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Course Description

UST 692, Public Administration Capstone, is a generalist course that provides a final common experience for MPA students. This course has been designed as a graduate seminar. In this course, students integrate learning from the core MPA curriculum with professional practices encountered in public and nonprofit organizations. Specifically, this capstone seminar has been organized around the following MPA Program mission.

The Master of Public Administration (MPA) Program's mission is to advance intellectual and administrative leadership in public administration by preparing a diverse student body to assume the challenges of a diverse public service. Course work gives students a foundation in general public administration and specialized skills grounded in one of the program's areas of expertise. It also helps students to discover, construct, interpret, and disseminate knowledge and understanding about the practice of public affairs. The MPA Program also serves the Northeast Ohio region, including the professional community, by extending intellectual resources and applying knowledge.

The MPA Program has built this mission on a commitment to nationally recognized excellence in public administration education and research, to the development of leadership in government, to public service for solutions to urban problems, and to an enhanced understanding of public policy and management in a global society. Through its activities, the Master of Public Administration Program supports the educational, research and public service missions of the Maxine Goodman Levin College of Urban Affairs and Cleveland State University.

Course Components

One major component of this course is the seminar discussions that will occur in face-to-face and online sessions. The course content uses reviews of contemporary issues, case analyses, problem-solving techniques, and faculty-practitioner panels to help students analyze public administration, public policy, and democratic governance. The seminar readings relate directly to the MPA Program’s mission and educational goals. While the assigned readings provide a
structure to the seminar discussions, students draw on the range of cognitive knowledge and analytical skills that they have acquired in the MPA Program.

Effective class participation requires students to actively participate in face-to-face and online discussion, both individually and within groups. Also, important announcements will be posted on the seminar’s homepage. Students must check there for the latest bulletins. Throughout the semester there will be reading assignments that will require the student to analyze the material and discuss by using the Browne & Keeley critical thinking framework.

When working in groups, each group must choose a facilitator. Each facilitator(s) must post the group’s summary online on the discussion board by noon of the scheduled class session. Group members must offer substantive postings to help the facilitator develop the reading summary.

Blackboard provides online tools to facilitate the group work. The first tool is the discussion board, which allows for asynchronous exchanges. The second tool is the chat room, where each group may conduct synchronous discussions. The third tool is email within Blackboard. Students can forward their Blackboard email to their preferred email address. These tools allow students to learn from each other. While Blackboard makes it easy for students to collaborate, the online learning environment is deadline intensive. Checking Blackboard everyday is imperative in this seminar.

The second major component to the course will be the assigned presentation and corresponding paper on a thinker in public administration. Students will choose from a predetermined list of these thinkers and be asked to read and make sense of at least one specified article written by them. Note that the use of secondary sources may prove to be especially useful when interpreting these articles and the views of the author. After their readings, students are expected to apply the author’s ideas to a current event of their choice. Students are then asked to compose a short (3-4 pages double spaced) paper applying these ideas to a current event and prepare to deliver a 6-minute presentation on their paper to fellow classmates. This work will be performed early in the semester so as to allow students to become familiar or perhaps re-acquainted with a key set of thinkers in public administration. It will be crucial to not only allow for intellectual freedom when constructing a research problem in public administration, but also to provide the necessary depth in capstone projects (demonstrating an understanding of the literature in the field and how your research fits relative to it). The presentation and paper should include the following components:

1. A basic biography of the thinker (when they were born, died, dates of major writings, basically work to provide some context for their writings)
2. What are they most known for? Provide a brief description of their major work(s) in the field of Public Administration
3. Lastly, choose one of the following:
   a. Narrow their major contributions to one subset or particular idea and apply it to a current event
   b. Take a general aspect of their thought and apply it to a current event

The third major component of the course is the creation of a Leadership paper. This paper requires the student to answer six primary questions related to leadership and support their answers using the literature we will be covering on the subject.
The fourth major component of this course is the preparation and defense of the capstone paper. Students will analyze and apply concepts drawn from the MPA curriculum and “smart practices” encountered in the workplace. Students are encouraged to consult MPA faculty members and appropriate administrators or internship supervisors as they develop their papers. This capstone paper must be original work and not one submitted for another class. However, the capstone paper can build on the prior work that students have done in other MPA courses.

