MPA Professional Work Experience Guide

I. Purpose
The MPA Professional Work Experience (PWE) is a required, and essential component of the Master of Public Administration (MPA) curriculum. The PWE offers students the opportunity to further develop their competencies in a public service work environment while gaining additional experiences for career and professional development. The PWE sets the stage, as outlined in Table 1, for the PUBA 745 course (“Professional Work Experience Course”), and PUBA 746 Portfolio course.

Table 1: Sequence of Events

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Complete the following six MPA core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Five Required Core: 709, 710, 719, 720, and 721</td>
</tr>
<tr>
<td></td>
<td>• One Additional Selected Core: 723, 731, or 760</td>
</tr>
<tr>
<td></td>
<td>• Online format students should keep track of the completion of core courses and the timing for completion of the PWE with their Student Success Advisor. On-campus students will complete the PWE between the first and second year of the program. Periodic notices of eligibility will be circulated by the Associate Director of Alumni and Employer Relations (ADAER). Students are encouraged to meet with the ADAER to discuss strategies appropriate opportunities.</td>
</tr>
</tbody>
</table>

| Step 2 | Students are responsible for identifying a public service organization with which to complete the PWE. |

| Step 3 | Complete, acquire signatures, and submit your proposed Description of your PWE for approval by the ADAER before beginning the PWE. |

| Step 4 | Complete, sign, and submit your learning objectives for the PWE approval before beginning the PWE. |

| Step 5 | Begin the PWE. |

| Step 6 | Complete a mid-term check-in with the ADAER to discuss progress and for the program to ensure that the student is having a meaningful PWE. The mid-term check-in should include a review of the student's progress, achievements, and areas for improvement. This check-in will help guide the student in achieving their professional development goals. |
in will be completed once the PWE is 40-50 percent complete. At this time, the ADAER will also check-in with the student’s supervisor to ensure the PWE is on-track and, where applicable, explore course correction(s).

Step 7: Following the completion of the mid-term check-in, online students should contact the Assistant Director of Academic Advising & Student Life (ADAASL) to coordinate registration for PUBA 745 as registration is manual administered by the ADAASL. It is recommended that students register for PUBA 745-PWE course the term immediately following completion of the PWE.

II. Prerequisites

The PWE provides students an opportunity to reflect on the application and integration of learning from the six required MPA courses within a professional public service organization. Students must have completed six MPA core courses prior to beginning the required PWE. On-campus students should work directly with the ADAASL and online, with student’s Student Success Advisor, regarding academic plan and sequencing of courses and completion of PWE.

Students must complete these five required core courses:

1. PUBA 709: Public Administration Institutions and Values
2. PUBA 710: Organizational Theory
3. PUBA 719: Public Administration Analysis and Evaluation I
4. PUBA 720: Public Administration Analysis and Evaluation II
5. PUBA 721: Professional Communications

And one of the following core courses:

PUBA 723: Human Resource Management
- or -
PUBA 731: Public Financial Management
- or -
PUBA 760: Law for Public Administration

*NOTE – The PWE is not to be confused with PUBA 745-Professional Work Experience Course. It is highly recommended that students register for PUBA 745 the term immediately following the completion of the PWE.

III. Professional Work Experience (PWE) Requirements

To obtain approval of a proposed PWE opportunity the student must demonstrate the public orientation of the proposed work experience. Public service is defined as work performed for the benefit of the public, somehow working for the greater good of our communities. Typically, the employer is a governmental or nonprofit organization. In limited circumstances, consideration may be given to private sector employers that offer a public service project or feature a public service dimension. Your proposed description of your PWE must specify how the proposed work and specified projects serves a public function.
There are two options for structuring the PWE:

1. 400 hours over 10 weeks (a full-time, time limited PWE.)
2. 300 hours over 15 weeks (a part-time, time limited PWE.)

