



PAD 571a (updated 9/12/09)

Public Administration Capstone

Credit Hours: 4
Fall, 2009

Monday 6:00 – 9:30 PM, in **PAC 4A**

Instructor: Dr. Alexis A. Halley
Office: PAC 424
Office Hours: By appointment
Phone: 217-206-8327
Email: ahall30@uis.edu (best way to reach me)
Fax: 217-206-7807

Course Description

Welcome to PAD 571, the MPA capstone experience designed to integrate and continue to apply academic knowledge developed in the UIS-MPA program to real-world challenges of leading and managing public and nonprofit organizations in the 21st century.

This capstone is an intensive seminar and learning community in which students (1) discuss and assess dimensions of transformative change in the environment of public administration, (2) refine skills as reflective scholar-practitioners, (3) demonstrate competence in applying knowledge, skills, and evidence to particular public administration or public policy issues, and (4) demonstrate a collective learning capacity to focus and cumulate inquiry-oriented discussions using an overall theme. During the fall, we shall use the following overall theme:

“If we are now in an era of social transformation, what are the implications for the profession, the study, and your practice of public administration – especially in the state and communities of Illinois?”

The seminar sessions involve reading, written analysis, and in-class discussion of changes characterizing the field today as well as creating ideas that help us to form insights and conclusions about our overall theme. Examples of change areas we shall examine include:

- *Governance Capacity:* What changes are underway to change the art and practice of governing, governance, and government? How are these changes reshaping the work of public managers?
- *Capacity for Evidence-Based Policy and Management:* What is the significance of the movement that policy and management decisions should be based on the best evidence of what actually works?
- *Civic Capacity:* How does local civic capacity develop through government, business, and nongovernmental sectors to address millennial challenges such as rapid urban growth, economic restructuring, and investing in the next generation?

Consideration of the above change areas creates a broad context to enrich the learning environment in which each student writes and shares a capstone paper that marks the culmination of the UIS-MPA program.

Important: Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Office of Disability Services (ODS) (217-206-6666) in the Human Resource Building Room 80.

Student Learning Outcomes

Successful completion of this course will be contingent on students demonstrating that they can:

- 1) Synthesize and document the knowledge, skills, abilities, values, and accomplishments they have developed or strengthened in the UIS-MPA program and relate that portfolio to future career goals.
- 2) Develop and apply an illustrative public administration framework to inform action in 21st century practice situations as a reflective practitioner.
- 3) Initiate, complete, and report a capstone paper that shows (a) understanding of relevant public sector managerial concepts, (b) ability to identify and describe a public administration issue lending itself to systematic inquiry / research, (c) ability to find, assess, and use “the best” evidence applicable to the public administration issue, (d) understanding of relevant public policy institutions, processes, and organizational environments, and (e) ability to communicate in a clear and professional manner.

Required Texts

Allan Calarco and Joan Curvis. *Adaptability: Responding Effectively to Change*. Greensboro, NC: Center for Creative Leadership, 2006. ISBN: 1-932973-66-4

Xavier De Souza Briggs. *Democracy as Problem Solving: Civic Capacity in Communities Across the Globe*. Cambridge, MA: MIT Press, 2008. ISBN: 978-0-262-52485-8

David E. McNabb. *The New Face of Government: How Public Managers are Forging a New Approach to Governance*. ASPA Series in Public Administration and Policy. Boca Raton, FL: CRC Press, 2009. ISBN: 978-1-4200-9387-2

Jeffrey Pfeffer and Robert I. Sutton. *Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence-Based Management*. Boston: Harvard Business School Press, 2006. ISBN 1-59139-862-2

Articles as assigned during the semester.

Course Requirements, Assignments, and Grading Percentages

Note: All class-specific assignments are factored into the final grade, all are required and recorded, but some will be ungraded using a check/no check basis.

(1) Blackboard. All students are required to sign up to the Blackboard site for this course. Class communication between sessions, updates to class assignments, and your responses to selected class assignments will be posted here. (*ungraded unless otherwise indicated in a specific assignment*)

(2) Demonstrating Individual Engagement with the Weekly Readings and Progress on Completing the Capstone Paper (40% of grade)

The course will operate as a graduate level seminar meaning that we will meet each other as fellow inquirers into the seminar theme, and we will rely on roundtable discussions of the readings and the issues they raise. All participants are responsible to come prepared for those discussions by doing the readings,

completing required class-specific written assignments, identifying questions for discussion, and assuming leadership and facilitation of three discussions.

