

PAD 692 - CAPSTONE IN PUBLIC ADMINISTRATION

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Spring 2006, CSU-UR 243/YSU Cushewa B-076
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Course Description

PAD 692, Public Administration Capstone, is a generalist course that provides a final common experience for MPA students. I have designed it as a graduate seminar. In this course, students will integrate learning from the core MPA curriculum with professional practices encountered in public and nonprofit organizations. Specifically, I have organized this capstone course around the 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, both online and in the face-to-face sessions, including IDTV. The course content uses reviews of contemporary issues, case analyses, problem-solving techniques, and faculty-practitioner panels in the analysis of public administration, public policy, and democratic governance. The seminar readings relate directly to the overall MPA Program mission and educational goals. While the assigned readings provide a structure to the seminar discussions, students will draw on the range of cognitive knowledge and analytical skills that they have acquired in the MPA Program. In discussing the readings, students will apply the critical thinking framework of Browne and Keeley. See the

“Deconstructing an Argument Framework” handout posted on WebCT.

The second major component is the integration of online learning technology into the seminar, using the University’s WEB-CT platform. One advantage of online discussion formats is your ability to think about and organize your thoughts about the discussion questions before actually posting your response/s. Please refrain from improper language and show courtesy to others while participating online.

Students must become familiar with WebCT so that they can participate in small online discussion groups. Checking WebCT every day is imperative in this course. Also, I will post important announcements on the seminar’s homepage.

Students will be randomly assigned to an online group. Each group will discuss the seminar readings online, and each reading will have a facilitator drawn from the group. By the second week of class, each group should have a unique name; members must have an assigned reading(s). The facilitator(s) must post the group’s summary online on the discussion board by the start of the scheduled class session. On occasion, I will post additional questions on the discussion board to which group members must respond intelligently. The face-to-face class discussions will not repeat the online discussions but will augment them.

WebCT provides tools to facilitate the group work. First, each group will have a discussion board for each assigned reading. The discussion board allows for asynchronous exchange of information. Second, each group will have a private space to share group files and to exchange group emails. Third, each group will have its own chat room to allow members to have synchronous discussions. These tools allow students to learn from each other. Students reported that what they learned from the group summary was greater than what they contributed as individuals.

Therefore, group members must offer a substantive posting and at least one follow-up posting to help the facilitator develop the group summary. These postings must include the member’s initials. Online facilitators are responsible for synthesizing the individual comments and producing a summary report (not in bullet form). The facilitators will have an opportunity to evaluate the performance of each group member in advancing the group’s collective educational objective, and this feedback will count in the group’s participation grade.

Everyone in the group will receive the same grade for participation. There is no exception to this. If one person does not do any work or close to no work, then that student will get a “0,” and the rest of the group will be graded for their collective contribution. You are not to do the work of others.

The third major component of this course is the preparation and defense of the capstone paper. Students must analyze and apply concepts drawn from the MPA curriculum and best 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 this course have found it useful to work on the capstone project throughout the seminar along with the seminar readings.

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 twelve minute presentation and then to allow the panel to ask questions for three minutes. Given the large size of this class, I have scheduled three dates for this forum – **April 26th** (5-10 p.m.) and **April 28th** (9 a.m. to 2 p.m.) in the Bonda Room (UR 254); and **May 3rd** in the Dively Auditorium (Room 112). All presentations will take place at CSU’s Levin College of Urban Affairs. A random selection process will determine the schedule of the presentations, and the College will provide refreshments. Attendance at these Forums is mandatory.

Each forum will bring faculty and practitioners together to serve as a review panel for the capstone presentation. The capstone presentations are open to the Levin College community. 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 **May 10th** at 6:00 p.m. I may refuse to accept written 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, explain the purpose of your capstone project and share your problem statement (i.e., research question). Second, list and answer the questions that flow from the statement. Inform the audience of the findings from the analysis. Third, students must offer recommendations based on their capstone analysis. Remember that the conclusion should let the audience know how the MPA Program helped in the preparation of this capstone project. I have posted the capstone presentation rubric in the “Content Module” of WebCT so that students can see in advance how the panel will assess them. The capstone paper rubric is also posted on WebCT.

