

**HAUPTMANN SCHOOL OF PUBLIC AFFAIRS  
PARK UNIVERSITY**

**DRAFT Assessment Report  
August 2007**

**Introduction**

The Hauptmann School of Public Affairs, its programs and faculty, work to prepare our students for leadership in an increasingly unscripted future. The Master of Public Affairs degree, properly framed, is a great asset to them in this quest, as it fosters cross-sector mastery and leadership, opening their options in a global technological world where the jobs of tomorrow are not yet in place.

Since the appointment of the Dean of the Hauptmann School in June of 2004, program, area, and course assessment has been taking place. As a result, the MPA degree has undergone considerable changes to enhance the rigor and relevance of the degree.

The assessment and change process is far from finished , and the Hauptmann School's efforts remain ongoing. Core Learning Assessments are not yet developed for each course, as the MPA program curricula are now subject to substantial revision.

This report covers the following:

1. A description of the Hauptmann School's Master of Public Affairs program
- 2 MPA degree requirements as of June 2004
- 3.Key assessment activities instituted:
  - MPA program competencies identified and approved
  - Area program competencies identified and approved
  - Measurement of competencies
    - Capstone Seminar
    - Written comprehensive examination
    - Oral comprehensive examination
    - Core Assessment activities in core MPA courses
4. MPA degree requirements as of June 2007
5. Ongoing Efforts

**Description of the Master of Public Affairs Degree**

As pointed out in the *2007-2008 Park University Graduate Catalog*, "The Hauptmann School for Public Affairs offers the oldest graduate degree program at Park University. The Master of Public Affairs (M.P.A.) degree, launched in 1982, is a liberal-arts based professional graduate program designed to develop leadership across all sectors of society.

"The Hauptmann School for Public Affairs recognizes public affairs as the field of study that builds upon the interrelationships among the activities of government (at all levels), all sectors of society, and other elements of social and economic systems, locally and throughout the world. Public managers, leaders, and others holding positions of authority in organizations must view government and administration in this broad perspective of interrelationships. With the study of public affairs, students will understand the system of government and society of which they are a part, complete with its

opportunities as well as its shortcomings, and also recognize that the future direction of the system will be influenced and affected by what they do, or fail to do.”

The MPA degree was designed a quarter century ago to reflect the diverse and cross-sectional reality of professional work. Seven areas of concentration have been established in the MPA program: public management, business-government relations, nonprofit and community services management, management of information systems, health care and health services management (discontinued from the MPA degree in 2006-2007 due to the emergence of the Masters degree in Healthcare Leadership at Park University), disaster and emergency management, and computer and network security (new for 2007-2008).

The values and expectations of the Hauptmann School’s MPA program are grounded in the vision and mission of the school, stated below:

### **Vision**

The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

### **Mission**

The Hauptmann School for Public Affairs offers a citizen-centered, professional program of graduate study that is grounded in the liberal arts tradition. As participants in HSPA’s vibrant academic community, faculty and students consider, with the coursework, the larger issues of democracy, stewardship, and technology. In so doing, HSPA seeks to prepare students with the courage and discernment to act for the common good in the global context. Going beyond competence, students develop knowledge, skills, and values requisite for leadership and service in and across all sectors of society, including government, business, and nonprofit. HSPA cultivates public affairs as a life-long passion that is fundamental to citizenship in a free society.

### **MPA Degree Requirements in June of 2004:**

Until 2007, the MPA program required students to concentrate in two areas. A primary area consisted of 17 credit hours,= made up of 9 hours in theory courses and 8 hours of electives. The secondary area consisted of one 3 hours in theory course and a 2-hour elective. The MPA required core courses of 14 hours, including a 4-credit area applied project course (PA 601). Students were required to pass written and oral comprehensive examinations in their areas of concentration (primary and secondary), as well as in the public affairs area. With this version of the program, graduates were prepared to assume roles of managers and leaders in organizations, with the expectation to serve their profession and their community, and equipped to make responsible decisions, think critically, and exercise governing expertise across the government, business, industry, and nonprofit sectors.

### **MPA Degree Requirements in July of 2007**

The design of the program has changed, based upon assessments conducted since the 2004-2005 academic year. The MPA core required courses have been strengthened by adding three 2-credit required courses. The PA 601 applied projects course has been

eliminated. The MPA core is now 15 credit hours. The secondary area has been replaced with six credits of crosssector courses of the student's choice outside of the area of concentration. These credits may come from any area in the MPA program, or any other master's degree program at Park University.

Regardless of the MPA degree design changes, the Hauptmann School remains firm in its expectation that our graduates "promote rationality, responsibility, and responsiveness in their organizations, within a framework of the highest ethical values." *Grad Catalogue* We also expect our graduates to be "citizens dedicated to responsibility and the common good."