When you lead each of three class discussions, you are required to write and share with all members of the class an accompanying “*Practice Assessment Memo*” using the guidelines provided at **Attachment A**. Post each of your Practice Assessment Memos as an attachment to the Blackboard discussion forum the day before or the morning of the day of class.

Examples of demonstrating weekly engagement during the course sessions include:

- Leads class discussion on one or more assigned readings for three different class sessions and authors or co-authors three Practice Assessment Memos
- Listens respectfully and actively when others talk; builds on comments of others; does not carry on private conversations
- Consistently demonstrates a genuine desire to learn and share ideas – e.g., welcomes confirming and challenging data and interpretations
- Readily offers interpretations of readings, links readings to experience, and supports opinions and critical assessments with evidence from the readings
- Shares and reflects on progress on the capstone paper and asks for peer and instructor consultation to strengthen the work

(3) Reflective Essay (20% of grade)

Each student is responsible to write an original *4 to 5 page double-spaced* reflective essay that describes specific public administration knowledge, skills, values, and accomplishments you developed or strengthened through the MPA educational experience at UIS, and that conveys your perspective about public service and the practice of public administration. Guidelines for the Reflective Essay are at **Attachment B**.

(4) Capstone Paper and Oral Presentation (40% of grade)

Each student is responsible to prepare an original *15 to 18 page double-spaced* capstone paper which demonstrates “praxis” competence (how well you are able to connect concepts and evidence in the literature and in your coursework to practice). Each student will also share highlights of his or her capstone paper in an oral presentation that elicits feedback from seminar participants.

There are two options for or types of capstone papers; the difference stems primarily from the starting point of the inquiry. Option 1 has its origin with an issue in the scholarly literature; Option 2 has its origin with an issue in public administration practice. Instructions for each option are in **Attachment C**.

It is not expected that we will do original research in the class or for the final capstone paper. Any original research will need to be approved by the Institutional Review Board, a process that takes several weeks before the start of the data gathering.

Class Schedule

Week and Topics	Readings	What's Due (*=graded)
<u>August 24</u> -Course orientation -Leadership and adaptability -MPA Program Mission	Syllabus Calarco and Curvis. p.7-20 UIS MPA Program Mission and Objectives	-Assignments for 8/31 articles -Sign up for Practice Assessment Memos (see Attachment A)
Leadership and Change Anchors		
<u>August 31</u> -Key concepts from your MPA program work to date -Perceiving transformational change -Reflective writing, critical thinking, and leadership in public affairs -Practice Assessment Memo assignments	McNabb: -Preface C1. Creating a New Face for Government C3. Forces Driving Changes in Government Articles: -Peter Drucker 1999. "Managing Oneself," <i>Harvard Business Review</i> , v.77, n.2: 64-74. -Musso, Biller, and Myrtle 2000. "Tradecraft: Professional Writing as Problem Solving," <i>Journal of Policy Analysis and Management</i> , v.19, n.4: 635-646.	- <u>Write:</u> Identify the most compelling or useful concepts and/or readings from your work in the UIS-MPA program to date and explain why (2 pages, double-spaced, bullet point format – bring hard copy to class) - <u>Think:</u> What is the most significant force driving change in government today? How is this force of change affecting the study and your practice of public administration?
<u>September 7</u>	Labor Day Holiday	
New Approaches to Governance		
<u>September 14</u> -Change landscape in government -Technology and change -Peer consultations: Reflective essays	McNabb: C2. Shape and Scope of Changes in Government C5. Patterns of Change in Government C7. How Technology is Shaping the Face of Government C8. Technology and Systems Change	Session will have Practice Assessment Memos (C7, C8)* <u>Discuss:</u> Be prepared to discuss the focus you plan to take in your reflective essay
<u>September 21</u> -Targets, Processes, Agents of Organizational Change	McNabb: C4. Preparing an Org to Accept Change C6. How Public Managers Shape and Direct Change C9. People and the Changing Face of Government C10. Changing Government Work Processes	Session will have Practice Assessment Memos (C9, C10)*
<u>September 28</u> -Targets, Processes, Agents of	McNabb: C11. How Delivery Changes are Reshaping Government	Session will have Practice Assessment Memos (C11, C12, C13)*