Students who have successfully completed the capstone seminar have found it useful to work on the capstone project throughout the entire semester.

Students will present (and defend) a summary of their capstone paper at a Public Administration Forum. The plan is for each student to make a ten-minute presentation and then to allow the panel to ask questions for five minutes. **Presentations will take place over one-three days depending on need.** A random selection process will determine the schedule of the presentations, and student attendance at all forums is mandatory.

Each forum brings MPA faculty members, alumni, and practitioners together to serve as a review panel for the capstone presentation. The capstone presentations are open to the Levin College community and to the public. Questions from the audience will be encouraged. These forums will function as one part of a comprehensive examination for the seminar and the MPA Program. The other part of the exam is the written capstone paper, and it is due by the assignment due date specified on Blackboard. The instructor reserves the right to refuse to accept papers submitted after this date and time.

In designing your oral presentations, please include your name and a title for your presentation. The presentation should have: (1) a beginning, (2) a middle, and (3) an end. First, share your problem statement (i.e., research question) and show why it is a significant problem in public or nonprofit administration. Students must ground their problem in a specific organizational or institutional context. Second, list and answer the questions that flow from the statement. Students must demonstrate their capacity to apply knowledge gathered through their research and public administration concepts. Inform the audience of some specific (data) findings from the analysis. Charts and graphs are effective visual aids to support the capstone presentations. Third, students must demonstrate their capacity to develop alternatives and recommendations and to evaluate their effectiveness. Fourth, students should conclude the presentation with a set of reflections on how the MPA Program helped in the preparation of this capstone project. We have posted the capstone presentation rubric on Blackboard so that students can see in advance how the panel will assess them. (We have also posted the capstone paper rubric).

In particular, the oral presentation should have around six power point slides, but no more than eight slides to support it. Students must submit the power point presentations to the instructor via the Blackboard Assignment Drop Box so that they can receive their grades. Nevertheless, students should bring a jump drive with them to the Forum as part of their backup plan.

The fifth major component of the capstone seminar is an assessment of the MPA Program’s educational outcomes. The MPA faculty members engage in an ongoing quality
improvement process. Therefore, in or around the last class session, students have an opportunity to do a self-assessment of their skills, and their answers are confidential. The results help the MPA Program faculty to evaluate the curriculum’s effectiveness and to make content modifications.

Students will also have an opportunity to participate in a SWOT analysis of the Program. SWOT is an acronym that stands for strengths, weaknesses, opportunities and threats. The data analysis will not identify anyone individually. None of this information will affect a student’s course grade.

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Spring 2015 UST 692 Public Administration Capstone Seminar Readings:

REQUIRED BOOKS:


CAPSTONE PAPER RESOURCES (OPTIONAL BOOKS)


REQUIRED ARTICLES (on electronic reserve at the CSU Main Library and accessible through Blackboard):


**ETHICS CODES**


**Additional Resources:**

Web site: http://owl.english.purdue.edu/handouts/research/r_apa.html. This is a simple guide to the American Psychological Association (APA) style.

Library
http://library.csuohio.edu/

etutoring/using Blackboard
http://www.csuohio.edu/academic/advising/tutoring/etutoring.html
http://askelearning.csuohio.edu/kb/?CategoryID=59

Learning Strategies
http://www.csuohio.edu/academic/advising/tutoring/inventories.html

Habits of Highly Effective Learners and Successful Students
http://www.csuohio.edu/academic/advising/tutoring/7habits/index.html

ADA If you believe that you require accommodations under the Americans with Disabilities Act (ADA), please contact the Office of Disability Services at 687-2015.

