholarship funds. Non-resident students living in Texas also may apply for this scholarship. The amount of the scholarship varies based on need and available funding.

**Applying**
To apply for either, contact the Office of Extended Education Enrollment Advising Center at 1-866-988-2874, e-mail bushschoolonline@tamu.edu, or visit Rm. 1021 in the Annenberg Presidential Conference Center on the Texas A&M campus in College Station.
IX. STUDENT RESOURCES AND POLICIES GOVERNING THEIR USE

A. Study Space and Facility Policies

i. Building Access

After-hours building access will be available via the student Aggie-ID card through the northeast exterior door of the Allen Building. Access will be available 24/7. Please contact Information Systems Services (ISS) Help Desk (bushschoolhelpdesk@tamu.edu) with any problems with the card access system.

The language lab, computer lab, and student kitchen have combination locks; and the combinations will be given out at the beginning of the school year. Please do not share the combinations with individuals outside the Bush School. Also, please do not prop open the door for the student kitchen before 8 a.m. or after 5 p.m., Monday through Friday, or at any time on weekends.

The glass doors to the corridors that contain the faculty workroom and faculty kitchen will only be opened Monday -Friday, 8:00 a.m.-5:00 p.m. These doors should never be propped open.

It is the responsibility of each student, faculty member, and staff member to make sure the building, offices, and student kitchen are locked after hours and on weekends.

ii. Housekeeping

Please keep the student kitchen and student refrigerator clean and in order for other students and visitors to use. The ice machine in the student kitchen should NEVER be totally emptied; some ice must be in the bin to form additional ice.

iii. Use of Classrooms

Classrooms will only be unlocked between normal hours of operation, defined as: 8:00 a.m.-5:00 p.m., Monday-Friday, on scheduled academic days. These hours of operation will be followed during the fall and spring semesters. Rooms 1017, 1063, 1107, 1108, and 1110 may be used for student-directed after-hour use per the Classroom Security Policy (03.01-ClassroomSecurity.pdf). Inappropriate use may result in loss of privilege. The complete Classroom Security Policy (03.01-ClassroomSecurity.pdf) may be found at \gbs.tamu.edu\Public\Documentation and Forms\Information Systems Services\Documentation\Policies\. Other rooms available are 1070, along with two capstone offices (Rooms 1022 and 1106), which may also be used for student-directed after-hour use. These rooms are equipped with projectors and screens for presentation practices.

Use of any of these rooms must be coordinated with either the MPIA or MPSA senior office associate who will log the use and issue a key to the appropriate student.
representative. The student representative will be responsible for securing the room and returning the key the next business day.

Alternatively, students may use, on their own cognizance, other University designated rooms for student meetings.

iv. **Copying**

Copy machines are available in the Policy Sciences and Economics Library (PSEL). Copy machines in the Bush School administrative and research offices are for Texas A&M University business only. A Bush School staff or faculty member must approve student use of these machines.

v. **Use of the Bush School Trademarks or Logos**

The Bush School logos, stationery patterns, and other trademarks are registered and may be used only with prior written permission. Please contact the director of communications and external relations about using the Bush School logo or other trademarks associated with the Bush School.

Bush School apparel is available for purchase through the dean’s office.

vi. **Audio/Visual Equipment**

The Bush School has a digital camera and several digital voice recorders. Students wishing to use any of these for official Bush School business may check them out from the Information System Services (ISS) Help Desk.

Each of the Bush School classrooms has the capability of displaying TV, DVDs, and laptops on the LCD projectors. The Bush School also has remote video conferencing capabilities. Please contact the ISS Help Desk 3-5 days prior to your event for assistance with any of these items.

B. **Information Technology Policies**

The Bush School recognizes the importance and the need to carefully manage information technology (IT) resources. The Bush School always attempts to provide the best possible IT resources that complement, augment, and support the interests of the Bush School.

Texas A&M University provides a variety of IT resources that are classified as either university wide, or college specific. Any problems or questions concerning Texas A&M University’s computing resources (e.g., NetID, Texas A&M email, EDocs) or their use may be forwarded to Computing and Information Services (CIS) Help Desk Central at 845-8300, 24 hours a day, 7 days a week, and 365 days a year. CIS Help Desk Central may also be contacted by e-mail at helpdesk@tamu.edu. The Bush School also maintains its own Help Desk to assist with problems pertaining to software or systems (e.g., classrooms, printers, laptop support) that the
school maintains. The Bush School Help Desk may be reached by e-mail at bushschoolhelpdesk@tamu.edu or by calling 458-3310, Mon-Fri, from 8:00 a.m.-5:00 p.m.

