

Course Competencies Assessment

Student Presentations

An important element of the Capstone competencies is the student presentations. Students will need to be prepared to present to a panel of public service professionals who are alums of the UNO MPA Program. The panelists will be tasked with evaluating the presentations as well as providing valuable feedback to the presenters. Treat the presentation like a job talk. It is important to know that while the

grade, rather the evaluations will be used to help assess Program competencies. **It is solely the responsibility of the instructor.**

Possible Project Approaches

- o Analyze a current event or issue
- o Analyze a current event or issue and propose a solution
- o Analyze a current event or issue and propose a solution and evaluate the solution
- o Analyze a current event or issue and propose a solution and evaluate the solution and propose a new solution
- o Analyze a current event or issue and propose a solution and evaluate the solution and propose a new solution and evaluate the new solution

Possible Project Techniques/Methodologies

- o Analyze
 - o Analyze and propose
 - @ Analyze and propose and evaluate
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Project Outline

Regardless of the project approach and methodology used, the final project should explicitly apply concepts drawn from MPA course work, reading and practice that aid in understanding the political, social, economic, managerial other factors relevant to the context and issues of the project. The outcome should be improved understanding of professional practice in a public or non-profit organization or program. The project may also result in recommendations for action that could change an organization or program.

All materials will be transmitted to the professor electronically in attached files readable by Word. Format will be Times New Roman 12 point font, single-spaced. Receipt will be acknowledged within 24 hours.

1. Executive Summary: Written when all other sections of the report are completed, this section provides the reader an overview of sections of the paper below.
2. Introduction: Describes the issue studied, including its development over time and the political and organizational context (or other relevant context such as public health). Describes the relevance or significance of the issue, problem, or project. Presents a concise and clear statement of the research question, as well as the likely outcome(s) of not addressing the issue/problem.

3. Analytic Framework/Literature Review: Presents a full and balanced review of theoretical and practice-oriented concepts drawn from the appropriate scholarly and professional literature, comparing and contrasting different perspectives and analyzing their application to the research question. This is

various theoretical approaches to a topic is to develop an analytic framework that establishes the elements of the project, lays out the theoretical basis of the project, and integrates the project into the larger body of systematic knowledge about public management and public policy. The References section (see #7 below) should be turned in at the same time as this section. Please remember, this section is not simply a summary of scholarship related to your research question, rather it is meant to help you frame your research question, identify shortcoming in the existing research and serve as a guide for your methodological approach.

4. Methodology: Articulates specific research questions/hypotheses and describes the research methodology, such as selection of persons interviewed, use of survey techniques, or data analysis. Carefully describes the specific steps taken to ensure the validity of the research design or project methodology and the credibility and utility of the research results.

5. Findings: Describes findings relative to the hypotheses or research questions with analysis and interpretation of the data or evidence collected.

6. Conclusion: Discusses the potential impact of the research on practice and the public interest. Relates the findings to previous research and existing theory and practice. Identifies shortcoming in research design and identifies areas for future research (ideal research design). Presents implications and recommendations derived from the findings as appropriate.

7. References: A complete and accurate list of references be included, in the style of the American Psychological Association

project in a telephone call with the professor or may arrange an appointment at a mutually convenient time.

Making Capstone Papers Available to Future Students. The School has decided that we will be retaining successfully completed Capstone projects for review, upon request, by future students in the MPA Program. We realize that in some cases these projects can deal with sensitive material and, therefore, we ask that you notify the instructor if you prefer that your Capstone project not be shared.

Monday, August 26 4:00 5:30 pm	INITIAL ORIENTATION MEETING: Be prepared to give a 5 minute presentation of your proposal noting what the problem is, why it is important, and how you expect to deal with it. Come to the class with any questions you might have about the course.
September 13 By midnight	INTRODUCTION:

Problem areas

Generally, avoid first-

Avoid contractions.

V

Punctuation.

- Period and comma always appear before quotation marks, except when a parenthetical citation ends the sentence; then, the period is outside the citation.
- Question mark, colon, semi-colon appear outside quotation marks (though a question mark appears inside the quotation mark if it applies to the quote, not the full sentence).
- Quotation marks are double, not single, except for a quote within a quote.

Quotations 40 or more words in length appear in block format. There are no quotation marks in block quotations except for quotes within the quote. The final period appears at the end of text, not outside a parenthetical citation.

Avoid sentence fragments. Sentences must have a subject (noun clause) and predicate (verb clause)

described are in fact quite different from others. (To correct, delete period,

described are in fact quite different from others.

paraphrasing others or presenting a strongly supported argument involving no, or demonstrably undesirable, alternatives.

Avoid re-creating lists from the work of others. They are usually a waste of space; briefly summarize their content in narrative form.

In general, do not use dictionary definitions. Develop description and definitions from course-related source materials.