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Seminar Assignments
We have listed your assignments below. Your final grade is based on the following:

1. Face-to face class attendance and participation - 5%
2. Active online participation - 5%
3. Presentation and paper on PA thinker applied to current event - 10%
4. Capstone research question, problem, outline (sub problems), etc. - 5%
5. Leadership Paper - 10%
6. Oral presentation and defense of a capstone paper - 20%
7. Completed capstone paper - 40%
8. End of Session Surveys - 5%

Assignments are due either at the time of class on face-to-face meetings or on the discussion board of Blackboard by noon of the scheduled seminar date for online sessions. Please note that grades will be lowered for assignments turned in late. **Remember to put your name and date on all written assignments and your name on every Blackboard file name and attachment. No name, no grade.**

Class participation standards include the following criteria:

• Arriving **promptly** at face-to-face sessions and participating with your cell phone turned off
• Using laptops for UST 692 related note-taking only. (Playing computer games, surfing the net, or doing homework during the Seminar’s face-to-face class sessions are disruptive and not permitted. These behaviors will result in a lower grade for class participation.)
• Participating constructively, actively, and with collegiality online.
• Avoiding the use of improper language and showing courtesy to others in face-to-face sessions and online
• Producing work that is at the graduate level
• Attending the Public Administration Forums (capstone presentations)
• Showing familiarity with all assigned readings
• Showing improvement in skills performance
• Initiating and responding to questions – from the instructor and co-learners in the Seminar
• Sharing relevant perceptions, experiences, and approaches in a professional way
• Preparing fully and presenting effectively assigned reading with a summary

Grading Policy
During the semester, we will use CSU’s 4.0 grading system. Therefore, an A grade = 4.0, a B grade = 3.0, etc. As an additional tool, I will use letter grades with “+” or “-” and combined grades, such as A-/B+ (that equals 3.5). Your final grade will be determined as follows:

A  =  95-100%  A- =  90-94%  B+ =  85-89%
B  =  80-84%  B- =  75-79% (below graduate standards)
C  =  70-74% (below graduate standards)
D  =  60-69% (below graduate standards)
F  =  Below 60% (failure)

A student must remove a grade of “I” within a maximum of one semester (i.e., by the last day of instruction of the second semester) of the term received or it automatically converts to a grade of F.

Academic Responsibility

Students are personally responsible for completing all program requirements on time, given that this is the last course in the MPA Program. Please note the University’s requirement for graduation. According to the University’s graduation requirements, students must register for at least one graduate credit during the semester in which they will graduate. Also, if a student does not finish MPA course work this semester, then he or she must enroll in another one-credit hour class to meet the University’s graduation requirements (see the Graduate Catalogue).

Students are expected to adhere to the norms of research ethics. Capstone projects involving the use of human subjects must have the approval of CSU’s Institutional Review Board (IRB) before students begin to engage in the research process. This review takes a minimum of two weeks. If the IRB does not approve the capstone research, then the capstone project is unacceptable for meeting UST 692 requirements. If the research is approved, then the student must have a written consent form from each participant before implementing the research. Please consult CSU’s IRB website at www.csuohio.edu/uored/POLICIES/irb.html for the details.

Finally, the MPA Program expects students to follow the highest standards of academic and professional honesty. Plagiarism will result in an automatic grade of “F”. Please consult the CSU Policy on Academic Misconduct that appears in the Student Handbook. This handbook is available through the University’s website www.csuohio.edu.

Spring 2015  MPA CAPSTONE SEMINAR SCHEDULE AND OUTLINE

Week 1 (Jan 13)  Face-to-Face Session: Introduction
Capstone Overview and Expectations
• Discuss the seminar purpose and schedule
• Review the syllabus, MPA program mission, & education goals
• Discuss the capstone project and rubric for evaluation
• Review APA Style Guidelines
• Describe your professional experience or internships
Argumentation as Friendship: Applying Critical Thinking
• Discuss areas of interest that might be appropriate for the capstone paper
• Discuss the Browne & Keeley critical thinking framework
• Identify common fallacies
• Discuss how to write a research problem
• Learn how to recognize the strengths & weaknesses of your own analyses

Conceptualizing a Capstone Paper
Discussion on major components of the Capstone:
• Problem
• Literature Review
• Method
• Analysis
• Findings
• Conclusion and Recommendations

Applying the ideas of a PA Thinker/Theorist to a Current Event
• Brief introduction to one thinker/theorist (Thomas Hobbes)
• Example(s) of how their ideas might be used to interpret or make sense of a current event
• Assign PA theorists (1-2 key articles and potential secondary sources) to be used for presentations and papers, which are due during weeks 3 and 4

