



**Master of Public Administration Program
Departmental Handbook**

Nelson Mandela School of Public Policy and Urban Affairs

Southern University and A&M College

P. O. Box 9656

Baton Rouge, LA 70813

Phone: (225) 771-3103

Fax: (225) 771-4386

Table of Content

I. Mission statement	4
II. Admission	4
1. Admission requirements	4
2. Admission Categories	4
a. Regular Admission	4
b. Provisional Admission	4
c. Conditional Admission	4
d. Non-Degree Status	4
III. General Program Guidelines	6
1. Advising	6
2. Transfer Courses and Course Substitutions	7
IV. Degree and Curriculum Related Requirements	8
1. General Graduation Requirements	8
2. Core Curriculum and Core Courses	8
a. Core Curriculum	8
b. Core Courses Descriptions	8
Concentrations and Required Concentration Courses	10
a. Generalist Concentration	10
b. Healthcare Administration Concentration	10
c. Public Policy Concentration	11
d. Non-Profit Management	11
3. Electives	12
4. Writing Seminar	13
5. Internship	13
6. MPA Thesis and Research Project Policies	14
a. Theses	14
b. Research Papers	15
c. White Papers	15
d. Thesis/Research Policies	16
e. Defenses	17
f. The Final Research/Thesis Product	18
V. Miscellaneous Items	18
A. Student Disability	18
B. Other	18
1. Confidentiality and Student Privacy	18
2. Hostility Free Work and Study Environment	19
3. Graduate Assistantships	19

4. Career and Professional Orientation	19
5. Southern University's Master of Public Administration Association (SUMPAA)	19
6. Department of Public Administration Facebook Page and Twitter	20
Appendices	21
Appendix A: Code of Ethics for Students	21
Appendix B: Student Grievance Procedure for Appeals of Departmental Decisions	23
Appendix C: Programs of Study	24
Appendix D: Approved Foreign Transcript Evaluations	28
Appendix E: Student Checklist for MPA Student Research Project	29
Appendix F: Research Project/Thesis Rubric	34

Southern University offers a program leading to the degree of Master of Public Administration (MPA), which is accredited by the National Association of Schools of Public Affairs and Administration.

By virtue of his/her status as a student in the MPA program, each student is expected to be familiar with these guidelines and policies and to comply with all requirements in the Handbook.

I. Mission Statement

The Southern University MPA program exists to promote opportunities in public sector management, to support the goals of community agencies as well as governmental organizations, to produce the next generation of well-qualified and ethically-grounded practitioners and academics, and to advance knowledge in the discipline through scientific inquiry.

II. Admission

1. Admission requirements

All applications for admission must be submitted to Southern University's Graduate School and processed per the requirements of the Graduate School. To be considered for admission into the MPA program, applicants must meet the following criteria:

1. Submit an application to the Graduate School (and pay appropriate admission fees);
2. Have a baccalaureate degree from an accredited institution of higher learning;
3. Have a minimum cumulative undergraduate grade point average of 2.50, preferably 2.7;
4. A minimum GRE score of 700. The Department will take the sum total of the GRE's verbal and quantitative scores to determine an applicant's score (Students with GRE score of less than 700 may be considered for regular admission at the discretion of the Admission Committee upon complete and thorough review of all components of the application);
5. Submit three letters of recommendation from academic and professional sources;
6. Submit a TOEFL score of 525 for non-native English speakers who graduated from an institution outside the United States or Puerto Rico;
7. Statement of Purpose: Submit an essay on professional career objectives.
8. No applicant will be considered for admission if his/her file is missing a complete official undergraduate transcript (showing all courses taken and grades earned, the date and degree earned and overall GPA).

Applicants with GPAs 2.49 or below may only be admitted as non-degree students.

In accordance with Graduate School's policy, no applicant who graduated from an institution outside the United States and Puerto Rico will be considered for admission if the file is missing a course-by-course evaluation of their transcript by an agency approved by the Graduate

School. See Appendix D for details on the procedure to submit foreign transcript evaluation to the Graduate School.

2. Admission Categories

After an application is submitted to the Graduate School, it is reviewed by the Admission Committee of the MPA program, which makes a recommendation to the Graduate School. The decision on the admission of the applicant to the MPA program is then made by the Graduate School, which communicates the decision to the applicant.

If admitted in the MPA program, an applicant begins the program being classified in one of four admission categories: regular admission, provisional admission, conditional admission, or non-degree admission.

a. Regular Admission

An applicant who has submitted a complete application to the Graduate School and meets all the requirements for regular admission, including an undergraduate overall GPA of 2.70 or higher, a GRE score of 700 or higher, and the completion of one undergraduate economics course and one undergraduate statistics course (with a grade of C or better) is regularly admitted in the program, upon recommendation of the Admission Committee of the Department.

b. Provisional Admission

An applicant who has applied for admission to the Graduate School and meets minimum GPA requirements for regular admission, but whose credentials were not completed by the admission deadline, may be admitted provisionally, for one semester, upon recommendation of the Admission Committee of the Department.

At the completion of the provisional time period, a decision will be made by The Admission Committee of the Department as to recommend the student as a regular admission. To gain regular admission, a provisionally admitted student must clear any deficiencies noted at the time of admission (and maintain a 3.00 GPA in all graduate coursework and receive a B or better in all courses taken).

c. Conditional Admission

Any applicant who has an undergraduate overall GPA of 2.50 to a 2.69 may be admitted conditionally upon recommendation of the Admission Committee of the Department. Conditional status may be granted for a maximum of one academic year. All students admitted under conditional status must maintain a 3.00 or higher GPA during the probationary period and receive a B or better in all courses taken.

At the completion of the conditional time period, a decision will be made by the Admission Committee of the Department on whether to recommend the student as a regular admit. To gain regular admission, a conditionally admitted student must clear any deficiencies noted at the time of admission and maintain a 3.00 GPA in all graduate coursework (B or better in all courses taken).

d. Non-Degree Admission

Students may also pursue coursework as a non-degree student. Students in this category are required to submit an official transcript and a completed graduate school application.

To seek regular admission, a non-degree student must clear any deficiencies noted at the time of original admission, maintain a 3.00 GPA in all graduate coursework, and receive a grade of B or above in required core courses as determined by the Department.

A maximum of 12 credit hours taken by a non-degree student may be transferred to the MPA program, if admission of a non-degree student as regular student into the MPA program is granted by the Graduate School. Transferred courses taken by the student must meet the requirements of the Graduate School and the Department.

III. General Program Guidelines

Upon admission, if any undergraduate course deficiencies are noted, those deficiencies must be cleared by student within the time indicated in their admission recommendation form and before their status is changed to a regular admission.

If an emergency exists and a student is unable to complete the requirements for a course, a student can request an incomplete by submitting the appropriate form (with supporting documentation). Instructors may not initiate a request for an incomplete. By University policy, if a change of grade is not submitted, all Incomplete grades will convert to an "F" the following semester. The Instructor will automatically give an "F" or will allow the grade to be converted to an "F" if the student has not completed the requirements for the course by deadline set by the instructor.

All students are required to complete a graduation application the semester before the anticipated semester of graduation. Deadlines for submission of the application are posted in the Department and published by the Graduate School.

Any student appealing a grade, or any decision taken by a faculty member of the Department, must follow the Department's Student Grievance Procedure for Appeals of Department Decisions found in Appendix B of the Handbook.

All students are expected to follow the Department's Code of Ethics for Students presented in Appendix A and the University's Code of Student Conduct Manual (published by the Office of Student Life). Any violation of the Code of Ethics or Code of Student Conduct Manual may result in disciplinary measures, including discharge from the program. All students are required to attain the most recent copy of the Critical Dates from the Graduate School every semester. Following and respecting all departmental and university deadlines is the ultimate responsibility of the student.