### **The Assessment Process:**

1. Beginning with the 2004-2005 academic year, student performance in the required capstone seminar is followed closely and documented.
2. : Beginning with the comprehensive exams conducted in the fall of 2004, and continuing every semester thereafter, student performance has been closely monitored and documented.
3. In 2005, twenty recent PA 601 projects, which counted for 4 credit hours of the 36 hour degree program, were evaluated by an outside evaluator as commissioned by the Hauptmann School. See Appendix A for report.
4. : All faculty and adjuncts were polled to determine their primary concerns regarding student academic performance.
5. In 2005-2006 MPA program competencies by which to measure student performance, were adopted.
6. In 2005-2006 MPA degree area competencies by which to measure student performance in each area of concentration, were adopted.
7. Beginning in 2005-2006, properly stated Core Learning Outcomes have been placed in each MPA course
8. Beginning in 2005-2006, core assessment activities were put in place in core MPA courses.. and this process is continuing. See Appendix E for the Course Assessment Activity for the MPA Capstone Seminar.
9. In 2006-2007 written and oral comprehensive examinations were keyed to the program and area competencies to measure student performance. See Appendix B for written comprehensive exam scoring sheet and Appendix C for oral comprehensive exam scoring sheet.
10. In 2006-2007, the MPA writing program was launched, consisting of an MPA student writing help sheet with links to anti-plagiarism tutorials on the web. The Dean's Anti-Plagiarism Boot Camp was also launched.
11. : Beginning in 2007-2008, an essay is required for admission to the MPA program. The MPA proctored qualifying examis required between the first six to twelve hours of coursework.

In addition, the MPA program requires a written comprehensive exam that addresses the core courses and the concentration courses, an oral comprehensive exam, and a capstone course. The capstone course will use the same core assessment rubric as other MPA courses for assessing student competencies. The comprehensive exams are designed to assess student learning at the program rather than at individual course level. To assess programmatic and area competencies, the dean and area coordinators,

in consultation with adjunct faculty, will provide a list of questions that will address the core and concentration competencies, respectively. The oral exam will require a 15 minute presentation by the student, addressing the topic of how the MPA degree helped develop any four program competencies and any two of the primary area competencies. This presentation will require synthesis of knowledge by the students. The examiners will pose questions to follow up on the presentation to assess the student's synthesis of knowledge

Written comprehensive examinations will be graded in a traditional fashion, with the questions keyed to competencies. For the oral exam, each examiner will have a rubric for each exam and be able to report the extent to which the student met expectation on each competency.

## **KEY ASSESSMENT ACTIVITIES INSTITUTED:**

### **Statements of Competencies**

According to the North Central Association of Colleges and Schools, program competencies include the knowledge, skills, and attitudes students should master to receive a degree in the academic program. The following such competencies have been adopted for the MPA degree:

1. Understand the theoretical and practical underpinnings, knowledge base, and complexities of public affairs (as defined by the Hauptmann School)
2. Recognize the responsibilities of professionals as citizens in a free and democratic society, and in the world
3. Demonstrate a working knowledge of different sectors of society, how organizations are similar and different across sectors, and the contradictory expectations of managers and leaders in organizations
4. Demonstrate knowledge of ethical theory and the challenges involved in ethical reasoning and decision making, and show commitment to obligations as professionals in positions of authority
5. Integrate theory/conceptual knowledge with practice, so that practice tests theory and theory informs practice
6. Demonstrate mastery of key leadership skills, including interpersonal and cross-cultural communication and teamwork
7. Understand fundamental epistemology, including the benefits and limitations of various research designs and statistical methods
8. Demonstrate ability to use skeptical inquiry and analytical skills to assess information and research findings

The MPA offers six areas of concentration. Those areas are:

- Public Management
- Government-Business Relations (name changed to Business-Government Relations as of 2007-2008)
- Nonprofit and Community Services Management
- Management of Information Systems
- Health Care/Health Services Management (discontinued January 2007)

- Disaster and Emergency Management
- Computer and Network Security (new as of 2007-2008)

Specific assessment outcomes for each of the areas of concentration are as follows:

Public Management: Upon completing the specialization in Public Management, HSPA expects graduates to be able to:

- Apply the core concepts of management to their professional work
- Compare and contrast the roles and responsibilities of public organizations at the municipal, county, state, and federal levels
- Identify the internal and external environments of any public organization
- Competently perform a basic evaluation of a public organization
- Competently perform a comparative analysis of public organizations in the United States and their counterparts in developed and developing countries

Government-Business Relations: Upon completing the specialization in Government-Business Relations, HSPA expects graduates to be able to:

- Describe the role of business firms in society and in the American democracy
- Analyze ethical problems in management
- Differentiate the private enterprise system in the United States from other economic systems, and identify theoretical roots of the private enterprise system
- Distinguish between macroeconomic issues and microeconomic issues and their related impacts and consequences

Nonprofit and Community Services Management: Upon completing the specialization in Nonprofit and Community Services Management, HSPA expects graduates to be able to:

- Distinguish among the nonprofit/philanthropic organizations and government and business organizations in terms of legal definitions, mission, social purpose, and impact, and define the relationship between these sectors.
- Demonstrate a knowledge and awareness of the role of philanthropy and voluntary action in the nonprofit sector.
- Define and perform the fundamental management practices in nonprofit organizations and the functions of governing boards and executive leadership.
- Evaluate the role of individual responsibility and community mobilization in addressing social needs in terms of American democracy and from a comparative international perspective.
- Critically analyze past and current social policy, such as social welfare, health, mental health, employment, advocacy, community development, and civil rights, in order to improve future social policy.

Management of Information Systems: Upon completing the specialization in Management of Information Systems, HSPA expects graduates to be able to:

- Describe and apply the core concepts and principles of managing organizational data resources

- Use software engineering methods and tools to successfully lead a team in development of an information system
- Analyze an organization's security level in regard to networks, information systems, communications and online transactions in order to provide technological solutions and policies to minimize threats and risks to an organization
- Manage the projects and changes in organizations resulting from introducing or revising information systems
- Communicate effectively, ethically, and professionally in a team environment

Health Care/Health Services Management: Upon completing the program of study with specialization in Health Care/Health Services Management, HSPA expects graduates to be able to:

- Given a case study in healthcare leadership the student will describe, in writing, the fundamental dilemmas of management and leadership in the health care industry and compare possible approaches and solutions.
- Given an ethics case study, the student will be able to analyze an ethical issue in managed care or other healthcare area and detail a best practices approach to managing the ethics issues.
- Given a case study or issue in healthcare finance, the student will be able to describe at least three approaches to health care financing and evaluate the pros and cons of each.
- Given case studies in healthcare involving legal issues, the student will be able to analyze, and evaluate the legal parameters and implications and make recommendations for appropriate leadership action.
- The student will be able to perform a comparative analysis of health care costs, accessibility, and quality between the United States and four other industrialized nations and recommend a best practice for improvement in their country of choice.
- In all exercises above the student will be able to demonstrate, in writing, all levels of Bloom's Taxonomy in addressing the issues including:
  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation
- In all of the exercises above the student will be able to demonstrate that they can research, document, assimilate and integrate relevant research, philosophy and current thinking of experts in the field into their work.

Disaster and Emergency Management: Upon completing in Disaster and Emergency Management, HSPA expects graduates to be able to:

- Distinguish between governmental and non-governmental approaches to natural and technological hazards
- Analyze the development of a disaster-related public policy
- Evaluate the output of FEMA responses to natural disasters
- Describe the policy dilemmas in a democratic society in disaster prevention

### **Linking Competencies to Courses**

Competency statements will be linked to specific courses which address those competencies. These competencies will also be reflected in the specific learning outcomes for each course.

### **Core Assessment Assignment**

Using a graduate level assessment rubric, each course will have a core assessment assignment that meets all criteria established by Park University and within appropriate graduate standards.

## **APPENDIX A**

### **PA 601 Paper Review**

**Hugh G. Stocks, Ph.D.**

**June 23, 2005**

At the request of Dr. Laurie DiPadova-Stocks, Dean of the Hauptmann School of Public Affairs, I conducted a systematic appraisal of all available PA 601 papers in the HSPA office. The twenty papers dated from 1998 to 2004. I was asked to conduct this analysis as an outside reviewer with no history or involvement with the MPA program. In accord with the director's request, I kept a separate numbering system so that papers could not be identified with student or area.

The goal of this initial assessment is to simulate possible review by credentialing committees. This report is designed help the faculty to judge whether the papers in and of themselves justified the granting of four units of graduate credit. No evaluation of the quality of each paper's content was intended.

In reviewing the papers I took specific note of the following criteria:

- a. Apparent reflection or involvement with the HSPA curriculum;
- b. The degree to which the paper reflected original work, analysis or research appropriate for graduate study;
- c. The apparent level of effort reflected in the paper, considering that no other requirements were required for the credit assigned;
- d. The quality of the writing, including grammar, syntax, style, and use/citation of external sources, again judging against appropriate expectations for graduate students at or near the end of their programs.

Overall, the twenty papers reviewed were competently done, but in my assessment only a few showed levels of effort, thought and presentation that justified the amount of graduate credit awarded, consistent with the syllabus prepared by Guillot and Hartle. Many were relatively short for the level of effort one might expect (less than 50 pages), and for the most part, the organization, analysis, use of sources and overall writing level fell short of graduate standards in varying degrees.