Between sessions work:
1. Post a research question/concept for your capstone paper.
2. Add some content to the personal Student Homepage option so that your class mates can get to know you while learning to navigate Blackboard
3. Research assigned PA theorist and look for an interesting and applicable current event to apply their ideas to
4. Navigate the Blackboard Platform: Locate the PAD 692 materials on Blackboard by:
   a. Going to: www.csuohio.edu/elearning/blackboard
   b. Review the Blackboard Student Tutorials and online help
   c. Become familiar with navigating on Blackboard

Week 2 (Jan. 20)  Face-to-Face Session – Constructing a research problem, and Choosing and using a Methodology to build a Conceptual Framework

Review of types of Research Papers

Constructing a Research Problem
• Distinguishing between a research problem and research question
• Successfully tying your research to the field and understanding the nuances that affect what your research can be used for

Introduction to Qualitative and Quantitative Methods: Designing a Conceptual Framework for your Capstone Project
• Choosing an appropriate methodology to attempt to answer your research problem
• Exercise- making sense of the data and constructing a conceptual framework
• Examples of conceptual frameworks used in research

Visit from Ms. Diane Kolosionek, the Urban Affairs Librarian

Week 3 (Jan. 27)
Face-to-Face Session
Examples of several Methods

Understanding Validity

Homework between sessions:

Work on PA thinker paper presentation
Continue to work on preliminary post of problem statement/research concept.

Week 4 (Feb. 3)
Face-to-Face Session – Methods
PA thinker papers due and presentations

Homework between sessions:

Continue to work on Research Question/Concept – post preliminary statement to blackboard

Read Creating Public Value: Strategic Management in Government (1-103)
• Imagination and Defining Public Value
• Pay particular attention to the case studies.
• Organizational Strategy
• Come prepared to next class to discuss the following questions:

1. Explain why imagination is or is not relevant or even possible in public the public sector?
2. Discuss some ways in which public and private managers are the same and different.
3. Summarize the EPA (Ruckelshaus) case study. In what ways were the managers bureaucratic, bureaucratic entrepreneurial, value seeking and imaginative.

Week 5 (Feb. 3) – Face to Face meeting on Public Value I
Class Discussion - Public Value I

Homework Between Sessions:
1. WORK ON YOUR RESEARCH PROBLEM - Prepare to submit via Blackboard your written research problem and outline (subproblems) (research proposal). You must include an initial set of references and advisors for instructor approval. The instructors reserve the right to reject a topic.

   This assignment requires you to specify:
   A. Why your issue is significant in public or nonprofit administration?
   B. What public administration framework or concepts will inform your capstone?
   C. What are your sources of information and whom you will consult?
   D. What methods you will use to analyze this information?

   Please note that the preparation of an outline is a middle stage in the capstone paper development process.

2. Read Creating Public Value - Building Support and Legitimacy (104-189)
   Mobilizing Support
   Legitimacy
   Advocacy, Negotiation, and Leadership

   When reading this section think about Moore's key concepts of political legitimacy and mobilizing support and how they relate to the case studies contained in these chapters. Think about the questions below and come prepared to next class to discuss.

   A. Describe two ways that Sencer and Mahoney successfully built political support and legitimacy for their policy and programs.

   B. Do you agree with Moore that Sencer was too political savvy and single minded in his approach? Explain.

   C. What degree of political mobilization or even marketing is justified on the part of public managers in the cases and is there a way to know when they are going beyond their authority and the will of the public?

   Week 6 (Feb. 10)  Face to Face – Public Value II
   Research Problem and Proposal Due via Blackboard

   There will be an online schedule posted for you to choose an individual meeting time to discuss your Research Proposal.
**Week 7 (Feb. 17)**  
Individual Meetings on Research Problems  
Consider the rest of class time as potential research/library time for working to further develop and revise the research problem

**Homework between sessions:**

Read Bailey and Stivers articles and briefly review the codes on Ethics and Integrity in Public and Nonprofit Service  
- Review the ASPA & ICMA codes with a code of your choice & note the similarities and differences among them & to Bailey’s analysis

Work on Capstone  
Read and Post on Public Value III - Delivering Public Value (193-309) and post responses online  
- Operational Management  
- Reengineering  
- Implementing Change

Online Post Due by start of next class  
What does Moore mean by the "strategic view of operational management?"  
Discuss your answer using the Spence (BHA) and Brown (HPD) case studies as support for your interpretation of Moore. Provide examples from the case studies.