1. Advising

Upon admission each student will be assigned an advisor from the Public Administration faculty. Students must make an appointment for advising as soon as they are assigned an advisor, and every semester prior to registering for courses while they are enrolled in the program. During

the New Student Orientation, students who have not established contact or who do not know who their advisor is, will be contacted by the Chair of the MPA department.

Student and advisor have to outline a Program of Study for the student within three weeks in the second semester of enrollment. Programs of Study are presented in Appendix C. The semester before the anticipated semester of graduation, at least 2 weeks before the graduation application deadline, student and advisor are required to meet to review the student's file. Student and advisor are also required to meet within the first week of the anticipated semester of graduation

Students may select to retain that initial advisor during the course of their study in the program or request another faculty member to serve as advisor. Students need to secure approval of his/her new advisor before changing advisor. Only full-time faculty members in the MPA program can serve as advisor. The Department reserves the right to assign students to specific advisors, when such action is necessary for the equitable and efficient functioning of the Department.

To facilitate the adjustment of incoming students to the Departmental/University environment, The Department of Public Administration organizes an annual orientation session for new students. During which, important information about the MPA Program is provided including, but not limited to, degree requirements, Programs of Study, important dates on the academic calendar, introduction to the faculty, graduate assistantship availability, and Southern University's Master of Public Administration Association (SUMPAA). New students are encouraged to participate in this annual orientation session.

2. Transfer Courses and Course Substitutions

Students may transfer and apply a maximum of 12 credit hours into the Program of Study if approved by the Department and the Graduate School. Any transferred course must be not less than a "B" and earned from a regionally accredited graduate school.

To transfer and substitute a course from Southern University for a core course in the Program of Study, a student must submit a Request for Course Substitution (with an official transcript and a course syllabus or detailed course description attached) at least a semester prior to the anticipated semester of graduation. Any substitution request must clearly demonstrate the comparability of the course to be substituted.

To transfer and substitute a course from an institution other than Southern University for a core course in the MPA program, a student must submit a request for transfer form (with an official transcript and a course syllabus or detailed course description attached) and Request for Course Substitution (see Appendix E) at least a semester prior to the anticipated semester of graduation. Any substitution request must clearly demonstrate the comparability of the course to be substituted.

To transfer and apply a course from any institution from an institution other than Southern University, as an elective or concentration course in the Program of Study, a student must submit a request for transfer form (with an official transcript and a course syllabus or detailed course description attached) at least a semester prior to the anticipated semester of graduation.

IV. Graduation and Curriculum Related Requirements

1. General Graduation Requirements

The semester before the anticipated semester of graduation, a student must access his or her transcript and, in conjunction with his or her academic advisor update the Program of study and identify any impediment to graduation. The Plan of Study serves as the official documentation of courses taken by the students and the grades earned by them.

All MPA students are required to complete the following credit hours to graduate: 27 hours of core courses; 15 hours of concentration courses and/or elective depending upon the concentration selected; 6 hours of research or thesis, 3 hours of Writing Seminar (unless exempted), and 3 hours of Internship (unless waived).

General graduation requirements are as follows:

Admission in the MPA program as regular admission;

Removal of all deficiencies;

At least a 3.00 overall GPA on graduate work at Southern University with no more than two grades below a "B"

An approved/signed Program of Study on file;

Completion of all core courses and concentration courses in the Program of Study;

Completion of an approved/signed thesis or research project.

2. Core Curriculum and Core Courses

a. Core curriculum

All students are required to complete the 9 core courses to complete the MPA Program. They are listed below (each is a 3 credit hour course):

PADM 503	Principles of Public Administration
PADM 508	Organizational Theory (or PADM 564 Org. & Sys. Man.)
PADM 511	Statistics (prerequisite: undergraduate statistics)
PADM 512	Research Methods
PADM 530	Public Finance (or PADM 531 Government Financial Management)
PADM 543	Information Systems
PADM 556	Ethics and Public Policy
PADM 562	Human Resources Management
PADM 563	Managerial Economics (prerequisite: undergraduate economics)

b. Core Courses Descriptions

Principles of Public Administration (PADM 503): This course offers an introduction to the study of public administration. Students are introduced to basic concepts and foundational theories relating to bureaucratic analysis, organizational theory and behavior, functions of public management such as personnel administration, budget decision making, government regulations and administrative law.

Organization Theory (PADM 508): This course addresses basic principles of the internal management of organizations with a focus on public organizations. Topics addressed include authority, communication, productivity, planning, morale, and change.

Statistics (PADM 511): This course covers important concepts of basic descriptive and inferential statistics, including parametric and non-parametric statistics, hypothesis testing, binomial probability distribution, simple linear regression, and estimating population proportions.

Research Methods (PADM 512): This course covers advanced topics in applied research. Topics to be covered include the various steps in the creation of a research proposal, including development of a research question, a literature review, and an appropriate methodology.

Public Finance (PADM 530): This course covers basic concepts, principles, and procedures of public sector economics. Public expenditures and revenue are discussed with a focus on state and local government tax and non-tax revenue sources and expenditures, and variations in inter-governmental aid programs and state and local expenditure policies and practices.

Information Systems for Public Managers (PADM 543): This course analyzes computer software applications including word-processing, spreadsheet, database management, graphics, desktop publishing, and statistical analysis software.

Ethics and Public Policy (PADM 556): This course provides students with the tools and techniques for ethical analysis of public policies. This course is designed to enhance understanding about the ethical debate that surrounds most public policies and to deepen the awareness of the ethical standards in public administration or public services, in general. Starting with the foundations of ethical study, this course introduces: the major ethical philosophies; the application of these principles to decision making for a better understanding of the values that underpin or prescribe public policies, and the codes and standards of ethics in public administration.

Human Resource Management (PADM 562): This course examines various principles and issues regarding public personnel. Included in this course is a discussion of effective techniques for hiring, motivating, training, compensating, and evaluating employees. Other topics covered include job discrimination, collective bargaining, and employee conflict resolution.

Managerial Economics (PADM 563): This course acquaints students with the basic concepts, principles and procedures of both micro and macroeconomics relevant to public policy analysis; provides and understanding of relationships between consumers and producers in a contemporary economy; acquaint students with methods of analysis relevant to decision making in both public and private sectors of the economy;

3. Concentrations and Required Concentration Courses

The MPA program offers the following concentrations: generalist, public policy, health services administration, , and non-profit management. Each concentration requires the completion of a 48 - 54 credit hour curriculum.

Students are required to select a concentration when first outlining a Program of Study with their advisor (within the first two weeks of the second semester upon admission in the MPA program).

a. Generalist Concentration

Students in this concentration are required to complete: 27 hours of core courses; 15 hours of electives (pertinent to public management); 6 hours of research or thesis; 3 hours of Writing Seminar (unless exempted); and 3 credit hours of Internship (unless waived).

b. Healthcare Administration Concentration

Students in this concentration are required to complete: 27 hours of core courses; 12 hours of healthcare administration courses; 3 hours of electives (pertinent to health care administration); 6 hours of research or thesis, 3 hours of Writing Seminar (unless exempted); and 3 credit hours of Internship (unless waived).

Healthcare Administration Concentration Required Courses:

Public Health Organizations & Programs	PADM 620
Health Services Administration	PADM 521
Marketing & Strategic Planning	PADM 522
Legal Issues in Healthcare	PADM 527

Public Health Organizations and Programs (PADM 620): This course introduces the student to the preventative aspects of public health programs and practice. The philosophy and principles of public health organization and practice is presented, with particular emphasis on organization, mission, and function of both official and voluntary preventative health services at the international, national, state, and local levels. Included in the course are discussions of maternal and child health, infectious and chronic disease control, adult health, gerontology, mental health, health economics, public law, health education, accident, and drug abuse control, public health nursing, and social welfare services.