The PWE should offer the student an opportunity to gain experience such as: managing complex work, completing tangible deliverables, and engaging with organizational stakeholders. Examples of possible positions range from budget analyst to assistant city/county manager to program director. **NOTE**: Public sector employees, may be able to satisfy the PWE requirement by continuing to work with their current employer. **Approval by the ADAER is required and the scope of work for the duration of the PWE must be generally outside of one’s regular job responsibilities.** Examples might include working within a different department or completing a project for the organization that is not a part of one’s normal responsibilities and duties.

The approval process of the PWE begins by gaining pre-approval based on an initial conversation between the student and the ADAER. When a potential PWE is identified, the student and prospective employer complete a proposed description and scope of work for the PWE (Appendix 1), the student completes a statement of learning objectives for the PWE (Appendix 2) and submits both documents to the ADAER for final approval. Both documents must be submitted and approved by the ADAER prior to the start of the PWE.

In certain circumstances, students may be eligible for a PWE Waiver. Students with 5+ years of post-undergraduate public service work experience and at least 2+ years with their current organization may seek to apply for a waiver from the PWE requirement. For further information on the PWE Waiver, visit the [Professional Work Experience Waiver page](http://www.mpa.unc.edu/professional-work-experience-pwe-waiver) on our website.

IV. **Required Documents**

The PWE requires completion of: (1) the **Description and Scope of Student’s Professional Work Experience** (Appendix 1) and the (2) **Statement of Learning Objectives** (Appendix 2). One original signed copy of each document is turned into the ADAER for approval prior to the start of the PWE.

1. **The Description and Scope of Student’s Professional Work Experience** (Appendix 1) is signed by the student, the employer, and the ADAER. The intent of this document is to memorialize expectations between the employer and student and to ensure that the employer demonstrates that the organization has the necessary resources and focus to ensure that the student has a reasonable likelihood of achieving the agreed-upon goals of the work experience. At a minimum, the description and scope of the PWE must:
   - Identify and provide contact information for the organization (address and website) and the student’s supervisor.
   - Define the scope of the work, its audience, and student responsibilities.
   - Clarify the expected outcomes or products, and time frame in which the work will be completed.
   - Define how the employer will expose the student to the organization outside the student’s immediate work group and encourage opportunities for student to
observe how the organization works at different levels, interacts with various stakeholders, and makes decisions.

It is strongly encouraged that students seek compensation for their work efforts. Exceptions may be considered if the student and employer can demonstrate that the professional benefit of the work experience outweighs the value of the salary.

2. **Statement of Learning Objectives** (Appendix 2) is signed by the ADAER and the student. The student may choose whether to share their Learning Objectives with the employer. In addition to describing the work to be accomplished, the student defines personal goals for learning within the context of the secured PWE. Student is encouraged to reference, in specificity, how they hope to see lessons learned through the MPA coursework, in practice.

Table 2 provides an example where a student who is a budget analyst might choose to observe and analyze the leadership styles present in the work setting, then discuss in the written product how that experience and their graduate coursework apply to one’s own professional development.

<table>
<thead>
<tr>
<th>Tasks or Functions of the Professional Work Experience PWE</th>
<th>Potential Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving as a budget analyst</td>
<td>Observing and analyzing successful strategies for communicating both the content and implications of the annual budget report with the public, during a time of polarized politics</td>
</tr>
<tr>
<td>Providing staff support to an advisory board that makes nonprofit funding decisions</td>
<td>Observing and analyzing the leadership and communication practices of the nonprofits that are most successful at obtaining funding</td>
</tr>
<tr>
<td>Working in the Public Information Office of local government</td>
<td>Observing and analyzing how the government designs and implements a new strategy for citizen engagement for a bond referendum</td>
</tr>
<tr>
<td>Working for the director of a nonprofit agency</td>
<td>Observing and analyzing the multiple values and legal or ethical principles that come into play in the work setting</td>
</tr>
<tr>
<td>Staffing a new public change project</td>
<td>Observing and analyzing how leaders navigate through and transform resistance to change by the employees or citizens affected by the change</td>
</tr>
<tr>
<td>Working for a Human Resources Department</td>
<td>Observing and analyzing how the organization develops the leadership capacity of its employees in a new program</td>
</tr>
</tbody>
</table>
Mid-Term Check-in