Information concerning the use of information resources, specific policies, and sources of help for computer programs will be distributed separately. Students should treat the material as an addition to this handbook and treat it accordingly. In the meantime, it is important to be aware of the obligation of all users of IT resources provided by the Bush School to follow established school, university and state rules.

Because the university is an agency of the State of Texas, users must conform to all applicable state laws. Non-compliance may lead to disciplinary action by the university, including, in extreme cases, revocation of computer-use privileges and/or expulsion/dismissal from the university, or even lawful intervention. Under certain circumstances, unauthorized access to or modification, disclosure, or destruction of the Bush School or Texas A&M IT resources, or violation of licensing agreements and/or copyright laws, may give rise to civil and/or criminal liability.

University rules and policies may be found at: http://rules.saps.tamu.edu
Bush School IT policies may be found at \gbs.tamu.edu\Public\Documentation and Forms\Information Systems Services\Documentation\Policies\.

C. Language Lab

The Bush School foreign language laboratory is located in Room 1109. All Bush School students are encouraged to use this facility to perfect their existing foreign language skills and/or to acquire new language skills. The laboratory will be available at all times so that students may take advantage of this opportunity after hours and on weekends. The door to the lab has a combination lock with the same code as the student kitchen and computer lab.

The instructions for the use of the laboratory are posted over each carrel. In essence, they simply describe an honor system that requests respect for others. Please comply with all instructions. No materials should be removed from the laboratory. After use, return all materials to their proper shelf. The available languages include Arabic, Chinese, Farsi, French, German, Hebrew, Hindi, Indonesian, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Swahili, Turkish, and Vietnamese. Additional materials for the above languages and, if there is demand, materials for additional languages will be obtained in the future.

Note: These computers are not connected to the network and, therefore, cannot be used for web browsing.

D. Library

The Texas A&M University Library system includes the Sterling C. Evans Library, the Cushing Memorial Library and Archives, the West Campus Library, the Policy Sciences and Economics Library (PSEL), and the Medical Sciences Library.

The general academic library is the Sterling C. Evans Library on the main campus.
The majority of the University Libraries four million volumes and forty-six thousand serial titles are housed in the stacks in Evans Library. The library departments residing in Evans are Main Circulation, Interlibrary Services, Instructional Services, Reference Services, Course Reserves & Current Periodicals Department, the Map/GIS Room and the library administrative offices. Evans Library also accommodates services that are not overseen by the library administration, including the University Writing Center and the Thesis Office.

Adjacent to Evans Library is the Evans Annex, a six-floor library addition that houses Annex Circulation, Educational Media Services, the Government Documents Collections, in print and microform, Technical Services, and the Student Computing Center.

The PSEL is located in the Annenberg Presidential Conference Center. The PSEL contains books and journals for political science, economics, and other policy sciences. The current serial collection includes almost two hundred titles; moreover, several hundred journals are available electronically in full-text format. The library also houses an Open Access Computer Lab with eighteen computers.

Students may also utilize interlibrary loans and document delivery resources for holdings not contained in the PSEL or other Texas A&M Libraries. Texas A&M University Libraries uses deliverEdocs (http://getitforme.library.tamu.edu/illiadlocal/). With deliverEdocs, students can order materials, check the status of requests, renew materials, or cancel requests through a web browser. With deliverEdocs, all photocopy requests will be delivered electronically in PDF format.

The majority of the electronic databases, journals, and abstracts are available via personal computers.

All materials from Texas A&M University Libraries may be returned or renewed during normal business hours at any university library location. They may also be renewed electronically on the Texas A&M University Libraries website: http://library.tamu.edu/. Circulation and reserve policies for the PSEL are the same as those that govern the Texas A&M General Library system. These are available at the PSELSs website http://psel.library.tamu.edu/index.html.