Health Services Administration (PADM 521): This course examines organization and management in different healthcare organizations and service settings, including hospitals, ambulatory care services, and managed care organizations. Discussions emphasize determinants and managerial implications of changing inter-organizational relationships.

Marketing and Strategic Planning (PADM 522): This course explores marketing theory and research as applied to corporate strategic planning in the healthcare industry. Topics include patient market segmentation, medical staff marketing, promotion and public relations, strategy development, long-range planning, corporate reorganization alternatives, multi-instructional systems, and closure and conversion. Using marketing and planning concepts and methods, students participate in developing a long-range plan.

Legal Issues in Healthcare (PADM 527): Regulatory and legal aspects affecting administration of hospitals and other healthcare organizations will be discussed as well as the Legal issues relevant to the administrator, decision-making, and planning process.

c. Public Policy Concentration

Students in this concentration are required to complete: 27 hours of core courses; 12 hours of public policy courses; 3 hours of electives (pertinent to public policy); 6 hours of research or thesis; 3 hours of Writing Seminar (unless exempted); and 3 credit hours of Internship (unless waived).

Public Policy Concentration Required Courses:

Public Policy	PADM 515
Methods of Public Policy Analysis	PADM 540
Marketing and Strategic Management	PADM 522
Program Evaluation	PADM 554

Public Policy (PADM 515): This course introduces the process, issues, concepts, arenas, and participants involved in public policy making. Course topics include the following: processes (planning, decision-making, implementation, and evaluation), institutions, typologies, and outcomes.

Methods of Public Policy Analysis (PADM 540): This course covers various processes used by public policy analysts in understanding the nature of the problem to be analyzed, structuring the research strategy, gathering data and other information, formulating the answer to the problem, and writing the memo or report. Innovative techniques for accomplishing the above steps are covered including cost benefit analysis, problem definition techniques, and different types of commonly encountered policy analysis situations.

Marketing and Strategic Planning (PADM 522): This course explores marketing theory and research as applied to corporate strategic planning in the healthcare industry. Topics include patient market segmentation, medical staff marketing, promotion and public relations, strategy development, long-range planning, corporate reorganization alternatives, multi-instructional systems, and closure and conversion. Using marketing and planning concepts and methods, students participate in developing a long-range plan.

Program Evaluation (PADM 554): Practical training in program evaluation is provided as students learn techniques in all phases of designing and implementing a program evaluation. Included in the training is the development of a model, conducting the study, analyzing the results, and writing the evaluation report. Students are expected to fully design an evaluation plan capable of implementation in a real life setting of public management.

d. Non-profit Management Concentration

Students in this concentration are required to complete: 27 hours of core courses; 12 hours of non-profit management courses; 3 hours of electives (pertinent to nonprofit management); 6

hours of research or thesis; 3 hours of Writing Seminar (unless exempted); and 3 credit hours of Internship (unless waived).

Non-profit Management Concentration Required Courses:

Management of Non-Profit Organizations	PADM 551
Grantsmanship and Fund Development	PADM 552
Housing and Community Development	PADM 545
Program Evaluation	PADM 554

Management of Non-Profit Organizations (PADM 551): This course is a survey course designed to introduce students and managers of nonprofit organizations to the essential tools for management. Specifically, the course will accomplish the following objectives: (1) provide an understanding of the development of policies and procedures including personnel, fiscal, and evaluation; (2) introduce the fundamental of grant writing and fundraising; (3) provide information on financial management, prevention of employee theft and fraud; and (4) educate students on the principles of marketing and public relations.

Grantsmanship and Fund Development (PADM 552): This course provides practical application of the major strategies in fund development. Emphasis will be placed on the development of successful grant proposals and grants management.

Housing and Community Development (PADM 545): Problems in housing and community development, causal actors and consequences. Current patterns in federal, state, and local policy and programmatic responses.

Program Evaluation (PADM 554): Practical training in program evaluation is provided as students learn techniques in all phases of designing and implementing a program evaluation. Included in the training is the development of a model, conducting the study, analyzing the results, and writing the evaluation report. Students are expected to fully design an evaluation plan capable of implementation in a real life setting of public management.

4. Electives

Any elective course offered by the Department of Public Administration applied to the Program of Study must be approved by the student's advisor.

Any graduate course not offered by the Department, but is relevant to the students program of study, may apply to the Program of Study as an elective upon approval of the student's advisor and the Chairperson of the Department.

Students enrolled in Healthcare Administration, Public Policy, and Non-Profit concentrations are encouraged to take electives offered within their respective concentration.

Writing Seminar

Writing Seminar (PADM 502): This course addresses essentials for writing especially for research projects. It addresses several basic elements of serious writing: American

Psychological Association (APA) Style, APA citation; development of research topic; and creation of a literature review.

All students are required to take the Writing Seminar course unless exempted. An exemption may be granted when a student satisfies the following criteria:

A 3.5 overall undergraduate GPA;

A verbal GRE score above the 50th percentile;

A score of 80 percent or above on departmental writing evaluation of a writing sample in APA style.

Students must submit a written request to the Writing Seminar instructor for exemption no later than the second semester of their enrollment in the program. No Writing Seminar exemptions will be granted the semester of anticipated graduation.

Any student who is exempt from the Writing Seminar course but submits a poorly written thesis or research project shall be required to take PADM 502 and pass with a grade of B or higher before graduating.

5. Internship

Internship (PADM 583): Internship provides the student with a work experience which gives him/her a realistic exposure to an organizational/bureaucratic environment. This experience develops the student's awareness of the dynamics of the relationships among public sector employees, their clientele, and their administrative superiors. The Department encourages agencies to expose students to as many aspects of the workings and procedures of an agency as possible.

The internship experience is designed to provide students an opportunity to gain real world experience in their chosen field, speeds the transition from student to practitioner, and facilitates the application of theory to practice. In addition, the Internship allows students the opportunity to apply the skills learned in the classroom to real-life settings that match their career goals. The Department encourages internship sites to expose students to as many aspects of the workings and procedures of its business as possible.

Students are required to initiate internship placement with the Internship and Placement Director upon completion of 24 credit hours of coursework, including PADM 502, 503, 511 and 543. The successful completion of an internship requires an intern to complete (unless waived) a paid or non-paid internship with an approved internship site for a total number of 300 hours. A student can meet these requirements by working in an approved program for a minimum of 20 hours per week for 15 weeks during the fall or spring semesters or a minimum of 40 hours per week for 8 weeks during the summer. In addition, students must attend seminars conducted by the Internship and Placement Director. If appropriate, special arrangements may be made with the approval of the Internship and Placement Director to meet the above requirements.

The Internship and Placement Director works with various agencies to find internship opportunities for students, however, students should seek out their own internship opportunities as much as possible. All internships must be approved by the Director. Neither the Department nor the University is obligated to find a paid internship for any student. Also, if a student turns down an internship offer made by the Department, it then becomes the responsibility of that student to find an internship for himself/herself subject to the approval of the Director. Students are required to sign a contract with the internship site providing internship opportunities.

In some instances students may enter the program with a substantial amount of practical experience which warrants that they be granted a waiver from completing an internship. Waivers are granted by the Internship and Placement Director.

Neither financial nor time limitations are acceptable reasons for requesting a waiver. If a student has financial or time constraints the student should request a meeting with the Internship and Placement Director to discuss possible options so that the student can meet the requirements of the course . It is the ultimate responsibility of the student to make the necessary arrangements to complete the requirements of the internship course.