Once the PWE is approximately 40-50 percent complete, the employer and student will participate in a mid-term check-in with the ADAER. The ADAER will initiate the scheduling of the evaluation with the student, and the student is expected to assist with the coordination of scheduling with their direct supervisor and ADAER. The ADAER will meet with both the student and supervisor individually, discussing progress and to ensure the student is having a meaningful PWE. The mid-term check in provides an opportunity for the student to reflect on their experience(s) and progress towards achievement of learning goals and, where necessary, for the program to provide student support in advocating to the employer for appropriate course correction(s) as to ensure the student has a meaningful PWE for the remainder of the work experience. Outside of this schedule, either the student or the employer is encouraged to notify the MPA program if expectations related to the PWE change or if either party is not upholding agreements defined in the completed description and scope of student’s PWE. During the final week of the student’s PWE, the Employer also agrees to complete an assessment of the student’s work performance. Employer feedback will be shared with students and the Associate Director of Career Services & Professional Development.

V. Elements of Success

Supervisors are especially important in helping MPA students develop career competencies while also integrating classroom learning with professional work assignments. The MPA program has observed that successful work experiences often contain the following elements:

1. Opportunities to develop and hone multiple skills, such as analysis, writing, and oral communication. This suggests that a variety of projects is preferable, or, in the alternative, one project that involves multiple skills. Having multiple tasks also helps students develop time management skills. Ideally, there should be some mix between working independently and working in groups. Another important skill is learning how to function within an organization, so working on projects that involve interaction with the regular employees of the organization is beneficial. It is also important that the student be given an opportunity to learn about the whole organization, including its mission and its current projects, not just the specific department or area to which the student is assigned.

2. A supervisor who is willing to mentor a student through the professional work experience. This is someone who allows the student to observe meetings, participate in various projects and events, and creates opportunities for the student and self to engages in reflective conversations on the student’s observations and reactions to observed events. A mentor will explore issues in public service with the student and expose the student to all aspects of a job as if the student were a regular employee.

3. Adequate physical facilities and/or needed resources for remote work. The student should have a comfortable space in which to work and/or appropriate technologies to work remotely. This does not mean a private office, necessarily, but an appropriate space with a decent computer is essential to a productive experience. Remote working arrangements are acceptable.
4. Opportunities for the student to speak in front of a group (e.g., managers, clients, or public officials) and respond to questions.

5. An environment in which the student feels comfortable asking any question, from questions on protocol or substance to career advice.

6. Clear expectations communicated by the employer as early as possible (even before work starts).

7. Regular feedback from a supervisor and other staff—e.g., weekly check-in meeting are strongly encouraged as they offer the opportunity for the supervisor to assess not only progress on projects, but a chance to provide feedback on work relationships and performance strengths and weaknesses of the student.

8. Performance Review – It is suggested that the supervisor conduct a formal feedback session at the end of the PWE. Many students are unfamiliar with formal review processes; incorporating a performance review which mimics the employer’s annual review process provides the student to valuable exposure to administrative review processes while also allowing the supervisor to recognize accomplishments and strengths and areas for further improvement.

9. The chance to participate in fieldwork, conferences, and other interactions beyond the office can also be beneficial.

VI. Preparing for Success: PUBA 745 - Professional Work Experience

Course and Portfolio -

The PWE provides each student with an opportunity to apply theory to practice while further developing competencies explored throughout the MPA coursework. Core competencies include:

1. Analyzing organizations and their environments from multiple perspectives and apply that analysis in assessing alternative courses of action.
2. Knowing and applying public service values, legal, and ethical principles.
3. Creating and use project management and program plans.
4. Reading, listening, and thinking critically.
5. Writing and speaking clearly, concisely, and unambiguously.