Bush School students are encouraged to visit and use the library resources available throughout the university campus. The regular hours of operation are as follows:

<table>
<thead>
<tr>
<th>PSEL</th>
<th>Evans Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Thursday</td>
<td>Monday-Thursday</td>
</tr>
<tr>
<td>8 am-9 pm</td>
<td>7 am - midnight</td>
</tr>
<tr>
<td>Friday</td>
<td>Friday</td>
</tr>
<tr>
<td>8 am-5 pm</td>
<td>7 am -9 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>Saturday</td>
</tr>
<tr>
<td>Closed</td>
<td>9 am-9 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Sunday</td>
</tr>
<tr>
<td>1 pm-9 pm</td>
<td>9 am - midnight</td>
</tr>
</tbody>
</table>

* Please visit the Texas A&M University Libraries website for special hours of operation (summer and interim hours) and hours of operation for other Texas A&M library locations.
x. STUDENT ORGANIZATIONS

The Bush School encourages students to participate in extracurricular activities as a way of building their leadership skills and of cultivating a commitment to public service. The school places special emphasis on involvement in the Bush School organizations described below. In addition, there are a number of university and national organizations that provide opportunities for professional development and self-expression.

A. Bush School Organizations

i. Public Service Organization (PSO)

The PSO is a student organization that engages in projects that help the community. As such, it provides professional experience in activities such as management consulting and program evaluation and design. Some PSO projects are carried out exclusively by the students, and some are done in conjunction with local non-profit and government organizations. The PSO has regular meetings at which its members discuss and plan projects. For more information about its activities, contact the PSO chair.

ii. Student Government Association (SGA)

The Bush School SGA meets regularly and provides a forum for discussing issues that are relevant to the students and communicating the students’ views to the Bush School administration. The SGA also plans and coordinates student activities and social events. For more information, contact the SGA president.

iii. The Public Servant

The Public Servant is a student publication where students may analyze and express their views on current political and cultural issues and a way for Bush School groups to disseminate news. For more information, contact The Public Servant’s editor.

iv. The Ambassadors Council

The Bush School Ambassadors Council is a professional student organization consisting of first and second-year students who aim to promote and represent the values and traditions of the Bush School and Texas A&M University. As such, the ambassadors represent various Bush School groups at development functions, special events, and conferences; serve as official student hosts for visiting special guests; and serve as the primary organization for student recruitment. The Council holds regular meetings to plan and discuss future events. For more information, contact the chief ambassador.

v. The Alexander Hamilton Society

The Alexander Hamilton Society (AHS) is the local chapter of the national organization, whose purpose is to be an “independent, non-partisan, not-for-profit organization dedicated to promoting constructive debate on basic principles and contemporary issues in foreign, economic, and national security policy.” The AHS hosts guest speakers; sponsors debates featuring prominent leaders in foreign, economic, and national security policy;
and provides opportunities for members to network with other members from over thirty-five campuses across the United States. For more information, visit http://hamsoc.org/.

B. National Societies for Public Administration and Policy

i. Pi Alpha Alpha

Pi Alpha Alpha is a highly selective national honorary society formed to recognize and promote excellence in the study and practice of public affairs and public administration. Membership criteria and information about Pi Alpha Alpha activities can be found on its website: http://www.naspaa.org/initiatives/honor.asp.

ii. American Society for Public Administration (ASPA)

ASPA is the leading professional association in the field of public administration. ASPA offers numerous opportunities to interact with other public servants, and it provides a forum for academics and practitioners to share their knowledge and views about important issues. With a diverse membership made up of more than 10,000 practitioners, faculty and students, ASPA has become the primary venue for linking theory and practice within the field of public administration. For information about activities and membership, see ASPA’s website at http://www.aspanet.org.

iii. Association for Public Policy Analysis and Management (APPAM)

APPAM is the leading professional association in the field of public policy. APPAM is dedicated to improving public policy and management by fostering excellence in research, analysis, and education. For information about activities and membership see APPAM’s website at https://www.appam.org.

C. Texas A&M University Student Organizations

In addition to the various Bush School and national organizations, there are numerous university organizations where students may seek fellowship and pursue their intellectual, social, and civic interests. The following are a few of the organizations available to graduate students at TAMU:

- Aggies Plus
- Aggies with Kids
- Alpha Phi Omega
- Asian-American Association
- Black Graduate Student Association
- Graduate Student Council
- Hispanic Graduate Student Association
- Int'l Graduate Student Association
- MSC Woodson Black Awareness Committee
- MSC Committee for the Awareness of Mexican American Culture
- MSC Insights
- MSC L.T. Jordan Institute for International Awareness
- MSC Wiley Lecture Series
- National Association for Environmental Professionals
- National Organization for Women
- Texas A&M Veteran's Association
- Texas Environmental Action Coalition
- Traditions Council

For a complete listing of the organizations on campus go to the student activities website at http://studentactivities.tamu.edu.
xi. DEVELOPING LEADERS FOR PUBLIC SERVICE

The Bush School defines leadership as—the art of influencing people, organizations, and institutions to accomplish missions that serve the public interest.