6. MPA Thesis and Research Project Policies

Thesis (PADM 600 through PADM 606), Research Project (PADM 607 through PADM 618): All students in the program must complete an approved thesis (minimum of 6 hours) or research project (minimum of 6 hours). The research project and thesis must make a unique and significant contribution to the discipline of public administration and public service.

Students enrolled in the MPA program must successfully complete either a thesis or a research project to graduate. Research project may consist of a traditional research paper or a white paper. Students are encouraged to discuss this option with their research chair. Furthermore, students are required to follow the guidelines for research project or thesis as specified by the Graduate School in Thesis Standard Format Guidelines and by the Department of Public Administration in the Handbook.

Prerequisites for thesis and research include the completion of 24 credit hours of courses in the MPA program including PADM 502 (Writing Seminar), PADM 503 (Principles of Public Administration), and PADM 511 (Statistics), and completion of or enrollment in PADM 512 (Research Methods).

Only six credit hours of research or thesis may be applied to the program of study and the six credit hours cannot be taken in the same semester. Independent research credit hours cannot be substituted for research or thesis credit hours.

a. Theses

Theses should focus on issues/topics relevant to public policy, public administration and public management and can include topics common to the MPA concentrations and core: health care services/management, economics and public finance, policy analysis, program evaluation, non-profit management, ethics, organizational theory and behavior, political science, and a broad spectrum of public policy issues.

The Graduate School prescribes guidelines to be followed for theses. The Graduate School will review theses. The approved, completed thesis is to be submitted per the Graduate School guidelines.

A thesis is organized in chapters. A new chapter will start on a new page. A thesis must include the following chapters: Introduction, Statement of the Problem, Hypotheses, Significance of the Problem, Limitations, Review of Literature, Methodology, Analysis, and Conclusion.

A thesis is expected to exhaust the literature and have a hypothesis, and cannot be practitioner-based research.

Citations and references should follow the style of the APA.

b. Research Papers

Research Papers should focus on issues/topics relevant to public policy, public administration and public management and can include topics common to the MPA concentrations and core: health care services/management, economics and public finance, policy analysis, program evaluation, non-profit management, ethics, organizational theory and behavior, political science, and a broad spectrum of public policy issues.

Research Papers may exhaust the literature and have a hypothesis, but they are not required to do so. Research Papers, unlike theses, can be practitioner-based research. Research Papers can focus on a topic, purpose, methodology, and analysis of data that has an important and practical application in some organizations.

A proposal defense is not required for research projects.
The Graduate School does not review research projects.

A research paper is organized in sections, not chapters, with a continuous flow from one section to next (new sections do not start on a new page). A research paper must include the following sections: Introduction, Review of Literature, Methodology, Analysis, and Conclusion.

Citations and references should follow the style of the APA.

c. White Papers

White Papers may also exhaust the scholarly literature, but they are not required to do so. White Papers, unlike theses, can be practitioner-based research. They are meant to serve as authoritative pieces on policy that are used as tools to inform policy makers about potential policy outcomes. White Papers can focus on a topic, purpose, methodology, and analysis of data that has an important and practical application in some organization.

A proposal defense is not required for White Papers.
The Graduate School does not review White Papers.

A White Paper is organized in sections, not chapters, with a continuous flow from one section to next (new sections do not start on a new page). A White Paper must include the following sections: issue statement, policy history, current policies and policy environment, policy opportunities, policy recommendations, and conclusion.

Citations and references should follow the style of the APA.

d. Thesis/Research Policies

There must be a minimum of a chair and two committee members for a thesis, but a minimum of only a chair and one committee member for a research project (Research Paper or White Paper).

Students must select and gain an agreement from a research chair upon the completion of at least 24 hours in the program prior to registering for research/thesis. The chair of the research or thesis must be a tenured (or tenure track) full-time faculty member in the Department of Public Administration with graduate faculty status.

Committee members are to be selected by the student, with the approval of the research chair. Committee members can be selected among full-time and adjunct faculty members within the University. They can also be selected among faculty with graduate faculty status outside the University upon approval of the Chair of the Department. It is the student's responsibility to gain the agreement of the committee member selected. If a committee member is chosen from outside the university, it is the student's responsibility to procure documentation that proves that the professor has graduate faculty status.

Students are expected to work closely with their faculty advisors towards completion of their thesis or research project.

Students must register for their chair's research section for each semester they work towards completion of their research project or thesis. While there are times and days listed for each thesis and research course, students are to check with their chairs. Some chairs prefer to meet at the prescribed times and dates while other research chairs prefer to make alternative arrangements.

Every semester a student is enrolled in a thesis/research course, he or she should give his or her research chair a plan (goals) for what will be accomplished that semester. At the end of the first semester of research, the student will receive a grade of P (if he or she satisfactorily progresses toward stated goals in the plan) or NP (if he or she do not satisfactorily progress toward stated goals in the plan). The following semester(s), a student enrolled in a thesis/research course will receive a P if his or her thesis or research project is approved by his or her research committee and the Department. If a student's thesis or research project is not approved, the student will receive a grade of NP and will be required to enroll in at least one

additional thesis/research course before the thesis or research project can be defended and approved.

A student will receive a NC for the second three hours of research if he or she does not complete and defend his or her research during the second semester of taking research hours. In this case, students must register for research in each of the following semesters until the research is successfully completed and defended.

Students are not to collect data without the research chair's approval of the instrument and approval of other aspects of the methodology. Chairs also reserve the right to examine all data collected both in hard copy and data file copy.

If the research relies on data collected from people (human subjects), the research proposal must receive Institutional Review Board (IRB) approval. Application for Initial Review Form is available online at http://web.subr.edu/fileadmin/files/ORSI/A.Application_for_Initial_Review_Form.6-2009.pdf IRB approval must be sought before data collection begins.

The student's research chair and committee members can step down from a committee, usually because of a lack of satisfactory progress toward completion of the thesis/research project or violations of thesis/research policies. Students can also elect to change research chair or committee members. In both cases, it is the student's responsibility to gain the agreement of a new research chair or committee members.

e. Defenses

Students are required to have completed, or been enrolled in, at least six credit hours of research /thesis, before they can defend their thesis or research project.

Students are required to have submitted the Registration/Approval of Thesis Proposal form to the Graduate School before they can defend their thesis. Students are required to have submitted the Registration/Approval of Final Project/Report Proposal form to the Graduate School before they can defend their research project.

Research projects and theses are to be defended within the week listed on the academic calendar. If the Graduate School schedule is not posted, the Chair of the Department will determine the defense week. The Chair of the Department will post the defense week a month in advance of the defenses.

The defense will be scheduled if the research chair considers the draft worthy of defense. Only the research chair, not the student, can schedule a defense.

Oral examinations required for theses by the Graduate School are covered during a student's thesis defense.

Students may receive a Pass, Conditional Pass, or Fail. If given a Pass, students will be expected to make minor revisions to their thesis/research project. A Conditional Pass indicates that major revisions are needed. A Fail indicates that the thesis/research project is considered

unacceptable. Typically, a Fail indicates that the project is flawed, incomplete, or lacking the quality of a graduate project.

f. The Final Research/Thesis Product

Unless the project is failed, students have approximately one week to make the required corrections and submit the revised thesis/research project. If a student fails to make all required corrections within the deadline set by the research committee, the research project/thesis will not be approved, and he or she will not be allowed to proceed to graduation.