Following the completion of the PWE, students enroll in PUBA 745. It is highly recommended that students register for PUBA 745 the term immediately following the completion of the PWE. PUBA 745 tasks students with producing a series of short written products which explore selected competencies. Students will be challenged to integrate learning from previous coursework with experiences from the PWE and other professional work engagements. Understanding how the PWE experience is likely to be integrated into future coursework can be helpful when selecting a PWE and in a student’s continued success.
Reflective learning and writing activities in PUBA 745 may be organized around the following focused topics:

- **Understanding organizational context and environment.** Review material from PUBA 710, specifically Bolman and Deal’s four frames, Rainey’s environmental factors, and models to explain organizational collaborations and organizational change. Use your journal to make real-time connections among these models and what happens in the environment around you.

- **How the organization structures and executes project management.** If you are not directly involved in a project, ask to join a project team as part of your PWE. Consider strategies for success from the project management unit in PUBA 710. What better practices of project management does the organization employ? What are areas for strategic improvement? If you are unable to join a project team, journal on how the organization handled the “project” of hosting you during your PWE.

- **Consider how public service values (general and administrative) are identified, prioritized, and balanced in the strategy and priorities of the organization.** Also, journal on the ethical practices and behaviors occurring in the organization.

- **How does the organization engage in research design and data analysis for decision-making and program improvement?** Create journal prompts that will help you draw conclusions about how the practices used in the organizations aligned with lessons you learned in PUBA 719/720.

- **Similarly, review your learning outcomes from PUBA 760, PUBA 723 and PUBA 731.** What connections can you make among your learning outcomes from Law and Legal Processes, Human Resource Management and Public Financial Management and practices within the organization?

- **Finally, reflect on your public service motivation.** How does your PWE experience shape your career goals and areas of future interest? What areas for future development or gaps in learning might you identify based on this experience? In other words, what have you learned about making yourself more relevant as a public service leader in the future?

The written products from the PUBA 745 course also support portfolio development. Therefore, PUBA 745 must be completed prior to registering for the PUBA 746 – MPA Portfolio course.

To support your success in PUBA 745, it is suggested that throughout your PWE you collect information that will make your reflective learning and writing process easier once enrolled in the PUBA 745 – Professional Work Experience Course. You are not expected or advised to begin your writing early. You will be glad, however, if you collect data, tools, or artifacts that might inform your writing later.

Some easy practices to employ during your PWE:

- At a minimum, keep your notes, agendas, minutes, calendars, project schedules, etc., for reference.

- Keep images, print materials, or other artifacts that hold symbolic importance for you, the organization, or the community.

- Save media coverage of key events or projects.
• Make notes about key conversations, particularly if they provide explanations (background, the-rest-of-the-story, or what-just-happened?) about the dynamics or decisions you witness.
• Pay attention to the key personalities who affect the pace or direction of the work.
• Journal as you go, to document and consider your PWE, about both free-range and focused topics.

On a regular basis, respond to one or more of each of the questions in the following four groups (Note: the journal is not a course deliverable, but this will help you remember events and experiences):

• Describe:
  o What happened? Try to report your actual experience without interpretation.
  o What did I see and/or hear?
  o What were my thoughts and/or feelings at the time?

• Reflect:
  o What meaning do I make of this situation/experience? How do I interpret it?
  o How do I feel about it now?
  o What surprised me about this situation/experience?

• Expand:
  o What have I learned in my MPA courses that might apply to this situation/experience?

• Apply:
  o What insights have I gained? What have I learned that is new to me?
  o How might I use what I learned in the future as a public service leader?
Appendix 1: Description/Scope of Student’s Professional Work Experience

1. Name and contact information of the Student:

2. Name, website, and contact information for the Employer:

3. Name, title, and contact information for the student’s immediate supervisor:

4. Expected dates and timeframe for the duration of the Professional Work Experience (PWE):
   
   Traditional formats include:
   
   - 400 hours over 10 weeks (a full-time, time-limited PWE)
   - 300 hours over 15 weeks (a part-time, time-limited PWE)

5. Describe how the proposed work experience serves a public purpose, as well as the specific projects or responsibilities that will be assigned to the student:
   
   (Scope of the work, context, and stakeholders involved with the situation, purpose of the project, expected outcomes or products, student responsibilities, etc. Work performed for any public organization – governmental or nonprofit – is assumed to serve a public purpose. Work performed for a private sector organization might be allowable if the project serves a public purpose.)