Moreover, the oral presentation should have no more than six power point slides to support it. Students must not read the slides to the audience. Students must submit the power point presentations to the instructor via the WebCT Assignment Function so that they can receive their grades. However, students are responsible for bringing a disk or C.D. with them to the Forum.

The fourth major component of the capstone course is to assess MPA Program outcomes. The MPA Program is engaging in an ongoing quality improvement process. Therefore, in the last class session, students will have an opportunity to do a self assessment. Their answers are confidential. None of this information will be used in calculating their course grade. The data analysis will not identify anyone individually. Their answers will help the MPA faculty to

evaluate the effectiveness of the Program and to make curriculum 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.

PAD 691/692 Capstone Course Required Readings:

BOOKS:

Thomas L. Friedman, *The Lexus and the Olive Tree* (Anchor Books, 2000).

Donald F. Kettl, *The Global Public Management Revolution: A Report on the Transformation of Governance* (April 2005, Brookings)

Michael E. Kraft & Scott R. Furlong, *Public Policy: Politics, Analysis, & Alternatives* (CQ Press, 2004): Chapters 1, 4, 5, 6, & 7

Optional: Charles Goodsell, *The Case for Bureaucracy: A Public Administration Polemic*. Revised Fourth Edition. (2004).

M. Neil Browne and Stuart M. Keeley, *Asking the Right Questions: A Guide to Critical Thinking*. 7th edition.

The Browne & Keeley book provides a framework and relevant examples on how to analyze an argument. Students will find it helpful in framing their own arguments and for writing the capstone paper.

BOOKLETS:

Isabel Briggs Meyers, *Introduction to Type*. Consulting Psychologists. (1998)

ASPA, *Performance Measurement: Concepts and Techniques*, 3rd edition. (2002)

ETHICS CODES

American Society for Public Administration, Code of Ethics; download at
http://www.aspanet.org/scriptcontent/index_codeofethics.cfm

International City/County Management Association, Code of Ethics: download at
www.icma.org

ARTICLES (on electronic reserve through the CSU Main Library):

John P. Kotter, "What Leaders Really Do," *Harvard Business Review*, May-June 1990 (pp. 3-11).

David A. Thomas and Robin J. Ely, "Making Differences Matter: A New Paradigm for Managing Diversity," *Harvard Business Review*, September-October 1996 (pp. 79-90).

Robert S. Kaplan & David P. Norton, "The Balanced Score Card - Measures that Drive Performance." *Harvard Business Review*, January-February 1992 (71-79).

Stephen K. Bailey, "Ethics and the Public Service." *Public Administration Review*. 24, 4 (December 1964): 234-243.

Norman Krumholz, "A Retrospective View of Equity Planning, Cleveland 1969-1979." *American Planning Association Journal*, (Spring, 1982): 163-180.

H. George Frederickson, "Public Administration and Social Equity." Paper prepared for the 2005 Social Equity Conference of the National Academy of Public Administration, Cleveland, Ohio.

H. George Frederickson, "Transcending the Community: Local Leadership in a World of Shared Power." *Public Management*. 87, 10 (November 2005).

Michael W. Spicer, "Public Administration, the History of Ideas, and the Reinventing Government Movement." *Public Administration Review*, 64, 3 (May-June 2004): 353-362.

Mitchell Rice & Dhanajana M. Arekere, "Workforce Diversity Initiatives & Best Practices in Business & Governmental Organizations: Developments, Approaches, & Issues." Chap 2. of *Diversity & Public Administration*, edited by Mitchell Rice (2005).

Optional Article: Dan Durning & Will Osuna, "Policy Analysts' Roles and Values Orientations," *Journal of Public Policy and Management*. 1994

Assignments

I have listed your assignments below. Your final grade is based on the following combination:

- | | | |
|----|--|------|
| 1. | Face-to face class attendance & active online participation (ongoing) | -15% |
| 2. | Written exercise on leadership/globalization (February 15 ^h) | -20% |
| 3. | Problem statement, outline, & initial bibliography (March 1) | - 5% |
| 4. | Oral presentation and defense of capstone project | |

- (April 26, April 28, or May 3) - 20%
5. Completed capstone paper - 6 p.m. - on May 10th - 40%

Group assignments are due on the discussion board of WebCT by 6 p.m. of the scheduled seminar date. Individual assignments are due as specified as indicated in the assignment feature of WebCT. Please note that grades will be lowered for assignments turned in late. **Remember to put your name on all assignments and on every WebCT file name.**