The following guidelines apply to the final research/thesis product:

- When approved by the research chair, the thesis/research project is to be printed on cotton bond paper (not less than 25% cotton).
- Except on the left-hand side (1 ½), the margins are to be 1 inch with a font of 12.
- After the final copy of the thesis/research project has been approved, students are to obtain the signature of their chair and committee members. After the signatures are obtained, the student shall keep a copy of the signature page for his or her own records and a copy shall be filed in the student's departmental file.
- The student is to have the thesis/research project bound (hard cover binding).
 - Research projects are to have black binding with the name of the student and title of the project in gold on the spine. The printing, in gold lettering, on the front of the bound copy is to be the same as the title page (first page of the research project). Students must have one copy bound for the Department and may have other copies bound at their discretion. The bound departmental copy must be submitted to the Department prior to the date of graduation.
 - Theses are to follow the graduate school guidelines regarding submission. For theses, students are to pay for binding at the business office on campus. That paid receipt must accompany the thesis. Thesis students are to supply one copy for the Department (and pay for its binding). Other copies may be bound at the student's discretion. Allow at least 6 – 12 months for a personal bound copy to be returned to the Department and placed in the mail. Students should keep a current contact address on file.

Students will also have to follow the deadline for submitting their bound copies to the department before they are cleared for graduation. This deadline will be strictly observed.

Miscellaneous Items

A. Student Disability and Accommodations

Students with an identified disability need to procure a list of accommodations from the Office of Disability Services on campus and present it to their instructors, preferably during the beginning of the semester. Accommodations are listed in the documentation provided and our MPA faculty will conform to the listed accommodations

B.

1. Confidentiality and Student Privacy

The Department will protect the confidentiality and privacy of student information, as required by federal, state and University policy. Departmental faculty and staff will not discuss student information with any unauthorized persons. Unauthorized persons include parents and other family members. The only possible exception to this rule is in the case of: a serious medical condition which requires advocacy on the part of someone acting on the student's behalf, with approval of the student and approval of the Vice Chancellor of Academic Affairs. This approval must be documented and placed in the student file.

2. Hostility Free Work and Study Environment

Students, faculty and staff are to maintain a hostile free work and study environment. Harassment of any form will not be tolerated. Particularly, students, faculty and staff are to assure that the workplace is free of sexual harassment. Sexual harassment of a student by a faculty or sexual harassment of a faculty/staff by a student will not be tolerated. If there is a claim of sexual harassment, it shall be reported using the supervisory chain of command in the Nelson Mandela School of Public Policy and Urban Affairs (for example, Chairperson/Director and then Dean). If the supervisor is the subject of the claim of sexual harassment, then a bypass of that supervisor is allowed.

There is a zero tolerance for any student creating a hostile environment within a classroom. If a student is disruptive, the faculty will ask the student to leave and will immediately report the incident to the Chairperson of the Department. The Chair will investigate and take action as appropriate, which may include the dismissal of the student from the program if the allegations are confirmed.

3. Graduate Assistantships

The Department offers graduate assistantships for eligible students who show outstanding potential. To be eligible a student must have at least a 3.00 grade point average and be enrolled full-time in the MPA program. Graduate assistants can be assigned in the Computer Lab, the Office of the Dean of the School of Public Policy and Urban Affairs, the Department Office, or with individual faculty members. Graduate Assistants' responsibilities shall be determined by their supervisors.

4. Career and Professional Orientation

The Department sponsors programs for students to learn about potential employment in federal, state, and local government, private sector employment and related professional orientations. The Student Recruitment and Placement Committee shall recommend and assist in this process. Those programs may include campus public service week, job focus, career awareness and placement workshops.

5. Southern University's Master of Public Administration Association (SUMPAA)

SUMPAA, the MPA association, is a pre-professional organization composed of Public Administration graduate students and other interested students. The purpose of the Association is to provide students with opportunities for professional development, networking and social

activities. The Association holds periodic meetings as well as sponsors workshops and related professional activities. Faculty members are encouraged to support SUMPAA.

6. Department of Public Administration Facebook Page and Twitter

The Department sponsors a Facebook page where students may network with faculty, staff, alumni and other students.

The Department sponsors a Twitter account as well, where students may also find the latest up-to-the-minute updates. Follow the Department @PADM_SUBR.

Appendix A: Code of Ethics for Students

Demonstrate Personal Integrity

To practice truthfulness and honesty and not compromise those principles for grades, advancement or other personal gain.

To take responsibility for their own decisions, behavior and errors.

To understand that unethical behavior will be subject to disciplinary measures, including discharge from the program, termination of assistantships and so forth in case of cheating, plagiarism, falsification of records (including signing a roster for other students), or other such dishonest acts. Further, students have a duty to report any infractions of this code of conduct.

To understand that any student who creates a hostile environment, by using profane or abusive language or by intimidation or threats in addressing a classmate or instructor will be disciplined, possibly including discharge from the program.

To respect staff, university administration, colleagues, and others.

To refrain from conduct or actions which detracts from the reputation of Southern University and the Nelson Mandela School of Public Policy and Urban Affairs.

To present a professional demeanor when interacting on behalf of the Nelson Mandela School of Public Policy and Urban Affairs.

To work independently and as a team member to accomplish tasks to ensure that individual efforts and group work reflects the honest accomplishment of the person(s) who submitted the assignment.

To protect any and all confidential matters.

To protect human participants in any research conducted as a student in the program. This will include, but not be limited to assuring that the confidentiality and privacy of personal information is protected; assuring that participants in any research are fully informed and fully understand the nature of the research and the risks and benefits of participating in the research; assuring that participants understand that participation is voluntary and any participant is free to exit the research at any time; and that the research meets the standards, policies and procedures as detailed by the SU IRB committee. In cases of class based research, students may not proceed with any research without the approval of the instructor. Regarding the MPA research project or thesis, if human participants are involved, the research must be approved by the SU IRB, unless specifically excluded by IRB policy. The onus of responsibility for seeking IRB approval resides with the research/thesis student.

Respect Rules and the Law

To become familiar with and to adhere to the politics, rules and regulations of Southern University and the School of Public Policy and Urban Affairs.

To work to improve and change laws, rules and policies that are counterproductive or obsolete.

To understand the rules of ethical conduct in the discipline. In particular, to be familiar with and adhere to the codes of ethics of the American society for Public Administration (ASPA) and the International City managers Association (ICMA).

To respect the property of Southern University (including equipment, books, buildings, etc.).

Promote Professional Growth and Contribution

To become aware of current professional information in the area of public sector management.

To promote and become involved in organizations associated with the fields of public management and public policy.

To affirm a spirit of professionalism and increase the public's awareness of moral standards in public service.

To be active within the community; supporting the efforts of community organizations and bettering the lives of those in the community.

To value and encourage the contribution of other.

To add to a school environment that respects and welcomes all, regardless of gender, race, ethnicity, or opinion. To seek the free exchange of ideas within an environment appreciative of cultural diversity.

To build and maintain a personal commitment to full participation in the classes including attendance, timely submission of assignments that meet a high qualitative standard, classroom involvement, and strengthening the motivation to intellectually go beyond the general expectations of the class-seeking to do more, know more, grow more, and contribute more.

Appendix B: Student Grievance Procedure for Appeals of Departmental Decisions

If a student has a grievance with a Departmental decision that substantially affects admission, graduation or GPA, the student shall comply with the following procedure to obtain resolution:

If the decision originated with a faculty member (for example, pertaining to a course grade) the student must begin the appeal with that faculty. The appeal must be in writing and must detail the reason for the appeal. The reasons for the appeal must deal with the facts at hand and specify how the decision failed to comply with the established standard. The appeal cannot be based upon any (in) convenience to the student, for example, the need to graduate because of a pending job. The student must retain all documents that support the appeal (for example, returned exams, papers, assignments, etc.), and provide copies of the supporting documents as attachments to the appeal letter. This appeal letter to the faculty member must be received no later than two weeks into the next regular semester after the faculty member's decision (summer is not considered a regular semester). After two weeks, no appeal shall be allowed unless there is an extenuating circumstance that can be documented. The faculty member will communicate his or her decision regarding the grievance to the student, in writing within twenty working days from the time of receipt of the appeal by the faculty member.