Week and Topics	Readings	What's Due (*=graded)
Organizational Change -Climate and Readiness for Change -Check in: Capstone Paper Progress	C12. Expanding the Delivery Structure of Government C13. How Knowledge Facilitates Change in Government Calarco & Curvis: p. 21-28	<u>Write:</u> Draft of the "question" you plan to examine in your Capstone Paper and what help you think you need to strengthen it (1 page max)
Evidence-Based Policy and Management		
October 5 -Evidence-Based Management -Knowledge and Decision Making -Public Administration Applications	Pfeffer & Sutton: C1. Why Every Company Needs Evidence-Based Management C2. How to Practice Evidence-Based Management C3. Is Work Fundamentally Different from the Rest of Life and Should It Be? Article: -Carolyn Heinrich, "Evidence-Based Policy and Performance Management," <i>The American Review of Public Administration</i> , v.37, n.3, September 2007, 255-277	Reflective Essay Due* Session will have Practice Assessment Memos (for C3 and article)* <u>Think:</u> Public or nonprofit sector examples, not from the readings, where evidence-based management would improve decision making
October 12 -Applications of Evidence-Based Management -Check in: Capstone Paper Progress	Pfeffer & Sutton: C4. Do the Best Organizations Have the Best People? C7. Change or Die? C8. Are Great Leaders in Control of Their Companies? C9. Profiting from Evidence Based Management	Session will have Practice Assessment Memos (C4, C7, C8)* <u>Think:</u> What criteria do you think should be used to define and evaluate the quality and usefulness of evidence to improve the practice of public policy, administration, and management?
Building Civic Capacity		
October 19 -Democracy, Civic Capacity, Problem Solving -Check in: Capstone Paper Progress	Briggs: C1. Introduction C2. Democracy and Public Problems	<u>Think:</u> What types of evidence does Briggs use to support his argument?
October 26 -21 st Century Public Problem: Investing in the Next Generation -Implications for Public Administrators	Briggs: C9. Leading Change in Child and Youth Well-Being C10. From the Ballot Box to Better Results: Cross-Sector Accountability: Cross Sector Accountability in the San Francisco Children's	Session will have a Practice Assessment Memo (C10, C11)*

Week and Topics	Readings	What's Due (*=graded)
(substance and evidence)	Movement C11. Rights, Conflict, and Civic Capacity: Poor Children and Families in Postapartheid Cape Town	
November 2 -21 st Century Public Problem: Managing Urban Growth -Implications for Public Administrators (substance and evidence) -Check in: Capstone Paper progress	Briggs: C3. Managing Urban Growth: The Problem and Its Civics C4. Rethinking the American West: A Civic Intermediary and the Movement for Quality Growth in Utah C5. The Grassroots-to-Grasstops Dynamic: Slum Redevelopment and Accountability in Mumbai	Session will have Practice Assessment Memos (C4, C5)*
November 9 -21 st Century Public Problem: Restructuring the Economy -Implications for Public Administrators (substance and evidence)	Briggs: C6. The Civics of Economic Restructuring C7. The Hyper-organized Region: Leading the Next New Economy in Pittsburgh	Session will have a Practice Assessment Memo (C7)*
If we are now in an era of social transformation, what are the implications?		
November 16 Topics: - Seminar Insights & Course Theme -Integrative Framework for Practicing Public Administration – 21 st Century -Check in: Prep for Capstone Presentations	Review all readings to date Briggs: C12. Conclusion	<u>Write:</u> One page of individual insights re: the seminar theme* <u>Discuss:</u> -Be prepared to discuss applications to the environment for public administration in Illinois now and over the next five years
November 23	Thanksgiving Holiday	
November 30	Presentation and Discussion of Capstone Papers (1) & Course Synthesis	
December 7	Presentation and Discussion of Capstone Papers (2) & Course Synthesis (last class)	
Final PAD 571 Capstone Papers are due by email to the instructor by 5:00 PM December 15.		