The Public Service Leadership Program (PSLP) is a two-year program that integrates and synchronizes student leadership knowledge, skills, attributes, and values development. At the Bush School, leadership education happens three ways: through the curriculum (courses, workshops, and lectures focusing on leadership and management practices), experiential learning (internships, public service organization, and student government association), and self-study (individual leadership plans, assessments, and portfolios).

A. Leadership Assessments

Bush School students are provided an opportunity to gain self-awareness through participation in leadership assessments that provide valuable and applicable information pertaining to personal leadership strengths, personality type, learning styles, communication and teamwork. Results of these assessments are applied to students’ Individual Leadership Plans. The PSLP staff provides counseling and coaching regarding scoring of the assessments and/or assistance in identifying resources for improving leadership potential.

B. Leadership Skill and Professional Development

Bush School students participate in professional development seminars, workshops, and assessments throughout the year, designed as hands-on, experiential learning opportunities. They complement the academic curriculum of the Bush School and prepare students for their internships, public service careers, group research projects, and leadership roles in student governance and student-led public service projects.

C. Conversations in Leadership

Each semester current and former state, national, and international leaders provide guest lectures and seminars for Bush School students. These prominent individuals discuss their experiences as leaders in public service in informal settings that provide opportunities for question and answer sessions.

The leadership program supports the efforts of faculty and students who sponsor these speakers for Bush School conversations and highly encourages attendance at these sessions. Leadership topics covered during these sessions will normally complement topics addressed during the professional development seminars and workshops.

D. Individual Leadership Plan

The Individual Leadership Plan is an important tool for students’ leadership development while at the Bush School. The document serves as a template for planning life-long development for careers in public service. Students draft an initial leadership development plan during their first semester at the Bush School; then they are strongly encouraged to periodically discuss their
individual leadership plan during a coaching session with Public Service Leadership Program staff and/or faculty advisors.

E. Dean’s Certificate in Leadership

The dean of the Bush School and the Public Service Leadership Program provide an opportunity for students who seek an in-depth focus on leadership development to obtain a dean’s Certificate in Leadership. Students who choose to pursue the certificate will develop a strong relationship with PSLP staff through coaching sessions, development planning and intensive leadership training. Information about the Certificate in Leadership will be shared with students at orientation.

XII. The Bush School Writing Program

The Bush School values excellence in writing and seeks to equip its students with the skills to develop their thoughts in clear, cogent documents. The school recognizes that having knowledge and experience provides little value without the ability to communicate effectively with others. Today’s leaders must be able to move beyond knowledge of facts and must possess broad-reaching skills and abilities. They must be able to think analytically; they must be able to solve problems; they must be able to work with and motivate people; and they must be able to write and speak effectively. Communication skills affect your career.

What is the writing program?
As a graduate student in the Texas A&M’s Bush School, you have several opportunities to receive assistance with your writing; however, participation in the writing program is voluntary. Thus, you may choose the aspects of the writing program that interest you. Many students use the services of the writing consultants frequently, while others who have writing challenges never seek our help. However, keep in mind that you will be expected to write clearly and professionally in multiple contexts (for example, course assignments, career materials, capstone projects, donor thank you letters, and much more), so the Bush School Writing Program offers the following forms of assistance.

A. Writing Workshops

Workshops are held throughout the semester to help students improve their writing skills. Some workshops will target a developing a particular skill, such as learning to write clearly and concisely, while others will target preparing a particular type of document, such as a policy brief or a donor thank you letter. Check the Bush School Writing website https://sites.google.com/site/bushschoolwriting/home for the schedule of workshops.