If the matter remains unresolved, or if the original decision resided with the Departmental Chair, the student/applicant shall submit the appeal to the Department Chair. The appeal letter must be received no later than two weeks after the decision of the faculty regarding the grievance to the student, or no later than two weeks into the next regular semester if the appeal originates with the Departmental Chair. The appeal must be in writing and must detail the reason for the appeal. The reasons for the appeal must deal with the facts at hand and specify how the decision failed to comply with the established standard. The student/applicant shall provide copies of the documents that support his or her case as attachments to the appeal letter. The Chair will communicate his or her decision regarding the grievance to the student, in writing within twenty working days from the time of receipt of the appeal by the Chair.

The Chair can convene a panel of faculty members to review all pertinent information related to the grievance. If a panel is convened, this panel shall submit their findings and recommendations to The Chair.

If the student desires to continue the appeal, the student shall submit his or her request, in writing, within two weeks of receipt of the decision of the Departmental Chair, to the Dean of the Nelson Mandela School of Public Policy and Urban Affairs. The Dean shall have twenty working days to respond to the appeal. If the student remains dissatisfied with the outcome of the grievance, he or she may appeal to the Dean of the Graduate School, within two weeks of the decision of the Dean of the Nelson Mandela School of Public Policy and Urban Affairs..

As a final academic review, the student may bring the matter of the Office of Academic Affairs, within two weeks of the decision of the Dean of the Graduate School.

Appendix C: Programs of Study

**Master of Public Administration
Generalist Concentration
Program of Study**

Name: ID# _____
 (Last) (First) (M.I.)

Local Address: _____
 (Street) (City) (State) (Zip Code)

Local Phone: () _____ Work Phone: () _____

_____ (Undergraduate Major) (Semester/Year Accepted Into Program)

Core Courses	Credit Hours	Semester Taken	Grade	Advisor Initials	Student Initials
Public Administration (PADM 503)	3				
Organizational Theory (PADM 508)/ Organization & Systems Mgt. (PADM 564)	3				
Statistics (PADM 511)	3				
Research Methods (PADM 512)	3				
Government Financial Mgmt (PADM 631)	3				
Public Finance (PADM 530)					
Info Systems Mgmt (PADM 543)	3				
Human Resource Mgmt. (PADM 562)	3				
Ethics & Public Policy (PADM 556)	3				
Economics (PADM 563)	3				
Other Required Courses					
Thesis/Research Project I	3				
Thesis Research project II	3				
Internship	3				
Writing Seminar	3				
First Elective	3				
Second Elective	3				
Third Elective	3				
Fourth Elective	3				
Fifth Elective	3				

Student Signature: _____ Date _____

Department Advisor: _____ Date _____

Department Chair: _____ Date _____

Healthcare Concentration
Program of Study

Name: ID# _____
(Last) (First) (M.I.)

Local Address: _____
(Street) (City) (State)
(Zip Code)

Local Phone: () _____ Work Phone: () _____

(Undergraduate Major) (Semester/Year Accepted Into Program)

Core Courses	Credit Hours	Semester Taken	Grade	Advisor Initials	Student Initials
Public Administration (PADM 503)	3				
Organizational Theory (PADM 508)/	3				
Organization & Systems Mgt. (PADM 564)					
Statistics (PADM 511)	3				
Research Methods (PADM 512)	3				
Government Financial Mgmt (PADM 631)	3				
Public Finance (PADM 530)					
Info Systems Mgmt (PADM 543)	3				
Human Resource Mgmt. (PADM 562)	3				
Ethics & Public Policy (PADM 556)	3				
Economics (PADM 563)	3				
Concentration Courses					
Public Health Org. & Programs (PADM 520)	3				
Health Services Admin. (PADM 521)	3				
Marketing & Strategic Planning (PADM 522)	3				
Legal Issues in Healthcare (PADM 527)	3				
Other Required Courses					
Thesis/Research Project I	3				
Thesis Research project II	3				
Internship (PADM 583)	3				
Writing Seminar (PADM 502)	3				
Elective	3				

Student Signature: _____ Date _____

Department Advisor: _____ Date _____

Department Chair: _____ Date _____

Master of Public Administration
Public Policy

Program of Study

Name: ID# _____
 (Last) (First) (M.I.)

Local Address: _____
 (Street) (City) (State)
 (Zip Code)

Local Phone: () _____ Work Phone: () _____

_____ (Undergraduate Major Program)
 _____ (Semester/Year Accepted Into Program)

Core Courses	Credit Hours	Semester Taken	Grade	Advisor Initials	Student Initials
Public Administration (PADM 503)	3				
Organizational Theory (PADM 508)/ Organization & Systems Mgt. (PADM 564)	3				
Statistics (PADM 511)	3				
Research Methods (PADM 512)	3				
Government Financial Mgmt (PADM 631)	3				
Public Finance (PADM 530)					
Info Systems Mgmt (PADM 543)	3				
Human Resource Mgmt. (PADM 562)	3				
Ethics & Public Policy (PADM 556)	3				
Economics (PADM 563)	3				
Concentration Courses					
Public Policy (PADM 515)	3				
Methods of Public Policy Analysis (PADM 540)	3				
Marketing & Strategic Planning (PADM 522)	3				
Programs Evaluation (PADM 544)	3				
Other Required Courses					
Thesis/Research Project I	3				
Thesis Research project II	3				
Internship (PADM 583)	3				
Writing Seminar (PADM 502)	3				
Elective	3				

Student Signature: _____ Date _____

Department Advisor: _____ Date _____

Department Chair: _____ Date _____

Appendix D: Approved Foreign Transcript Evaluations

From Graduate School:
(<http://www.subr.edu/gradschool/admissions.htm>)

An applicant who has not completed undergraduate degree requirements at an accredited United States institution must present the following:

Complete and accurate chronological outline of all previous college-level education.

Authorized school or university records, transcripts, mark-sheets, certificates, or degrees showing all courses taken and all grades received, with certified translations if the records are in a language other than English

Individuals who have completed university coursework at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees and other relevant documents through a transcript evaluation service prior to applying to a degree program.

These organizations are private enterprises which charge a fee for their services. Individuals requesting a foreign transcript evaluation must follow the procedures outlined by the organization providing the evaluation.

IN ALL INSTANCES, ORIGINAL, OFFICIAL DOCUMENTATION WILL BE REQUIRED WHEN REQUESTING THE EVALUATION.

Agencies approved by the Commission for Foreign Transcript Evaluation:

1.) Educational Credential Evaluators, Inc.

P.O. Box 92970

Milwaukee, WI 53202-0970

Phone: (414)289-3400 Fax: (414)289-3411

E-mail: EVAL@ece.org

Website: <http://www.ece.org>

2.) World Education Services

Application for Evaluation for Foreign Educational Credentials

P.O. Box 745

Old Chelsea Station

New York, NY 10013

Phone: (212)966-6311

E-mail: INFO@wes.org

Website: <http://www.wes.org>

(NOTE: WES is not authorized to evaluate coursework from Spain).

Appendix E: Student Checklist for MPA STUDENT RESEARCH PROJECTS

This is a student checklist which is progressive, from the beginning to the final project. Students should check the boxes when each task is accomplished. ☑ (The yellow highlighted items are required by university and/or departmental policy. The blue highlighted items are required as a part of the research process.)