**Week 8 (Feb. 24)**  
Face-to-Face Session  
Lecture and Discussion on Administrative Governance/Ethics and Discretion  

Begin Group Case Study Activity in class

**Homework between sessions:**

1. Work on Group Case Study  
2. Begin to read Leadership on the Line and Begin Writing Leadership Paper:

NO MORE than 8-page essay that uses the APA style & contains a bibliography and citations. Please answer the following six questions relating to Leadership on the Line  
1. What do leaders really do?  
2. How is public leadership different from public management?  
3. What do the authors mean when they say that leadership is dangerous?  
4. Explain the “Faces of Danger.” Provide an example in your work or life experience were you had to confront one or more of the faces of danger. How did you handle it?  
5. What drives you to lead? What’s on the line for you?
6. Provide an example of someone you know that displayed outstanding leadership. Describe how they applied the tools from the book.

Additional leadership articles (if interested):
Leadership of Public & Nonprofit Organizations
Kotter, Porter, & Frederickson local leadership articles

Week 9 (Mar. 3)  Work on all papers and Group Activity

Week 10 (Mar. 10)  Spring Break

Week 11 (Mar. 17)  Face-to-Face Session
Group Presentation on Case Study

Homework Between Sessions:
Work on Leadership Paper
Work on Capstone Paper

Optional and TBD based upon course progress:
Managing & Leading Transitions
Read the Bridges article
• Analyze the Bridges article
• Recognize barriers to change & teamwork

Week 12 (Mar. 24)  Open Class - (Leadership Paper Due)

Week 13 (Mar. 31)  Brief Discussion on Leadership and Transition Mgmt.
Capstone Presentation Techniques and Tools

Week 14 (April 7)  Optional Meeting Day - Oral Presentation and Practice, Capstone paper meetings.
Submit DRAFT PowerPoint presentation via Blackboard assignment
• Work with your classmates to practice giving your oral presentation
• See how your presentation appears on the large screen
• Provide feedback to your classmates on their capstone presentations
• Receive feedback from your classmates

Week 15 (April 14)  Face-to-Face Public Administration Forum
(MPA Capstone Presentations Day 2)
• Submit FINAL PowerPoint presentation via Blackboard assignment
24 hours before your scheduled time
• Provide an executive summary & handouts of your presentation for panelists
• Deliver a ten-minute summary of your capstone paper to a panel of faculty and practitioners, using technology
• Answer questions from the panel and audience for five minutes
• Receive written feedback from the panel and integrate into the final written capstone paper
• Location: TBD 5:30-10 p.m.

Week 16 (April 21)  Face-to-Face Public Administration Forum
       MPA Capstone Presentations Day 3
• Submit FINAL PowerPoint presentation via Blackboard assignment 24 hours before your scheduled time
• Provide an executive summary & handouts of your presentation for panelists
• Deliver a ten-minute summary of your capstone paper to a panel of faculty and practitioners, using technology
• Answer questions from the panel and audience for five minutes
• Receive written feedback from the panel and integrate into the final written capstone paper
• Location: TBD 5:30-10 p.m.

Week 17 (April 28)  Open Day – Finalize Paper

Week 18 (May 5)  Submit written capstone paper and executive summary via Blackboard assignment function by 10 p.m. (Papers received after that time may be refused by the instructors)

Submit a SWOT Analysis of the MPA Program & UST 692
• Self-assess your skills and learning from your MPA education
• Participate in the MPA Program Exit Survey

Suggestions for the Public Administration Capstone Paper

Each student must prepare a professionally written analysis on a significant public administration topic. This paper should explore a relationship between theory and practice by applying theories and concepts drawn from the MPA curriculum.

Please see the Blackboard site for examples of previously submitted Capstone Papers.

The following is a list of selected titles and authors of completed MPA capstone projects.