B. Individual Assistance

The writing consultant and her assistant will work with you individually to help you develop your writing skills using the writing projects assigned in your courses. The purpose of consultations is to allow the consultant to help you strengthen your writing skills—not for the consultant to edit your work or point out everything that needs to be corrected. Thus, while consultants may point writing weaknesses that require your attention, it is not their job to
correct your paper but rather to help you work through the writing challenges you are facing. Please schedule a consultation appointment to allow enough time for you to revise the draft before the assignment is due, i.e., several days before the deadline. For best results, email the assignment prompt, or other pertinent documentation, and your draft at least 24 hours before the appointment so that the consultant has the time to review the assignment. Note: Not every consultation requires a draft. If you are in the early stages of writing your paper and need help thinking through how you will develop and organize your paper, you may not have a draft ready for the consultation but still should come to the appointment with a clear goal in mind. See How to Set Up a Consultation at the Bush School Writing website.

Virtual Appointments
Students may request a virtual appointment if they cannot meet with a consultant in in their physical offices. These will be conducted in Google Hangouts.

E-mail
Students should use email to set up appointments but not as a means of expecting feedback on their work.

C. Capstone Project Consultation

When you are ready to begin your capstone project the second year at the Bush School, the writing consultants will help your group develop the writing skills needed to prepare the final deliverables. The process begins with defining the communication needs of the client, including the supporting documents, preparing a management plan for completing the work on time and within the expected guidelines, and delivering the final product(s) as proposed. We also offer workshops that “coach” students in the final stages of the writing process: editing for layout and organization, summary and coherence, and style and convention. If the document needs attention regarding content development, accuracy, sources, or other major issues, we encourage the capstone group to address these issues with their capstone advisor before completing a final review. See the Bush School Writing website on Capstones.

D. The ePortfolio Project and the Medal of Excellence

While pursuing the Medal of Excellence is voluntary, all Bush School students are encouraged to earn it. Requirements for the Medal include several steps and are described in the Medal of Excellence Completion Checklist. Students who satisfactorily complete the requirements and whose ePortfolio passes committee review will be awarded an engraved Bush School Medal of Excellence that will be worn at graduation. They will receive the medal and a certificate at an awards ceremony held in the spring of the year they graduate.

By earning the Bush School Medal of Excellence, graduate students take advantage of educational and experiential opportunities that equip them to contribute positively to the professional world.Beginning with the workshops required for creating a well-developed ePortfolio, students also learn writing skills that apply to both academic and workplace writing. In addition, the ePortfolio can be used communicate to prospective employers the skills and experiences relevant to the type of work the student is pursuing.
XIII. ACADEMIC, PROFESSIONAL AND PERSONAL INTEGRITY

A. Honor Code

The Texas A&M University Graduate Catalog states: “All Texas A&M University students, graduate and undergraduate, part-time or full-time, in residence or in distance education, are expected to follow the guiding rule of the Aggie Honor Code: ‘An Aggie does not lie, cheat, or steal or tolerate those who do.’” (pg 205).

Some graduate students may contend that they do not regard themselves as “Aggies” in the traditional, popular sense associated with that nickname, and therefore do not feel bound by the Honor Code. It should be understood that with regard to the Honor Code, “Aggie” is an abbreviation for “student at Texas A&M University.” Therefore, the code does apply to every enrolled student at Texas A&M and every student is bound by the Honor Code.

The Aggie Honor System Office (AHSO) administers the Texas A&M University Honor System. The AHSO it has the authority to create processes and operating procedures to implement the Honor System and to enforce the code including any violations of student rules governing academic misconduct. The AHSO is the central office responsible for maintaining records and for coordinating communication, prevention, training, remediation, and adjudication efforts for the Texas A&M University Honor System. Additionally, the AHSO provides assistance to members of the university community when questions or concerns arise pertaining to academic misconduct. Finally, it oversees the operations and functioning of the Honor Council, a body of students and faculty established to hear and adjudicate honor cases. Further information regarding the Aggie Honor Code may be found at the Aggie Honor System Office website: http://aggiehonor.tamu.edu/.

B. Principled Leadership and Professionalism

The mission statement of the Bush School includes a commitment “to educate principled leaders in public and international affairs that serve public interests at the local, state, regional, national and international levels.” The school also seeks to foster a strong sense of civic professionalism among its students preparing for careers in public service. As members of the Bush School community, all students—together with faculty and staff— are encouraged to practice a professional orientation, principled leadership, and study ways to incorporate this perspective into their future professional lives. Students and faculty working together will seek to find ways to make this vital element of the Bush School mission applicable in their daily lives. As a point of departure, professionalism and principled leadership can be understood to involve:

- Doing what you think is right, regardless of what is expedient
- Treating everyone (subordinates, peers, and superiors; close associates and strangers) with respect
- Giving your best in everything you do (even when the assignment is uninteresting)
- Helping any group of which you are a part to define and realize shared goals
C. Academic Misconduct