Have you completed PADM 511, 502 and 503?

Have you determined your topic? Is your topic one that fits well within the umbrella of public policy or public management?

Have you met with the research chair and gained his or her approval to chair your research?

In consultation with your research chair, have you determined if you will pursue a thesis or research project?

Have you provided to your research chair your phone numbers and email address?

Have you established a tentative date of graduation and have a plan for completing your project?

Has your research chair communicated to you his or her expectations?

Did you receive a copy of the Research Project Rubric?

Have you registered for YOUR chair's research class each semester that you are working on your research with him or her?

Have you taken 24 credit hours prior to registration for research?

Do you understand that you will receive an NC (no credit) for the second three hours of research and will have to register for research again until defense/graduation?

Have you and your chair identified your committee member(s)?

Have you asked that committee member if she or she agrees to serve?

Did you give your chair a plan at the beginning of each semester as to what will be accomplished that semester?

Do you touch bases frequently with updates on your progress?

Do you allow at least a week for feedback from your chair on any draft submitted?

Have you developed your purpose, and does the purpose fit within the auspices of the MPA program? Is there a public (governmental, nonprofit, healthcare) management or public policy relevance? Will your results have clear public policy or public policy implications?

Has your chair approved your purpose and research questions/objectives?

Has your methodology been fleshed out, and includes all of the necessary parts?

Has your chair approved your methodology?

Have you sufficiently covered the literature on your topic/purpose?

Have you clearly articulated the problem statement?

Have you clearly articulated, on paper, the policy/management problem and the scholarly problem/opportunity (what the previous research has discovered AND failed to investigate therefore leaving a gap or void that your purpose will fill)?

Have you demonstrated in your use of the literature that you are knowledgeable about the seminal/important studies?

Have you demonstrated that you are knowledgeable about the appropriate sources to use?

Has your chair approved your proposal: introduction, purpose, and methodology?

Once you have outlined your purpose and methodology, have you identified what approvals will be needed?

Are you collecting information from people? If so, you will need to apply for IRB approval. If yes → <http://web.subr.edu/index.php?id=1570> ↓

Has your research chair approved your methodology? ↓

Have you correctly identified if your project requires SU IRB approval?

★ Have you completed the IRB package which includes: ↓

The proposal (introduction and background information on the problem, purpose, research objectives and methodology)

Instrument used (questions)

Application for Initial Review

Consent forms (and/or cover letter acknowledging consent by participation in the study)

NIH Human Participant Protection Certification.

<http://phrp.nihtraining.com/users/register.php>. For more information, see also http://grants.nih.gov/grants/policy/hs_educ_faq.htm#229

Your research chair's approval and signature on the Application

Submission of the package in triplicate with a cd (or other appropriate method to include a digital copy) to the Human Subjects IRB Chair, Reginald Rackley, Ph. D., Department of Psychology, 225-771-2990; E-mail – reginald_rackley@subr.edu.

If you had to revise and resubmit, have you done so?

Have you gained IRB approval before proceeding with your project?

Have you submitted and gained approval from your chair for the section: Review of the Literature?

Have you mapped out your plan to collect the data?

If you are collecting quantitative data, do you know how to use Excel or SPSS and do you have access to that software?

Have you thought through the technical parts of creating a data file, imputing the data and managing the data? Or managing the data, if secondary data is used?

Has the data been collected? If yes, ↓

If primary data is used, have you numbered each questionnaire with that same number entered in the data file as an identifier?

After the data are imputed have you run frequencies/ranges to spot/correct any data entry errors?

Once all data are entered, have you given a copy of the data set to your research chair?

Once the data are collected, have you shown the hard copies (surveys) to your research chair?

Have you written the analysis and findings, submitted that section to your research chair, and gained feedback from him or her?

Have you submitted the defense draft to your chair, which includes, at a minimum: abstract, introduction, purpose and research questions, methodology, review of the literature, analysis and findings, conclusion, and references?

Have you submitted the draft on or before the due date established by your chair?

Has your defense draft been approved by your chair at least two weeks prior to the defense date?

If approved by your chair, have you submitted your defense draft to your committee members at least two weeks prior to the defense?

Has your chair scheduled your defense?

Have you notified the committee member and gained his/her agreement as to the date and time?

Do you intimately know your research project and are you able to articulate that you know the information at your defense?

- Have you obtained comments from your chair and committee member(s) pre or post defense?

- Have you defended your thesis/research project? If so, did you receive a pass, conditional pass or fail?
 - Has your chair completed the Departmental form for defenses? If a “fail”, stop here.

- If a pass or conditional pass, post-defense, have you made all required changes (based on the comments of your defense draft) and gained your chair’s approval?
 - Does your project include all required elements?
 - title page, signature page, abstract, table of contents, list of tables, introduction and purpose, methodology, review of the literature, analysis and findings, conclusion, references and attachments. Is the numbering correct?
 - Do ALL citations and references comply with APA?
 - Is there a reference for all citations and vice versa?
 - Has the paper been edited?

- Has your chair approved the final research project?

- Have you printed the final project on cotton bond paper?

- Have you had your approved final project bound and brought the bound copy to the Department at least one week prior to graduation (or per the schedule established by the MPA Departmental Chair)?
 - Have you obtained the signature of your chair and committee member?

- Has your research chair provided you with feedback from the Research Project Rubric evaluation of your project?

Appendix F: Research Project/Thesis Rubric

SKILLS	Above Departmental Standards: <i>exemplary, skilled, ethical, excellent clarity, strong information literacy, accuracy, precision, relevance, depth, breath, and logic.</i>	Met Departmental Standards: <i>competent, ethical, effective, accurate and clear but lacks exemplary depth, precision and insight. Acceptable but not strong information literacy.</i>	Below Departmental Standards: <i>inconsistent, insufficient, ineffective, superficial, unskilled, imprecise, inaccurate and/or a breach in ethics, poor information literacy</i>	Not Addressed (but was expected to)	Not Applicable
Critical Thinking : <i>Analyze, synthesize, think critically, solve problems and make decisions.</i>	Clearly defines the issue or problem. Demonstrates an appreciation for the breadth and depth of problem.	Defines the issue; identifies the core issues, but may not fully explore their depth and breath.	Defines the issue, but poorly (superficially, narrowly); may overlook some core issues.		
	Clearly demonstrates a clear understanding of the paper's purpose.	Demonstrates an understanding of the paper's purpose.	Does not demonstrate a clear understanding about the purpose of the paper		
	Clearly identifies and evaluates relevant and significant points of view	Identifies and evaluates relevant points of view	May identify other points of view. May focus on irrelevant or insignificant points of view.		
	Makes assumptions that are consistent, reasonable, valid	Makes valid assumptions.	Fails to identify and explain assumptions, or assumptions identified are irrelevant, not clear and/or invalid.		