6. How will the Employer provide the student exposure to the organization outside the student’s immediate work group, encouraging opportunities to observe how the organization works at different levels, interacts with various stakeholders, and makes decisions?

7. What salary, benefits, or other considerations will the Employer provide the student during this Professional Work Experience?

8. What kinds of additional resources will the Employer provide to ensure that the student has a reasonable likelihood of achieving the agreed upon goals of the work experience?
   
   (Examples include physical space, equipment, training, time, focus, attention, opportunities, etc.)

Mid-Term Evaluation

The Employer and Student agree to participate in an evaluation of the progress and success of the PWE, to be initiated by the MPA program, when the PWE is approximately 30-50 percent complete. Outside of this schedule, either the Student or the Employer will notify the MPA program if the expectations related to the PWE change or if either party is not upholding terms set forth in the signed description and scope of Student’s Professional Work Experience.
Assumption of Risk & Release of Liability

**Student** hereby release, hold harmless, and forever discharge The University of North Carolina at Chapel Hill, its current and former trustees, officers, students, employees, and agents ("University") from any and all liability, claims, demands, actions, and causes of action whatsoever (including negligence claims) and to the fullest extent permitted by law, arising out of or related to any loss, property damage, or personal injury or sickness, including death, that may be sustained to Student or Employer’s person or property, while engaging in educational learning experiences for purposes of the Master of Public Administration, Professional Work Experience (PWE).

**Employer** hereby releases, holds harmless, and for ever discharges The University of North Carolina at Chapel Hill, its current and former trustees, officers, students, employees, and agents ("University") from any and all liability, claims, demands, actions, and causes of action whatsoever (including negligence claims) and to the fullest extent permitted by law, arising out of or related to any loss, property damage, or personal injury or sickness, including death, that may be sustained to Employer’s personnel or property, while engaging in hosting the off-campus or in-person, educational learning experiences for purposes of the Master of Public Administration, PWE.

**Student and Employer** acknowledge that engagement in the PWE is voluntarily elected by Student and Employer, and both are voluntarily choosing to engage in the PWE in-person rather than remote or in a distance experiences that will allow Student and Employer to avoid proximity to one another and other individuals. Student and Employer are fully aware of the risks and hazards associated with this Activity (including risks to personal safety associated with any in-person meetings during the COVID-19 pandemic).

**Student** pledges to abide by the University's Instrument of Student Judicial Governance while participating in the PWE and acknowledges that any serious infraction may result in an immediate dismissal from the Activity. Student also understands that during the PWE Student is subject to any rules and policies of Employer and that if safety procedures and rules required by Employer are not followed, Student may be required to leave the site.

Signatures and date:
Student _______________________________________________________________________
Employer _____________________________________________________________________
MPA Program Representative _____________________________________________________
Appendix 2: Statement of Learning Objectives

The purpose of this document is to describe the student’s personal goals for learning within the context of the professional setting. The learning objectives must be signed, turned in, and approved by the ADAER prior to beginning the Professional Work Experience PWE. While not required, the student is required to share their Statement of Learning Objectives with their PWE supervisor.

The goals may be defined broadly in the beginning (i.e., communication styles of successful leaders) and then narrowed for the final paper based on the opportunities that happened during work experience (i.e., how one leader successfully communicated with the public during a crisis.) If the PWE presents unanticipated opportunities for learning, the student should immediately contact the ADAER.

1. Name of Student:

2. Name of Employer:

3. Describe, in general terms, the position to be held and work to be accomplished by the student:
   (Example: Assistant to the Duplin County Manager. My primary focus will be on supporting a planning process that will result in the consolidation of the Social Services and Public Health Departments. There are likely to be other miscellaneous projects of smaller scale requested by the Manager.)