“Cleveland Hopkins Airport: A Vision for the Future” by Chris Corrigan

“Using Best Public Administration Practices for Promoting EITC” by Marlene Perdan

“Picturing Change: Self-Documentary Photography & the Search for Social Equity in Public Administration” by Seth Beattie

“No Board Member Left Behind: Raising the Standard for School Board Governance” by Lori Chick

“At Your Service: Patterns of Citizen Interaction With City Managers” by Mark Medlar
“Performance Measurement in Public and Nonprofit Social Service Agencies” by Rachel Singer

“The Legitimacy of the Administrative State & the Social Security Administration” by Frank Wagner

“The Few, The Proud, the Brave: The Under-representation of Black Women in City Management” by Tanisha Briley

"Eminent Domain as an Economic Development Tool” by Peter Bishop

“Ohio's Term Limits: More Harm than Good?” by Ellie Sullivan

“The Heroes Among Us: Mythical Adventures of Nonprofit Organizations” by Rachael Balanson

“The Future of Wireless Broadband: Implications for Economic Development in the Knowledge based Economy” by Brian Iorio

“Cliffhanger: Transition Planning for Nonprofits” by Paul Irwin

“Building Capital on West 25th & Clark, Cleveland, Ohio” by Lyneida Melendez

“Should Cleveland’s Fire & Emergency Medical Services Division Be Merged?” by T.J. Schloemer

“Local Governance in the Flat World: The Relationship between E-government & Form of Government in Ohio” by Vincent Tenaglia

“Connecting Public Administration and Organizational Behavior to University Sustainability” by Ben Hoelzel

“If You (Green) Build It, They Will Come.” A Strategy for Green Building in Cleveland, Ohio by Diambu Smith

“The Pursuit of Active Citizenship” by Janet Muhl

“Municipal Merger: An Analysis of Law, Policy, & Procedure” by Jacob Ellis

As shown below, there are a variety of possible formats that are acceptable for a capstone paper.

1. An Agency/Office Profile and Analysis

Your assignment is to write approximately a 25-30-page double-spaced paper that is a profile and analysis of your agency or office. Your profile should apply the concepts, tools, and theories that you have learned in this and other MPA courses. You should examine your agency’s capacity to change, to plan, and evaluate its activities, and to resolve interpersonal and inter-organizational conflicts. You should look at specific issues of leadership and management within your office and across your agency or across jurisdictions. You may interview agency officials but not human subjects. This paper requires analysis, not advocacy, sensitivity, and honesty. It also requires that you point out your organization’s constitutional or legal form, its mission and enabling legislation or bylaws, its vision and values, along with its strengths, weaknesses, opportunities and challenges. Overall, examine your agency or office in terms of its advancement of the public administration goals. Specify the MPA theories and concepts that you applied in this analysis, and include your own analysis of the paper’s strengths and weaknesses.

2. A Program/Project Evaluation

This paper provides an analysis and assessment of how well an existing public program or project is working to accomplish its stated goals. This analysis also requires identification of
alternative ways the goals could be achieved, based on a literature review. Examining the costs associated with the different alternatives is important. Cost-benefit and cost-effectiveness analyses are used frequently in program or project evaluations. What recommendations emerge from this analysis? This paper should be between 25-30 double-spaced pages in length. Specify the MPA theories and concepts that you applied in this analysis, and include your own analysis of the paper’s strengths and weaknesses.

3. Polemic in Defense of Public Administration/Management

Your polemic should run approximately 25-30 double-spaced pages in length. According to the dictionary, a polemic is “an argument, especially one that is a refutation or an attack upon a specified opinion, doctrine, or the like.” For example, MPA students in Minnesota have written on “The Trial Court System in Minnesota: A Case for Bureaucracy in the Third Branch.” Your polemic should not be a blind defense of bureaucracy out of loyalty to your agency, individuals, or a doctrine. Rather, it requires you to confront the myths and stereotypes surrounding public administration and bureaucracy and to explore the legitimacy of the bureaucracy with evidence and eloquence. Use Charles Goodsell’s book, *The Case for Bureaucracy*, 4th ed., as a reference. Specify the MPA theories and concepts that you applied in this analysis, and include your own analysis of the paper’s strengths and weaknesses.