Class participation standards include the following criteria:

- Arriving **promptly** at face-to-face sessions and participating with your cell phone turned off; sitting within camera sight throughout the face-to-face sessions
- Participating constructively, actively, and with collegiality in online groups
- Producing work that is at the graduate level
- Attending the Public Administration Forums
- Showing familiarity with all assigned readings
- Showing improvement in skills performance
- Initiating and responding to questions – from the instructor and co-learners in the class
- Sharing relevant perceptions, experiences, and approaches in a professional way
- Preparing fully and presenting effectively assigned reading and a group’s summary
- Actively supporting classmates in the group work

If you require reasonable accommodation due to a disability, please notify me immediately.

Grading Policy

During the semester, I 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 a “-” and combined grades, such as A-/B+ (that equals 3.5). I permit students to resubmit papers as part of a continuous learning philosophy. Be sure to submit both versions of the paper when requesting regrading. The latest date for resubmitting the leadership & globalization paper is April 12th.

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 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 the 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).

Finally, the MPA Program expects students to follow the highest standards of academic and professional honesty. 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 2006

MPA CAPSTONE SEMINAR SCHEDULE AND OUTLINE

January 18

Face-to-Face /IDVL Session.

Introductions. Capstone Overview and Expectations

- Discuss the seminar purpose and schedule
- Review the syllabus, MPA program mission, & education goals
- Assign teams/individuals to present class readings
- Discuss the capstone project and rubric for evaluation
- Review APA Style Guidelines
- Review reading assignment grid
- Describe your professional experience or internships

Navigating the WebCT Platform

- Discuss how to create your WebCT Account
- Locate seminar materials on WebCT site
- Review WebCT Participation Guidelines
- Become familiar with navigating on WebCT (homework)
- Post a message on the discussion board under "First Try"
- Optional: Add some content to the personal Student Homepage option so that your class mates can get to know you as you learn WebCT

Applying Critical Thinking

- Discuss areas of interest that might be appropriate for the capstone project
- Discuss critical thinking framework and identify common fallacies
- Discuss and practice how to write a problem statement

January 25

Face-to-Face /IDVL Session -

Leading and Managing Change

(Read Introduction to Type booklet - MBTI; no student facilitator)

- Recognize barriers to change
- Learn to value differences in the workplace
- Learn and apply advanced communication skills
- **Submit group's "name" & reading facilitator assignments**

February 1

Face-to-Face/IDVL Session

How to Conceptualize a Capstone Paper

- **Guest Lecturer, Dr. Larry Keller**
- **Read Kraft & Furlong Chap. 5 (pp. 127-149) (no facilitator)**

Leadership in Public & Nonprofit Organizations (Read the Kotter article)

- Summarize and analyze the Kotter article online
- Post & discuss the individual findings & group synthesis
- Finish discussion of interpersonal (MBTI) leadership
- Discuss Kotter's conclusions regarding leadership & management
- Apply Kotter's framework to an analysis of organizations

February 8

Online discussion - Change and Globalization

(Read the Friedman book)

- Summarize the book and apply critical thinking framework online
- Post your individual findings online in the designated group section; the group facilitator posts the group's summary on the discussion board before the start of the class
- Discuss online the effects of globalization on your community and work as a public or nonprofit administrator

February 15

Online Capstone Development Time:

What is Your Problem?

- Students present their problem ideas or statements online to their small group for input (6:00 to 9:50 p.m.)
- Suggestion: Use synchronous chat room and assign time for each member of the group to present
- Group members must react and offer online suggestions for improvement
- **Submit via WEB Ct. assignments a 6- page essay using proper style and with specific examples to answer the following questions:** What do leaders really do? How is public leadership different from public management? What does globalization mean to Friedman? (Define the term and explain his argument. Do

not forget to discuss the significance of the book's title.) What are the effects of globalization on your work as a public or nonprofit administrator and for your community? How has government's role in a globalized environment changed?