4. Define your personal learning goals for the Professional Work Experience PWE:
   (Example: I am interested in learning how stakeholders react to a change process, how leaders successfully facilitate the different kinds of learning and functional tasks that are required by the change, how the progress and content of the change is best communicated inside and outside the organization, and how individual leaders can enable the success of change processes.)

5. Signature of Student: ________________________________________________________

6. Signature of MPA Program Representative: ______________________________________
Appendix 3: Mid-Term Report

(This form is completed by the Associate Director of Alumni Relations and Professional Work Experience, reviewed by the MPA Director, and placed in the student’s file.)

MPA Program – The University of North Carolina at Chapel Hill
Professional Work Experience PWE – Mid-Term Evaluation

Name of Student: ________________________________________
Name of Employer: _______________________________________
PWE Term: ______________________________________________
Evaluation Date: _________________________________________

I. STUDENT EVALUATION OF EMPLOYER

1. The PWE experiences aligns with my expectations of its scope of work?

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

If not, please explain: _____________________________________________________________________________

_________________________________________________________________________________________

2. I am confident that I am gaining substantive professional experience in this role:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

If not, please explain: __________________________________________________________________________

_________________________________________________________________________________________

3. I am making progress towards my learning objectives for this experience:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

If not, please explain: __________________________________________________________________________

_________________________________________________________________________________________

4. Please note any concerns you have at this stage of the PWE:

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
II. EMPLOYER EVALUATION OF STUDENT

1. This employee conscientiously adheres to our professional work schedule (e.g., work hours, meeting times, attendance expectations).

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

2. I am favorably impressed with the quality of his/her work on assignments so far.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

3. He/she possesses the skills I anticipated.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

If not, please explain: ______________________________________________________

__________________________________________________________________________

4. Please note any concerns you have at this stage of the PWE:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

III. SUMMARY OF CONVERSATIONS:
(provide a summary of conversations with student and employers)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
IV: RECOMMENDED PROGRAM FOLLOW-UP

- No follow-up needed
- Follow-up recommended
  Please explain:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Completed by:      Date:  
__________________________________  ___________________________

This evaluation will be retained in the student’s record and can be reviewed by faculty and staff upon request.
Appendix 4: MPA Professional Work Experience Waiver

Minimum Qualifications to Waive PWE Practicum Requirement:

- 5+ years of post-undergraduate public service work experience
- Student must be currently working, and have worked for the past 2+ years in a position and in an organization that qualifies for the PWE Practicum
  - Organizations that qualify:
    - Typically, governmental or nonprofit organizations
  - Positions that qualify:
    - Positions that have a public service element associated with the work or mission, somehow working for the greater good of our communities
    - Manage complex work
    - Assume primary responsibility for project management
- Meet with Associate Director of Career Services to discuss career goals and how the student’s current position qualifies for the waiver.
- Complete Waiver form and appendices of support

PWE Practicum Waiver Process:

1. Once students complete the 6 core courses required before the PWE practicum may begin, the Associate Director of Alumni Relations and Professional Work Experience communicates to students that they are eligible to initiate the PWE practicum process
   a. If a student has 5+ years of public service work experience, he/she may qualify for the PWE Practicum Waiver and, if interested in pursuing this possibility, should set up a meeting with the Associate Director of Career Services to explore this option.
   b. During this meeting, they will have a broader discussion of how the PWE fits into their general career development.
2. If the Associate Director of Career Services determines the student may qualify for this waiver, they will advise the student that he/she may submit the waiver paperwork to the MPA Program Director.
   a. The student must complete the waiver.
   b. In addition, the student will attach in a memo, how current work has met the objectives of the Professional Work Experience. Additionally, attach a resume and other supporting documentation from employer including job title, employer’s name, time in position, number of employees supervised, and specific projects, products, or other examples of work outputs.
3. The waiver application is reviewed by the MPA Program Director and approved or denied
   a. Upon PWE waiver approval, the student will be eligible to take PUBA 745
   b. If denied the student must complete the PWE and then take PUBA 745