4. Program/Project Implementation Plan

This paper involves the design for the start-up or creation of a public program or project. It could be a strategic plan with proposed goals, objectives, and a set of balanced performance measures. The plan must include a steering group, a stakeholder analysis and a public participation component, along with a communication/follow-up plan. Identifying how the elements of the plan are related to one another is important. Creating an implementation time table is helpful. Sources of funds and the adequacy of both operational and capital budgets (if appropriate) should be considered. You must prepare an analysis of critical success factors. Please indicate how decision makers will evaluate this plan. All plans must be realistic by including an analysis financial realities and political circumstances surrounding the program or project. The length of the paper should run 25-30 double-spaced pages. Specify the MPA theories and concepts that you applied in this analysis, and include your own analysis of the paper’s strengths and weaknesses.

5. Policy Analysis

This paper analyzes a significant public policy from a series of perspectives, including, but not limited to the following: 1) administrative, 2) efficiency, 3) social equity or justice, 4) legal & political; and 5) economic. As Bardach (2005, xvi-xvii) notes, policy analysis originates in politics, channeling political conflict while building community. He also points out that policy analysis serves opposing sides. While cases and public policies may differ, but the following questions help you to structure a capstone paper. This paper should run 25-30 double-spaced pages.
1. What is the policy problem? Define it specifically and present your problem statement. Make sure you are clear as to the policy goals.

2. What are the value conflicts?

3. What is the context of the policy (administrative, political, legal, etc.)?

4. What are the relevant facts? Describe what happened and the influential actors and their institutional contexts. Who supports the policy, and who does not? Why or why not?

5. What public administration theories and analytical approaches are relevant for understanding and evaluating this policy problem?

6. Analysis: What are the central issues raised by the policy case?

7. Analysis: What are the major factors in the development of the policy, the implementation of the policy, or the evaluation of the policy?

8. What are the costs/benefits of the policy, and which groups are helped or harmed?

9. What alternatives are appropriate for addressing this policy problem? Why are these approaches appropriate?

10. What recommendations emerge from this analysis? Justify them.

11. What are the conclusion and the political implications?

12. How did the MPA Program assist in this analysis? What are the strengths and weaknesses of your analysis?

6. A Position Paper

A position paper is similar to a policy analysis. This assignment marshals the arguments in support of or against a specific policy, program, or issue. Normally, the best form for a position paper is to present the opposing arguments in their best light, and then expose their weaknesses. After that, the writer must offer a suitable substitute and argue why it is better. The conclusion should also point out why this issue is significant and the role of government (or governments). The length of the position paper should run 25-30 double-spaced pages. Please consult the Bardach book. Specify the MPA theories and concepts that you applied in this paper, and include your own analysis of the paper’s strengths and weaknesses.

7. A Literature Review

A significant public administration problem has a body of literature addressing its causes and solutions. The function of a literature review is to “look again” at what others have done and to place a contemporary issue in a historical context. Research presented in scholarly articles often begins with a review of the literature while dissertations will devote an entire chapter to a literature review. Some journals publish literature reviews, and those articles are accessible by using the search term “review” as the descriptor, along with the main topic. A typical literature review starts with a broad topic and shifts its focus to specific research hypotheses, purposes, or questions; it ends with suggestions for future research. A literature review is NOT an annotated list, moving from one researcher’s findings to another. In reviewing literature, use direct quotations sparingly. Below is the literature review that is based on the suggestions of Pyrczak & Bruce, Writing Empirical Reports (2005). The paper should run 25-30 double-spaced pages.

1. What is the issue and why is it significant?
2. What are the major sub-topics that the literature addresses? Start with the most recent research and work backwards. Be selective in the choice of topics and then provide at least two references to support each.
3. What are the major theories that have relevance to the research? Provide a brief discussion of each.
4. What are the major empirical findings of research in the field? Are they contradictory?
5. How reliable is the methodology that led to these findings?
6. What are the trends and recurring themes in the literature? Are there gaps in the literature?
7. How can future researchers build on this literature?
8. How did the MPA Program’s concepts and theories help in the preparation of this capstone paper? Please reflect on the strengths and weaknesses of your paper.

GENERAL COMMENTS

The capstone paper must address a significant public administration issue. Students must type their paper, using a 12-point font in Word. The paper must be logically organized and must not contain grammatical errors. Please use Bardach’s eightfold path to produce the final paper. The capstone paper must include a table of contents, appropriate citations, endnotes, and a complete bibliography. The preferred format for the capstone paper is the APA style; see the APA style handout posted in the BB’s content module. APA formats are available as a “macro” in most word-processing programs.