Students are responsible for knowing and adhering to the student rules of Texas A&M University. They can be found at http://student-rules.tamu.edu/. Particular attention should be given to understanding what constitutes Academic Misconduct. The Aggie Honor System Office identifies five categories of misconduct:

- Cheating (e.g., copying answers on an exam from another student or prohibited source)
- Fabrication (e.g., making up data)
- Falsification (e.g., deliberately misrepresenting facts, distorting information to give a knowing false account)
- Plagiarism (e.g., presenting the work of another without proper acknowledgement)
- Multiple Submission (e.g., submitting the same material for grades in separate courses)

Further explanation of each of these types of academic misconduct can be found at http://aggiehonor.tamu.edu/Descriptions/. Bush students should be aware of each of these categories of academic dishonesty and be committed to their avoidance. Two of these five types of misconduct (plagiarism and multiple submissions) are of particular concern to the Bush School because they are sometimes misunderstood. Failure to understand a rule is not an accepted defense in the case of violation. Therefore, it is important that every student be completely knowledgeable about them. See below.

D. Plagiarism

The University Student Rules define plagiarism as: “The appropriation of another person’s ideas, processes, results or words without giving appropriate credit.” (http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx). It does not matter whether the source is a book, article, website or another student’s paper. Moreover, plagiarism may occur even if the original author gives permission to use their material if a person uses another’s work without giving them credit, then a violation has occurred. “Giving appropriate credit” means using a proper citation to the source in the document. Plagiarism is an extremely serious form of academic dishonesty and will have severe consequences for any individual who engages in such practices including course failure and dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources. If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or submitting a paper that uses material from others. (Also see the “Writing Style Guide” section below.) Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.
E. **Multiple Submissions**

A multiple submission violation involves using one’s own work more than once for separate grades. According to the Aggie Honor System Office: “Submitting substantial portions of the same work (including oral reports) for credit more than once without the authorization from the instructor of the class for which the student submits the work.” ([http://aggiehonor.tamu.edu/Descriptions/MultSubmissions.aspx](http://aggiehonor.tamu.edu/Descriptions/MultSubmissions.aspx)). Suppose you have written a term paper on a particular topic for a course one semester. Then you want to write on the same topic in a later course. You should first inform the instructor of your past work and explain how you propose to expand and elaborate upon the initial work. If the instructor agrees, the key is to make certain that you briefly summarize your previous analysis and then provide an extensive new development of the topic. It is not appropriate to submit the previous work as a major portion of the new document.

F. **Writing Style Guide**

Most courses in the Bush School require students to complete one or more formal papers as part of the graded assignments. The faculty of the Bush School has agreed to use a common style for citations, endnotes, bibliography, etc. Unless a professor in a given course specifically provides a different style guide for assignments in that class, all papers prepared for Bush School courses should use the American Political Science Review style guide.
APPENDIX A: ACADEMIC CALENDARS

Current and future semester calendars may be found at the following sites:

Academic Calendar
Office of the Registrar: http://registrar.tamu.edu/general/calendar.aspx

Master’s Non-Thesis Option Dates and Deadlines
Calendar of Events for Graduate Students
OGAPS: http://ogaps.tamu.edu/Buttons/Calendars
APPENDIX B: CAMPUS INFORMATION

Housing
Most graduate students live off campus, although limited on-campus housing is available in university-owned apartments. Numerous apartments, duplexes, and rental houses are within a few minutes’ drive, bike, ride or walk from the campus. Texas A&M also maintains an extensive shuttle bus system that links many housing areas to the campus. Many graduate students find sharing an apartment is an economical choice, with most two-bedroom apartments having monthly rental rates of $500-$800. The Texas A&M University Off-Campus Student Services Office can help locate available housing.

Adult, Graduate & Off-Campus Student Services
Department of Student Life
Texas A&M University
Cain Hall, Room C114
College Station, TX 77843-1257
845-1741
agoss@studentlife.tamu.edu

University Apartments Office
Department of Residence Life and Housing
Texas A&M University
College Station, TX 77843-3365
845-2261
university-apartments@tamu.edu

Health Services/Insurance
Students without health insurance can obtain student coverage the university-endorsed University Sponsored plans (tamu.myahpcare.com). These insurance plans are available to all Texas A&M students enrolled for at least 6 credit hours or 1 credit hour where the university considers the student full time. Information may be found at http://shs.tamu.edu/insurance/.