	<p>Rigorously gathers sufficient, credible, and relevant information (observations, statements, logic, data, facts, questions, graphs, themes, etc) and analyzes the data appropriately.</p>	<p>Gathers sufficient, credible, and relevant information and analyzes the data appropriately.</p>	<p>Does not provide adequate evidence that sufficient, credible and/or relevant data were collected and/or the data were analyzed appropriately.</p>		
	<p>Demonstrates a clear understanding of the threats to validity and reliability and accurately reported how those threats would be managed. Assured that the threats were effectively managed in the analysis and results.</p>	<p>Demonstrates an understanding of the threats to validity and reliability.</p>	<p>Does not demonstrate a clear understanding of the threats to validity and reliability.</p>		
	<p>Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions. Makes deep rather than superficial inferences</p>	<p>Follows where evidence and reason lead to obtain logical, reasonable conclusions. Makes valid inferences but not at the same level of "Above Departmental Standards"</p>	<p>Does follow some evidence to conclusions, but inferences are unclear, inconsistent, illogical and/or only at the surface level.</p>		

	that are consistent with each other.				
Writing and Information Literacy	The paper is free of grammatical, spelling, punctuation errors.	The paper has few grammatical errors.	The paper has grammatical errors.		
	The paper is well organized with a coherent, fluid, logical flow of information.	The paper is satisfactorily written in an organized, logical manner.	The paper is not well organized and lacks a coherent, fluid, logical flow of information.		
	Correct use of APA in citations and references, without error.	One/very few errors in use of APA.	Multiple errors in use of APA.		
	Correct use of format, margins, font, headings, length, without errors.	One/few errors in the use of format, margins, font, headings, length.	Multiple errors in the use of the format, margins, font, headings, length.		
	Clearly demonstrates that he or she is able to locate, evaluate, synthesize and effectively use the literature on the subject.	Demonstrates that he or she is able to locate, evaluate and synthesize the literature on the subject.	Does not demonstrate that he or she is able to locate, analyze and synthesize the literature on the subject.		

	Recognizes and only uses reputable/scholarly sources of information. Provides strong evidence of knowing/using foundation/seminal sources (experts in the field, seminal publications, more important or classical studies).	Mainly uses reputable/scholarly sources, but shows evidence that he or she does not always correctly identify appropriate sources of information. Acceptable use but still misses some of the more important studies on the subject.	Routinely uses inappropriate sources for the information in the paper. Does not exhibit that he or she has a clear understanding of the more important literature on the subject.		
Public Speaking	Articulates a clear understanding of the paper's purpose, the issue/problem studied, the significance, the methodology, the limitations, results and suggestions for future research.	Articulates an understanding of the paper's purpose, issue/problem, significance, methodology, the limitations and results.	Does not articulate a clear understanding about the purpose of the paper, the issue/problem, the significance, the methodology, the limitations and/or the results.		
	Exhibits excellent presentation delivery skills.	Exhibits satisfactory presentation delivery skills.	Presentation delivery skills are not satisfactory. Student does not exhibit a comfort level with or a competent understanding of his or her own study.		
Ethics	Demonstrates fair mindedness toward the problem. Is fair in	Demonstrates fair mindedness.	Has trouble maintaining a fair minded approach toward the problem.		

	examining all the relevant points of view.				
	Lets the facts speak for themselves without bias. Conveys information/results honestly. Report findings accurately and takes care to avoid errors.	Conveys information/results honestly.	Error(s) in the information/results conveyed.		
	<i>Assure that others receive credit for their work and contribution:</i> The paper is has been properly cited with references, without any errors.	The paper has been properly cited with references.	The paper lacks proper citations and/or references. And/or there is evidence of copying and pasting from sources. (Note: undocumented information {other than common knowledge} is plagiarism and prohibited.)		
	Student accurately determines if IRB approval is necessary and initiates the process, unprompted. The IRB package is complete with few revisions necessary	Student knows if IRB approval is necessary, and, if so, (And/or) starts the process once prompted to do so. The IRB package will have few revisions.	Student is not aware if IRB approval is needed. (And/or) Starts the process if prompted and submits an IRB package which is incomplete and/or requires a series of revisions until approval. More time than necessary is consumed in the approval process because of the student's lack of attention to the IRB package.		
	<i>Respect and protect privileged information:</i> IRB approval has been obtained, if	IRB approval has been obtained. Proof of IRB approval is submitted. Student demonstrates a	IRB approval was obtained but student did not demonstrate a basic understanding of the IRB requirements.		

	<p>human subjects or non-publically available data are used in the paper. Proof of the IRB approval is submitted in the appendix of the paper. Student demonstrates a clear understanding of how human subjects/the data will be protected.</p>	<p>basic understanding of IRB guidelines.</p>			
<p>Leadership: <i>Lead and manage</i></p>	<p>Excellent time management. Adheres to deadlines for submitting drafts, etc, without fail.</p>	<p>Meets significant deadlines.</p>	<p>Misses one or more deadline.</p>		
	<p>Uses resources effectively and wisely and avoids waste.</p>	<p>Avoids waste in the use of resources.</p>	<p>Resources not used wisely.</p>		
	<p>Honors all commitments (for example, to provide a report to an agency that facilitated the research)</p>	<p>Honors commitments.</p>	<p>Fails to honor commitments.</p>		
	<p>Self directed: Always takes responsibility for own research. Seeks critiques and</p>	<p>Takes responsibility for own research.</p>	<p>Sometimes/often not self directed. Fails to stay in contact, consistently, or fails to always seek critique to improve the</p>		

	uses the critiques to improve the research.		research.		
Technology Literacy	Exhibits a fluency with technology. Provides strong evidence that the student is able to effectively and efficiently use computers, software applications, databases (and data base management) , and other technologies in the production of this project. Uses the technology effectively in the study of policy or management issues.	Is able to use, with an adequate skill level, computers and software. Has a basic working knowledge of databases.	Does not exhibit strong evidence that the student is able to effectively and efficiently use computers, software applications, data bases and other technologies.		
	Exhibits an expert use of academic search engines (JSTOR, EBSCO, etc) to obtain appropriate information	Exhibits an average use of academic search engines.	Did not exhibit a sufficient use of scholarly search engines.		

Policy Relevance: (Participate in and) contribute to the policy process	<i>Understand and apply policy:</i> Clear evidence of the understanding of and the application of policy implications.	Evidence of policy implications.	Understanding of and/or application to policy weakly connected.		
	<i>Clearly demonstrates knowledge of the policy foundation and the evolution of that policy</i>	Demonstrates basic knowledge of the policy foundation and the evolution of that policy.	Does not demonstrate sufficient understanding of the policy foundation and the evolution of that policy		
Research Overall	All of the following statements are true: (1) Uses scholarly writing style. (2) Thorough yet concise, objective, accurate, and clearly articulated in writing and in person. (3) Relevant research with clearly defined, appropriate, with a well-substantiated: problem, purpose, methods, literature, analyses, conclusions and policy	One of more of the following statements is true. Major statements are substantiated/supported, major points do not lack objectivity, all major elements are fleshed out, meets ethical standards, few grammatical errors, appropriate literature is used but information presented may lack depth, data are interpreted appropriately but the analysis may be bogged down in tedious details and/or lack depth, flow of the presentation is good but not excellent,	One or more of the following deficits: does not meet the standard for scholarly work, simplistic, missing necessary elements, poor flow of information, not clearly articulated, includes vague or weak statements, problem statement poorly defined, unsubstantiated statements, lacks objectivity, does not meet ethical standards, lacks appropriate citations and references, grammatical errors, methodology and/or analysis insufficient/inadequate/inappropriate to fulfill the purpose of the study, uses non-reputable sources, not adequate use of technology literacy, or poor understanding of or connection to policy.		

	implications. (4) Meets the ethical standards for honesty and integrity in research. (5) Excellent understanding of and application to policy. (6) Skilled use of technology. (7) Makes a clear, significant contribution.	adequate use of technology, good application to policy and makes a contribution.			
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Sources: Adopted, in part, from (1) Critical Thinking Grid -- Foundation for Critical Thinking, (2) ASPA Code of Ethics, (3) Steneck (2007) HHS, ORI Introduction to the Responsible Conduct of Research, (4) Harris (2006) Three Steps to Teaching Abstract and Critique Writing, International Journal of Teaching and Learning in Higher Education, (5) SU MPA Student code of Conduct, and (6) Association of College and Research Libraries, (n.d.)