Course Policies

- 1) The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her discretion, change content and requirements during the semester. Should this occur, all students will receive the updated syllabus and the impact of any changes will be considered in grading.

- 2) Attendance: Weekly attendance is expected; prior notification to the instructor (206-8327 or email: ahall30@uis.edu) when unable to attend.
- 3) Submission of Written Work Products:
 - a. *Policy on Late Work (after due date)*: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. No exceptions are made to deadlines for the final capstone paper and oral presentation. Please read the UIS MPA Handbook (section 16) for Closure Requirement policies that apply to this course.
 - b. *Writing*: Enrollment in graduate study assumes a commitment to scholarship, demonstrated through written material that reflects logical analytical reasoning, creativity, succinctness, and evidence from the academic literature. Proper grammar, punctuation, spelling and a writing style befitting someone earning a masters degree are expected. All writing assignments should be typed; double-spaced; 12 point Times Roman font; one-inch margins; and make use of an accepted, consistent and complete citation scheme (e.g., American Psychological Association style guide or the Chicago Manual of Style). Include your name, class title (PAD 571 MPA Capstone), date, and contact information. Title pages and the reference or bibliography pages are not counted as part of stated page limits. Points will be deducted for papers not meeting these requirements.
 - c. *Submission of Written Work Products Outside of the Classroom*: It is the responsibility of the student to ensure that the instructor receives each written assignment.
- 3) Academic Integrity. The UIS community of faculty, staff, students, and alumni are committed to academic excellence, which thrives on honesty, trust, and mutual respect. Academic integrity is at the heart of this commitment. Students are responsible for being aware of the Academic Integrity Policy <http://www.uis.edu/campussenate/AcademicIntegrity.htm> and for demonstrating honest and ethical behavior in their academic work. Violations of the Academic Integrity Policy may result in sanctions including failing the assignment, failing the course, transcript notation, or referral for Academic Hearing.
- 4) Evaluation Criteria:
 - A or A-: Successfully addressed all components of and criteria applicable to the class requirements and assignments, including consistently meeting deadlines and demonstrating analytical and integrative skills, capacity to apply concepts, and clear and comprehensive writing style.
 - B+/B: Successfully addressed and met most of the class requirements and assignments demonstrating some analytic skills and relatively clear and comprehensive writing style.
 - B-/C+/C: Somewhat addressed and met some components of and criteria applicable to the class requirements and assignments. Analytic skills and clear and comprehensive writing style need improvement.
 - D: Marginal, barely passing.
 - F: Unsatisfactory or unofficial withdrawal.

Attachment A:

INSTRUCTIONS FOR CLASS-SPECIFIC PRACTICE ASSESSMENT MEMOS and LEADING CLASS DISCUSSIONS

Practice Assessment Memos

Maximum of two pages, single-spaced, bullet-point format

Address the Memo “To” Members of PAD 571; “From” author(s) of the memo

Each Memo, should cover, *as applicable* to the assigned reading(s), the:

- Timeline
- Players / decision makers / institutions involved
- Decisions (being made) / Issues being addressed
- Evidence provided to inform decisions and/or progress on the issues (and evidence missing)
- Major issues raised relative to the overall theme of the course
- How does the reading illustrate an era of social transformation
- Three questions for discussion in class including ethical or normative dilemmas you see

Leading a Class Discussion using the Practice Assessment Memo

By midnight the day before class, please post the Practice Assessment Memo to the Blackboard Discussion Board for that week. Class members are responsible to bring their own copy of the memo to class. The author(s) of the Memo should then plan to spend 30 to 45 minutes facilitating a class discussion regarding the points made in the memo and the questions for discussion.