International students are required to have health insurance as well as evacuation and repatriation coverage. International Student Services (ISS) is responsible for verification. For more information, please visit: http://iss.tamu.edu/insurance/insurance.asp

Bus Operations
Transit Services provides a variety of on-and off-campus services for the Texas A&M community. On-campus service is free to all students, faculty, staff and visitors to Texas A&M. On-campus service consists of six routes that move passengers from point to point around campus. Off-campus service, covered by the transportation fee, is used to transport students, faculty and staff to and from campus. Off-campus service consists of fourteen routes that cover Bryan and College Station. Para transit service is provided for our permanently or temporarily disabled patrons. It requires that an application be filed with and approved by the Transportation Services ADA coordinator. Charter services are also available for university and student organizations.

On-campus and off-campus shuttle route maps can be downloaded at http://transport.tamu.edu/.
**Student Information System**

The MyRecord application is part of Compass, the new student information system, and is provided to students by the Office of the Registrar. This computer-based system can be used to update local and permanent addresses, check class schedules, view the availability of course sections, view the student billing statement, conduct an academic degree audit, or check for registration and transcript blocks. MyRecord can be accessed from the Howdy portal at [http://howdy.tamu.edu](http://howdy.tamu.edu). Students will need their NetID and password to log on to the system.

**Student Counseling Service**

The Student Counseling Service offers personal, academic, career, and emergency counseling. Services and programs of the SCS are primarily funded by student service fees and confidentiality is protected to the limits provided by law. Information regarding the Student Counseling Service may be obtained in the *Graduate Student Handbook*, at the SCS website ([http://scs.tamu.edu/](http://scs.tamu.edu/)), or at the counseling office at 845-4427. After hours, weekends, and holidays, call Student Counseling HelpLine at 845-2700 (V/TTY).

**International Student Services**

International Student Services provides counseling, assistance, and information in the areas of immigration and employment regulations for international students; advising on personal, cross-cultural, settling-in, and financial issues; and promotion of voluntary cultural exchanges between domestic and international students through dinners, club activities, seminars, visiting lecturers, and cultural displays. International Student Services may be reached at 845-1824 and [http://international.tamu.edu/iss/](http://international.tamu.edu/iss/). The *Graduate Student Handbook* can be consulted for more information.

All international students are expected to be familiar with U.S. laws and regulations pertaining to their visa status. It is the student’s responsibility to comply with all INS rules and regulations. Failure to stay in compliance with U.S. laws may result in deportation or non-renewal of the F-1 Visa. If an international student fails to comply with INS rules and regulations the Bush School is powerless to intervene regardless of the student’s academic standing or progress in completing the degree requirements. Ignorance of the law is no excuse.

**Campus Rules and Policies**

All students are expected to comply with Texas A&M University Student Rules [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/). We encourage you to review information about new legislation regarding campus carry at [http://www.tamu.edu/statements/campus-carry.html](http://www.tamu.edu/statements/campus-carry.html) and [http://urc.tamu.edu/title-ix/](http://urc.tamu.edu/title-ix/).
APPENDIX C: IMPORTANT GUIDELINES FOR STUDENT BEHAVIOR

Academic Dishonesty
Plagiarism and academic cheating are serious offenses that can result in severe punishment, up to and including dismissal from the Bush School. Although the writing consultant will discuss plagiarism and how to avoid it, students are ultimately responsible for using appropriate documentation in their written work. Students should consult with their professors or the writing consultant about when and how to cite sources used in research. When in doubt, students should err on the side of safety.

For a description of academic dishonesty, the possible punishments associated with it, and the procedures in dealing with such cases, see Section 20, Part I of the Texas A&M U Student Rules.

About Student Rules
Each student has the responsibility to be fully acquainted with and comply with the Texas A&M University Student Rules. More specific rules, information, and procedures may be found in various publications pertaining to each particular service or department. When available, links have been provided to the appropriate web sites.