February 22

Face-to-Face Session/IDVL

Performance Measurement Methodology

(Read the ASPA book, Performance Measurement, Concepts & Techniques - no student facilitator; read Kaplan & Norton, "The Balanced Score Card")

- Post individual and group analysis about the balanced score card article
- Discuss the importance of performance measurement
- Identify different categories of performance measures
- Apply the Balanced Score Card to an organization

March 1

Face to Face: Ethics and Integrity in Public and Nonprofit Service (Read ASPA Code of Ethics, ICMA Code of Ethics & the Bailey article)

- Summarize & analyze the Bailey article online
- Review the ASPA & ICMA codes with a code of your choice
- **Submit written problem statement, outline, & a set of references**

March 8

Capstone Paper Development (Library Time)

(Read Kraft & Furlong - Chap. 1 (pp. 1-30); Chap. 4 (pp. 100-124); Chap 6 (pp. 150-177); Optional reading the Durning & Osuna article)

March 15

Spring Break

March 22

Online Discussion: Democratic Governance & Shared Power (read the Kettl book, read the Spicer & Frederickson articles)

- Analyze Kettl using the critical thinking framework
- Analyze the Spicer & Frederickson leadership article, using the critical thinking framework
- Use the Kettl, Frederickson, and Spicer analyses to critique the Friedman globalization framework
- Identify different conceptions of the state and relate it to the reinventing government movement
- Identify the essential elements of democratic governance as both a vision and a culture of constitutional polities linked to performance measurement

- March 29** **Face-to-Face Session - IDVL**
Embracing Social Equity & Diversity in Public Administration
(Read the Thomas & Ely, Frederickson, Krumholz, & Rice & Arekere
articles)
- **Guest Speaker, Professor Krumholz (confirmed)**
 - **Guest Speaker, Seth Beattie (confirmed)**
 - Professor Krumholz presentation (& online summary)
 - Analyze the Frederickson NAPA article online, applying the critical thinking framework
 - Watch the video, Dark Days, by Mark Singer
 - Analyze the Thomas & Ely, and the Rice & Arekere articles, applying critical thinking
 - **Seminar Discussion: Is social equity the latest fad in public administration or a new touchstone for strengthening public administration in a global society? Why or why not?**
- April 5** **Capstone Development: Library Time**
- April 12** **Capstone Development: Library Time**
Powerpoint Technology Presentation (optional)
- April 19** **Optional on-site session: Oral Presentation and Practice; Informal Peer Feedback**
- Work with your classmates to practice giving your oral presentation
 - Provide feedback to your classmates on their capstone papers
 - Receive feedback from your classmates on your own capstone paper
- April 26, 28, May 3** **Face-to-Face Public Administration Forum at CSU's Levin College of Urban Affairs - MPA Capstone Presentations**
- (5-10 p.m. on April 26th; 9 a.m. to 3 p.m. on April 28th; and May 3rd, 9 a.m. to 3 p.m.)**
Students' oral presentations to faculty, practitioners, and MPA students
- **Submit powerpoint presentation via WebCT assignment**
 - Provide an executive summary & handouts of your presentation for panelists
 - Use presentation technology to support your presentation
 - Deliver a twelve-minute summary of your capstone paper to a panel of faculty and practitioners

- Answer questions from the audience for three minutes
- Receive written feedback from the panel for incorporation into the final written paper
- Use this feedback in the final written capstone paper

May 3

Online submission: So What? Now What?

- Submit a **SWOT Analyses** of the MPA Program & PAD 692
- Self-assess your skills and learning from the MPA Program
- Submit responses to the MPA Program Exit Survey

May 10

Final written capstone paper due

- **Submit written capstone paper and executive summary** via WEB Ct. assignment function by 6 p.m. (Papers received after

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.

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

“A Review of Federal Sixth Circuit Litigation Outcomes for K-12 Learning Disability Cases Since 1996” by Casey William Lesiak

“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

“Implementation of Outcome Measurement in Small Nonprofits” by Steve Greenwell

“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

"Rebuilding a Community Institution" by Maureen Michael

As shown below, a variety of formats for the capstone paper are possible.