Sign Up Sheet for Practice Assessment Memos and Leading Class Discussions *(may be adjusted depending on class size). Please indicate your preferences to write one practice assessment memo in each of the three indicated course modules. The instructor will review your preferences and make final assignments (endeavoring to honor student preferences) so that each student is responsible for 3 Memos.*

NAME OF STUDENT: _____

Session	Reading Needing a Practice Assessment Memo	Student(s) Who Will Author the Practice Assessment Memo and Facilitate Class Discussion
<i>New Approaches to Governance Module (choose one memo)</i>		
9/14	McNabb: C7. How Technology is Shaping the Face of Government McNabb C8: Technology and Systems Change	Memo 1:
9/21	McNabb C9: People and the Changing Face of Government	Memo 2:
	McNabb C10: Changing Government Work Processes	Memo 3:
9/28	McNabb C11: How Delivery Changes are Reshaping Government McNabb C12: Expanding the Delivery Structure of Government	Memo 4:
	McNabb C13: How Knowledge Facilitates Change in Government	Memo 5:
<i>Evidence-Based Policy and Management Module (choose one memo)</i>		
10/5	Pfeffer & Sutton: C3: Is Work Fundamentally Different from the Rest of Life and Should it Be?	Memo 6:
	Heinrich: Evidence Based Policy and Performance Management	Memo 7:
10/12	Pfeffer & Sutton: C4: Do the Best Organizations have the Best People	Memo 8:
	Pfeffer & Sutton C7: Change or Die	Memo 9:
	Pfeffer & Sutton C8: Are Great Leaders in Control of their Company?	Memo 10:
<i>Building Civic Capacity Module (choose one memo)</i>		
10/26	Briggs C10: Cross Sector Accountability in the San Francisco Children's Movement	Memo 11:
	Briggs C11: Rights, Conflict, and Civic Capacity: Poor Children and Families in Postapartheid Cape town	Memo 12:
11/2	Briggs C4: A Civic Intermediary and the Movement for Quality and Growth in Utah	Memo 13:
	Briggs C5: Slum Redevelopment and Accountability in Mumbai	Memo 14:
11/9	Briggs C7: Leading the Next New Economy in Pittsburgh	Memo 15:

Attachment B:

GUIDELINES FOR REFLECTIVE ESSAYS

4 to 5 double-spaced pages exclusive of title page and reference/end note pages

The purpose of this essay is to document in writing your reflections on what public service means to you today as a result of what you have learned and accomplished through the UIS-MPA program. The essay should also include your ultimate career (and/or scholarship or lifelong learning) goals and examples of steps you plan to take to reach them.

Within that broad purpose, examples of what a reflective essay might emphasize are any of the following

- *Motivations-Then and Now:* What originally brought me to the UIS-MPA program? Now, today and looking forward, what are my motivations for public service going forward, and how do my motivations connect to specific concepts and experiences I've had in the UIS-MPA program?
- *Issue Portfolio or My Learning Agenda:* What substantive areas or issues of Public Administration interest me the most as I look ahead? Why? What role do I want to play in addressing those issues?
- *Best Work in My MPA Portfolio:* What stood out for me during my experience of the UIS-MPA program and why? What is the evidence of my "best work" in the MPA program?
- *Role/Identity:* Who am I today (e.g., what are my strengths, how do I work best, where do I belong, what can I contribute)?
- *Note: other approaches are certainly welcome*

Write your reflective essay in the first person. Include references to at least six readings you have done in any of your MPA classes.

The reflective essays are evaluated as to how well they:

- Connect academic concepts with the author's experience
- Answer the framing question re: what public service means to you today as a result of what you have learned and achieved through the UIS-MPA program
- Demonstrate "verve" or credible energy and enthusiasm in expression of ideas

Attachment C:

INSTRUCTIONS FOR CAPSTONE PAPERS

Contents

- I. *Choose one of the following types or approaches to your 15 to 18 page Capstone Paper:*
 - Option 1: Origin or Starting Point in the PA Scholarly Literature
 - Option 2: Origin or Starting Point in PA Practice Setting
- II. *Formatting Requirements for All Capstone Papers*
- III. *Oral Presentation of Your Capstone Paper*
- IV. *Evaluation*

Option 1: Origin in Literature
Capstone Paper with “Origin” or “Starting Point” in the PA Scholarly Literature ..
should follow the structure below:

<p>Framing the Question in the Literature (e.g., 1-2 pages)</p>	<p>a. Choose and briefly describe a public policy or management issue (concept, theory, etc.) which has provoked discussion or debate in the PA literature.</p> <p>b. Describe the significance of the issue, including your personal/professional interest.</p> <p>c. Describe the discussion/debate/unknowns. Summarize the historical backdrop and importance of the issue, making sure you place the issue within the context of the field of public administration.</p>
<p>Acquire and Assess Additional “Evidence” (e.g., 5-6 pages)</p>	<p>What are some of the important findings of researchers / scholars in this issue area? What controversies exist over what is known?</p> <p>d. Identify four to six authors (published in at least two different peer-reviewed journals) who have contributed to research about the issue. Present, discuss, compare, and evaluate the evidence they use, the arguments they make, and the conclusions they draw</p> <p>e. In addition to your above review of the literature, what other evidence do you think would inform progress in understanding this issue in public administration scholarship? What would you do to (get) that evidence – what would your approach be? What would be the advantages of your approach and how might your approach be criticized?</p>
<p>Discuss Actionability of the Evidence (Apply it to a specific area of policy/ practice in public administration) (e.g., 6-7 pages)</p>	<p>f. The issue you have selected has its origins in the PA literature. Now, give at least one concrete example of how this issue plays out in a specific public administration practice setting (e.g., specific place, community, organization, policy area, decision maker ..). Suggest how key players in the arena could make use of the important findings in the literature to make progress, and identify gaps that exist in the literature (and or other evidence you think is needed to inform progress in the practice situation you are describing. Include a discussion of institutional arrangements, which currently constrain or enable progress in this practice setting.</p>
<p>Share Your Reflections on the Future of Work on this Issue (e.g., 2-3 pages)</p>	<p>g. Identify changes you believe will (or should) occur in this issue over the next ten years and discuss the reasons why you believe those changes will (or should) occur.</p> <p>h. Offer recommendations or reflections about how to strengthen the connection between use of the PA scholarly literature to improve PA practice (and/or vice versa)</p>
<p>Summarize the Paper (1 page)</p>	<p>i. Write a one page executive summary or abstract of your paper</p>
<p>Document the Sources</p>	<p>j. Prepare endnotes and bibliography</p>

Option 2: Origin in Practice or Action

Capstone Paper with “Origin” or “Starting Point” in PA Practice .. follow the structure below

<p>Framing the Question or Decision in an Organization or Policy Area (e.g., 2 pgs)</p>	<p>a. Choose a public policy or management issue which is a challenge for a specific organization (or setting) you are familiar with.</p> <p>b. Describe the significance of the issue or challenge to the organization, why you are interested in this challenge and this setting, and what do you want to learn about this issue and this setting through this paper.</p> <p>c. Summarize characteristics of the practice setting (e.g., institutional arrangements) in which the issue or challenge arises, how the issue arises in that setting (historical backdrop), key actors, and your role in that setting</p> <p>d. If you were to present the results of your analysis in this paper, to whom would you address your analysis (e.g., who would be the “client” for your analysis)? What do you think will constitute progress on this issue for your client?</p>
<p>Acquire and Assess Evidence To Inform the Decision (e.g., 6-7 pgs)</p>	<p>What are some of the important findings of <u>researchers / scholars</u> in this issue area (in this or similar settings) in light of what will constitute progress for your client and/or what you want to learn? What controversies exist over what is known?</p> <p>e. Identify four to six authors who have contributed to research about the issue in at least two different peer reviewed journals. Present, discuss, compare, and evaluate the evidence they use, the arguments they make, and the conclusions they draw.</p> <p>f. In addition to your above review of the literature, what other evidence do you think would inform progress in addressing the issue or challenge in this setting? What would you do to (get) that evidence – what would your approach be? What would be the advantages of your approach and how might your approach be criticized?</p>
<p>Apply the Evidence to the Decision (e.g., 5-6 pgs)</p>	<p>g. Now that you have insights on the issue from the literature, and possible additional evidence you would propose to gather, go back to the issue or challenge as you initially described it – what use can you and your client or key actors make of the information you found in the literature (e.g., what recommendations do you offer that make progress on the issue in this setting through integration of “evidence” with action)?</p>
<p>Share Your Recommendations re: Future of Evidence Informed Practice (e.g., 1-2 pgs)</p>	<p>h. Identify changes you believe will occur in this issue in this setting over the next ten years and discuss the reasons why you believe those changes will (or should) occur.</p> <p>i. Offer recommendations or reflections about how to strengthen the connection or strength of evidence to help to improve practice</p>
<p>Summarize the Paper (1 pg)</p>	<p>j. Write a one page executive summary or abstract of your paper</p>
<p>Document the Sources</p>	<p>k. Prepare end notes and bibliography</p>