A one-page executive summary must appear at the beginning of the final paper, after the table of contents but before the introduction. The executive summary should be keyed to the paper as a whole, and its sub problems (or parts) and is built from the outline. The best summaries are written after the paper is done.

The paper should contain a section entitled “References.” The references must show the sources of information used to prepare the paper. Your paper must include at least ten scholarly (peer-reviewed) references. Please limit internet references to no more than half your sources. Your paper should contain in-text references. Long quotations must not be used. Full references must be cited at the end of the paper. Guidelines are in the APA style sheet and at the CSU Library’s webpage: http://www.ulib.csuohio.edu/vrd/citations.html. For assistance in citing references, please consult the following website: www.citationmaster.com.

The capstone papers will be graded on the basis of the MPA learning goals. A student’s grade will also reflect difficulty of the issue chosen as well as the paper’s comprehensiveness, accuracy, readability, and quality as a graduate level analysis. Please see the capstone rubric posted online.

The format of the capstone paper (25-30 double-spaced pages) is as follows:

I) A title page with the student’s name, a short capstone title, & date. The title of the paper should be consistent with the capstone paper’s main issue, not the conclusion.
A research problem, containing an outline (the sub problems), the problem’s significance, and a tentative list of references, are due by the date specified on Blackboard. This assignment should include the names of faculty members or practitioners who will serve as advisors. Early submission is encouraged. The final paper is due by the date specified on Blackboard. Late papers may be refused by the professor.

Consistent with the MPA Learning goals, the oral and written capstone papers must show that the student:

- Has learned something.
- Has demonstrated effective data gathering and critical thinking skills.
- Has placed the capstone in the context of the MPA Program’s core courses.
- Has considered the theoretical roots of the particular professional application.
- Has shown a capacity to gather information effectively.
- Has avoided simple advocacy.
- Has considered the limitations of the analysis.
- Can express an argument effectively in written and oral forms.
- Has met the learning goals of the MPA Program.

The capstone paper is both an academic and a professional paper on a significant public administration topic. This paper must be logically organized and show competence in written expression. The work product must contain clear and concise writing. Please avoid jargon and acronyms, and also be aware of your use of technical terms and the connotation they might have. The paper must use correct spelling, grammar, and punctuation. The instructors reserve the right to refuse any paper that does not meet these criteria. Once the instructors have approved your revised capstone paper, you must hand in one final copy for the MPA Program assessment.

**Appendix of PA Thinkers and Selected Articles and Books**

Woodrow Wilson, *The Study of Public Administration*, 1887
Frank Goodnow, *Politics and Administration*, 1900
Frederick W. Taylor, *Scientific Management*, 1912
Max Weber, *Bureaucracy*, 1922
Mary Parker Follett, *The Giving of Orders*, 1926
Luther Gullick, *Notes on the Theory of Organization*, 1937
Chester Barnard, *Informal Organizations and Their Relations to Formal Organizations*, 1938
 and *The Functions of the Executive*, 1938
V.O. Key, Jr., *The Lack of a Budgetary Theory*, 1940
Paul Appleby, *Government is Different*, 1945
Dwight Waldo, Conclusion of *The Administrative State: a study of the political theory of public administration*, 1948
Carl Friedrich, *Public Policy and the Nature of Administrative Responsibility*, 1940
Herman Finer, Administrative Responsibility in Democratic Government.” *Public Administration Review*, 1941
Robert Merton, *Bureaucratic Structure and Personality*, 1940
George Frederickson, *Toward a New Public Administration*, 1971
Camilla Stivers, *Toward a Feminist Perspective in Public Administration Theory*, 1989


Jeffrey Pressman and Aaron Wildavsky, *Implementation*, 1973


Ralph Hummel, *Stories managers tell: why they are valid as science*, 1991

Bentham, Jeremy, *Selected Writings on Utilitarianism*, 2000 (reprint)


Kingdon, John (2002) *Agendas, alternatives, and public policies* (Book) or associated article dealing with Policy Streams Model.