Process formatted:
## Appendix 5: Prior PWE Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Office/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Office of the Courts</td>
<td>Chatham County, Manager's Office</td>
</tr>
<tr>
<td>Advanced Energy</td>
<td>Chatham County Economic Development Corporation</td>
</tr>
<tr>
<td>Aids Service Agency</td>
<td>Child Care Services Association (Chapel Hill, NC)</td>
</tr>
<tr>
<td>Alliance for Excellent Education</td>
<td>City of Alexandria, VA, Internal Audit</td>
</tr>
<tr>
<td>Alliance Medical Ministry</td>
<td>City of Asheville, Engineering Department</td>
</tr>
<tr>
<td>American Museum of Natural History</td>
<td>City of Asheville, Fire &amp; Rescue</td>
</tr>
<tr>
<td>American Red Cross, Tampa Bay, FL Chapter</td>
<td>City of Asheville, Manager's Office</td>
</tr>
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<td>Americans for the Arts</td>
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<td>America's Promise</td>
<td>City of Cary, Budget Office</td>
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<td>Arlington County, VA Public Works Department</td>
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<td>Atlanta Committee for the Olympic Games</td>
<td>City of Charlotte, Neighborhood Development</td>
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<td>Blanco, Tackabery, Combs, &amp; Matamoros, P.A.</td>
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<td>City of Columbia, SC, Public Relations, Mktng &amp; Media</td>
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<td>Center for Public Service (SOG)</td>
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<td>City of Durham, Parks &amp; Recreation Department</td>
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<td>City of Mission Viejo, CA Human Resources Department</td>
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<td>City of Mount Holly, Manager's Office</td>
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<td>City of Newport News, VA Manager's Office</td>
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City of Portland, OR
Purchasing Office
City of Raleigh, Office of
Economic Development and
Innovation
City of Richland
City of Rock Hill, SC Budget
& Finance
City of Rocky Mount, Budget
Office
City of Rocky Mount,
Manager's Office
City of Roxboro, Manager's
Office
City of Salisbury, Manager's
Office
City of San Diego, CA, Fire-
Rescue Department
City of Savannah, GA
Manager's Office
City of Tamarca, FL
City of Wilmington
City of Wilmington, Human
Resources
City of Wilson, Manager's
Office
City of Winston-Salem
Civic Education Consortium
(SOG)
College Advising Corps
Communities in Schools
Community Action
Opportunities
Congressman Ralph Norman
Corral Riding Academy
Council for Community and
Economic Research
Cumberland County,
Emergency Management
Davie County, Health
Department
Davie County, Manager's
Office
Daycare Services Association
Denver, CO Regional
Council of Governments
Department of Health
Hillsborough, NC
Dept of Social Services
Marshall, NC (Madison
County)
Development Corporation of
Knox County (TN)
DHIC, Inc.
DMG & Associates
Donate Life
Downtown Durham, Inc
Duke University Office of the
Provost
Durham Chamber of
Commerce
Durham County, Budget
Office
Durham County, Criminal
Justice Resource Center
Durham County, Department
of Social Services
Durham County, Manager's
Office
Durham Public Education
Network
Durham Transit
Durham's Partnership for
Children
East Carolina Council, Boy
Scouts of America
Econ & Comm Dev
(Washington, NC)
Economic Development
Partnership of NC
Education Pioneers
El Futuro, Inc.
EOUSA
Executive Service Corps of
the Triangle
Family Counseling Services
of Durham
Food Bank of NC
Fountainworks
Gastong County
Girls on the Run of the
Triangle
Golden LEAF Foundation
Governor's Comm on
Workforce Preparedness
Granville County Manager's
Office
Green Plus
Guilford County, NC,
Department of Social
Services
Handmade in America
Hillsboro, OR Police
Department
ICMA