Formatting Requirements for All Capstone Papers

Format of Capstone Papers	
Sequence	Format/Page Count
Title Page	<ul style="list-style-type: none"> • (Title of your paper, your name, course number and name, date) • Separate page • Does not count toward the 15-18 page limit
Table of Contents	<ul style="list-style-type: none"> • Separate page • Does not count toward the 15-18 page limit
Executive Summary	<ul style="list-style-type: none"> • Separate page • Not more than 1 page • Counts toward the 15 – 18 page limit
Body of the Paper	<ul style="list-style-type: none"> • Please use sub-heads per instructions for each type of paper • Counts toward the 15-18 page limit
End notes / Bibliography	<ul style="list-style-type: none"> • Separate page(s) • Does not count toward the 15-18 page limit

Mechanics Reminders: All papers must be typewritten and double-spaced. Papers should use 12 point font size using Times New Roman. Please leave one (1) inch margins on the right, left, bottom, and top of the papers. Be sure the pages are numbered. Use left-justification. All papers must be:

- Directly related to public or nonprofit sectors and organizations
- Sole-authored and original
- Unique to PAD 571
- Properly cited and referenced
- Written in simple and clear English
- Free from inappropriate words and comments
- Free from typographical and punctuation errors, and awkward sentences
- Submitted to the instructor on or before the deadline

Presenting Your Capstone Paper

The last one or two weeks of class will be students presenting their capstone papers. Student presentations should take 30 to 45 minutes including time for feedback and discussion. Students should clearly present the central elements of their papers, including asking questions and seeking guidance to strengthen the paper. The presentation should be interesting and informative. *A draft of the one page executive summary of the central points of the paper should be prepared and distributed for everyone in the class.* Feedback from this oral presentation can be of use in finalizing the paper submission. The final paper is due during final exam week. (The use of powerpoint slides for presentations is optional).

Evaluation

The final submitted capstone papers are scrutinized for the presence of each of the substantive and format (mechanics) elements outlined above. In addition ... the following criteria are applied:

- *-Link to public administration:* indicating a clear relationship between the topic and some aspect of public administration including use of concepts learned in the UIS MPA curriculum
- *-Originality:* indicating a point of view that is a product of the author's own thinking and does not show an overreliance on the ideas of others
- *-Evidence:* demonstrating ability to find and evaluate scholarly literature and apply it to the question or issue of interest
- *-Analysis:* demonstrating strengths, weaknesses, and limits of the argument, point of view, and developing findings and conclusions that follow from evidence

The course instructor determines each student's final grade for the course and the capstone paper. After your PAD 571 grades are turned in, all capstone papers (without student attribution) are also later read by the UIS PA Faculty, who assess and discuss the papers as a gauge of the aggregate effectiveness of the MPA Program (e.g., to what extent are MPA program objectives being met, what program improvements may be necessary in the future). The objectives (competencies) of the UIS-MPA program are the following:

Graduates of the MPA Program will be able to:

- 1) Demonstrate understanding of management of public service organizations to include competencies in:
 - Administrative theory and practice
 - Human resources
 - Budgeting and financial processes
 - Information management, including computer literacy and applications
- 2) Demonstrate understanding of application of quantitative and qualitative techniques of analysis, to include competencies in:
 - Policy and program formulation, implementation, and evaluation
 - Decision making and problem solving
- 3) Demonstrate understanding of the public policy and organizational environment, to include competencies in:
 - Political and legal institution and processes, including administrative law
 - Economic and social institutions and processes
 - Organization and management concepts and behavior, including administrative ethics
 - Structure, functional operations, and political environment of Illinois state and local government
- 4) Communicate their knowledge and analysis in a clear and effective manner through:
 - Oral communications
 - Written communication
 - Interpersonal relations