1. **An Agency/Office Profile and Analysis**
Your assignment is to write approximately a 25-30-page 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. This paper requires analysis, not advocacy, sensitivity, and honesty. You must discuss 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 how the MPA Program assisted in this analysis.
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 comprehensive 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 25-30 pages in length. Specify how the MPA Program assisted in this analysis.
3. **Polemic in Defense of Public Administration/Management**
Your polemic should be approximately 25-30 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 utility and effectiveness of bureaucracy with evidence and eloquence. Use Charles Goodsell’s book, *The Case for Bureaucracy, 4th edition*, as a reference. Specify how the MPA Program assisted in this analysis.
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, a set of balanced performance measures, and an implementation plan. This plan must include a proposed steering group, a stakeholder analysis and a public participation component, along with a communication/follow-up plan. It is important to identify how the elements of the plan are related to one another and to create an implementation time table. 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 and how this plan will be evaluated by decision makers. 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 pages. Specify how the MPA Program assisted in this analysis.

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 and political; and 5) economic. Cases and public policies may differ, but the following questions help you to structure a capstone paper. This paper should run 25-30 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 impacted?
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 is the conclusion?
12. How did the MPA Program assist in this 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 is obliged to offer a suitable substitute and argue why it is better. The length of the position paper should run 25-30 pages. Specify how the MPA Program assisted in this analysis.

GENERAL COMMENTS

The capstone paper must be typed double spaced, using a 12-point font in either Word or WordPerfect. It must be logically organized and must not contain grammatical errors. It should include a table of contents, appropriate citations, endnotes, and a complete reference list. The MBTI booklet provides a helpful way to organize it (see p. 39). The preferred format for the capstone paper is the APA style; see the APA style handout. APA formats are also available as a “macro” in most word-processing programs.

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

The paper should contain a section entitled “References.” The references show the sources of information used to prepare the paper. You must include at least ten scholarly 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 web site: <http://www.ulib.csuohio.edu/vrd/citations.html>.

The paper will be graded on the basis of the MPA learning goals. The 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 in the content module of WebCT.

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

- I. A title page with the student’s name, capstone title, & date
- II. A Table of Contents
- III. An executive summary
- IV. Introduction - which includes the statement of the problem and its importance, along with the conclusion and the paper’s organization plan
- V. The body of the paper
- VI. Conclusion - which includes a summary, recommendations with justifications, and a concluding paragraph
- VII. Lessons learned from the MPA Program (2-3 pages)
- VIII. Footnotes (or endnotes) and References

- IX. Charts, Tables or Graphs
- X. Appendices

A problem statement, containing the paper's argument, an outline, and a tentative list of references are due on **March 1, 2006**. 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 on May 10th at 6:00 p.m. 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 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. The paper must use correct spelling, grammar, and punctuation. I reserve the right to refuse any paper that does not meet these criteria.

Appendix - How to Create Your WebCT Account

How to Create your "WebCt" Account

Step 1: Computer Lab Access through the Levin College. If you are working at home, please go to Step 2.

If you are in the Levin College Computer Lab, you will need to log into a computer. Your Levin College login and password have no relationship to your WebCT accounts/passwords. If you do not know your login and password, you can ask for a guest account. Guest accounts are only valid for one week, so you will need to find out your LCUA account if you plan to work in the lab. Forms are available in the lab to request this information.

Step 2: Open a browser to <http://academic.csuohio.edu/webct>. The preferred browser is Internet Explorer.

If you never have had a WebCT class, then click on “create my WebCT ID.” Fill out the online form to create your account. Please note that **the WebCT login and password are necessary for you to get into your account.**

Step 3: **This is a one-time step only.**

After creating “My WebCT account,” you will open a screen that has your name at the top. Click on “add a course.” Go to “Urban Affairs,” “06 Spring - PAD 692, Capstone in Public Administration (Coomb’s).” Click the box that says “self-register.” Return to your “My WebCT” and a link to the course will appear in the upper right of the screen.

Step 4: You are now ready to begin your WebCT course.

WebCT is a web-based courseware package that can be accessed anytime, anywhere you have an internet connection. Point your browser to <http://webct.csuohio.edu> to access your “My WebCT” page. Internet Explorer is the preferred browser, but Netscape Navigator, Mozilla, or Firefox will work.

Please check the advanced options in your browser to make sure that java features are enabled. Also, some components of WebCT require you to enable the pop-up windows. If you have a pop-up blocker or if you use a browser such as Mozilla or Firefox, then you will have to “unblock” your pop-up windows.

If you need help, contact Caryn Eucker at 216.687.6898 or at caryn@urban.csuohio.edu.