The Texas A&M University Student Rules are broken down into three sections, with additional information provided in the appendices:
- Part I: Academic Rules (Rules 1-22 & 61)
- Part II: Student Life Rules (Rules 23-44)
- Part III: Student Grievance Procedures (Rules 45-60)
- Appendices

Equal Opportunity and Harassment
Texas A&M and the Bush School are committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To fulfill its mission as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation and world. The university also strives to protect the rights and privileges and enhance the self-esteem of all its members. Faculty, staff and students should be aware that any form of harassment and any form of illegal discrimination against any individual is inconsistent with the values and ideals of the university community and Title IX legislation. Information about Title IX can be found at http://urc.tamu.edu/title-ix/.

Individuals who believe they have experienced harassment or illegal discrimination are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Vice President-Division of Student Affairs at 845-4728, faculty members should contact the Office of the Dean of Faculties and Associate Provost at 845-4274, and staff members should contact the Human Resources Department Employee Relations Office at 862-4027.

Students with Disabilities
Texas A&M University provides academic adjustments and auxiliary aids to students with disabling conditions, as defined under the law, who are otherwise qualified to meet the institution’s academic requirements. The Office of Services for Students with Disabilities in the Department of Student Life coordinates Texas A&M University’s programs and efforts for the benefit of disabled students.
Students who have documented disabilities or believe they have a disability should be referred to Services for Students with Disabilities. This office has the responsibility for verifying the existence of a disability and suggesting what accommodations/modifications are appropriate. Services for Students with Disabilities may be reached at 845-1637 (V/TTY).

When there is a need for accommodation of a student’s academic program, Services for Students with Disabilities will contact the student’s classroom instructors regarding this need and direct the student to work with the classroom instructors to make specific arrangements. As needed, personnel from Services for Students with Disabilities will participate in discussions with the classroom instructor.

**Campus Carry**

As the new legislation concerning campus carry in the state of Texas takes effect August 1, 2016, please review updates and understand the rules associated with the implementation of this new law ([http://www.tamu.edu/statements/campus-carry.html](http://www.tamu.edu/statements/campus-carry.html)).
APPENDIX D:

INTERNSHIP/IMMERSION PROPOSAL FORM

In brief format (one page or less), please provide the following information on a separate sheet of paper:
• Name of sponsoring organization, address, telephone number and (if known) sponsoring organization's on-site supervisor;
• Internship/Immersion position and/or objective;
• Description of internship duties, responsibilities and/or project to be assigned; and
• Rationale for why this particular internship opportunity supports your selected academic focus and career objectives.

Please attach your statement to this cover sheet and present it to your academic advisor for their signature of approval.

STATEMENT OF AGREEMENT

I approve the terms of the internship/immersion opportunity as outlined above for:

________________________________________
Student

________________________________________
Signature of Academic Advisor Date

PLEASE RETURN SIGNED AND COMPLETED FORM TO:

Student Services Office
George Bush School of Government and Public Service
Texas A&M University
4220 TAMU
College Station, Texas 77843-4220
APPENDIX E: EMERGENCY EVACUATION PROCEDURES

1. You are responsible for your own safety! **Stay calm** – avoid panic and confusion.

2. Know the locations and operation of **fire extinguishers**.

3. Know how to report an emergency (9-911):
   - Your Name
   - Fire Location (Bldg. #1607, Floor #, Room #)
   - Building name: Allen Building
   - Size and Type of Emergency
   - Any additional information requested by the Operator

4. If you are not in immediate danger, also notify the Dean’s Office, phone number 862-3469.

5. When the fire alarm sounds, make sure **other personnel** in your immediate area are aware of the alarm.

6. Inform visitors of pertinent information about evacuation procedures.

7. **Close** but DO NOT LOCK doors as you leave. Items requiring security may be placed in a locking file cabinet or desk drawer on the way out. Turn off unnecessary equipment, if possible.

8. Know the locations of primary and alternate exits. During an emergency, walk to the nearest exit and **evacuate** the building. **NOTE:** Do not use the elevators during a fire-related emergency!

9. Go to your assigned **area of assembly*** outside the building and wait there. Do not leave the area unless you are told to do so.

10. **Persons needing special assistance** not able to exit directly from the building are to proceed to and remain in a stairwell vestibule. Inform evacuating occupants to notify the evacuation coordinator of your location. Fire Department personnel will evacuate occupants needing special assistance from the building.

11. **Do not re-enter** the building until you have been notified to do so. Emergency personnel often silence the alarm in order to communicate with each other. Silencing the alarm is **NOT** a signal for occupants to re-enter!

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*Students typically go to the bus stop area on John Kimbrough Blvd. or out by the Bush pond in back; be well away from the building*