Two issues became plain in examining the papers:

- a. It was unclear in many cases whether the work performed was simply the work expected in the position held by the student at the time the paper was written. Too often it looked as though the student was awarded academic credit for the efforts s/he would have (or should have) done anyway.
- b. Most of these students did not demonstrate understanding of the requirements of scholarly or professional writing: formal style, clear organization, and use and citation of sources are lacking or substantially deficient in almost all cases.

In all, twenty papers were reviewed. Of these papers, six could be characterized as research studies of one sort or another, while twelve are administrative documents, manuals or plans. The others do not fall into obvious categories. Clearly the range of acceptable projects is very broad, as indicated in the description of this course in the Graduate Catalog. Interestingly, none in this group reported “supervised readings, conferences, fieldwork [or] . . . internships,” but all fall either under “rotating work assignments” or “research” to the extent that they fit these categories at all.

In addressing the issues identified in this review, it might be useful to incorporate some of the following practices in future papers:

1. Require clear statements of objectives at the start of the project, coupled with a concluding explicit assessment of the success of the project in meeting those objectives;
2. Regardless of the genesis of the paper, require that it incorporate serious reflection and evaluation of the project. Too many of these papers contained data that was collated but not interpreted or thoughtfully evaluated;
3. Throughout the MPA curriculum, in all specialties, build in rigorous requirements for clear, thoughtful, expressive writing in a non-personal, non-journalistic style;
4. Ensure that all students demonstrate the ability to effectively search and evaluate relevant literature and compare their work with similar work done elsewhere;
5. Require that all papers, but most especially this major one, show capability in the use of scholarly apparatus, with appropriate quotation, attribution, and citation styles for the discipline.

In passing, it might be worthwhile to note that the draft PA601 syllabus prepared by Guillot and Hartle contains procedures which, if followed carefully, would go far toward addressing these shortcomings.

## Detailed Reviews

1. Research study involving creation of a survey, collection and analysis of data. Includes appropriate review of literature and presentation in acceptable scholarly style.
2. Agency reorganization. Simply a conglomeration of undigested records. No critical or analytical work or comparative reviews provided.
3. Anecdotal, informal discussion of city economic policies. No literature review; broad assertions of principle without documentation. Reports of a few unstructured interviews supporting the position argued by the student but no consideration of opposing views. No formal data developed or analyzed. No serious reflection reported.
4. Work schedule study. Good survey, analysis and use of data in reviewing various work schedules and their effects.
5. Administrative procedure manual, based on processes learned in MPA courses. Reflects substantial effort as applied project. Some literature review in introduction. Presentation is administrative, not scholarly.
6. Plan for organization. Mainly a collection of lists identifying the needs of the organization. No scholarly elements. Does not seem to reflect much effort. Slapdash presentation.
7. Agency volunteer manual. Brief, lacking reference to other agencies, literature review, citations of sources. Hard to estimate how much is new and how much is taken from pre-existing sources. Poor writing.
8. Study of electoral systems. Good theoretical study and excellent presentation. Unclear how much effort expended beyond a good term paper.
9. Operations manual developed within the duties of the student as an agency manager. Not obviously related to curriculum; relies on websites as information sources, but footnoted sites are not clearly related to the text. Writing level is less than graduate quality.
10. Evaluation project designed and carried out for this paper. No research or literature review components. Much effort expended in defining measures and procedures, but there are no sources cited validating the measures chosen. Marginal writing style.
11. Agency improvement plan, requiring student's work outside normal duties and involving significant effort with top agency management in developing improvement plan. Principles of effort are clearly drawn from MPA curriculum. Work is not an academic project, and the presentation is more journalistic and personal than scholarly. Level of effort and achievement are high, although more reflection and analysis of the process would strengthen it.
12. Policy manual. No clear relationship to MPA curriculum, and no apparent effort beyond that required by employment. No literature review or comparative study of other agencies. Presentation is unusually sloppy.
13. Comparison of administrative procedures between two countries. Simple catalog of practices in each of the two countries without generalized framework or analytical conclusions. Assertions are made without documentation; in general scholarly apparatus is lacking. Paper is only 22 pages long, and lacks depth.

14. Safety training manual. Data gathered from a number of other agencies and collated into this manual. Writing is very poor. Not placed within a generalized context or critically evaluated.
15. Historical review of an organization's use of technology. Unclear how much information is original; no sources cited for most statements regarding institutional development and application of technology. Some reference to principles in management texts, but relevance to this project is unclear. Writing style is less than professional.
16. List of resources. Very large project pulling together instructional materials. No context or evaluation, no scholarly apparatus.
17. Paper made up mainly of grant application developed as part of normal work of the student. Extremely brief introduction in informal/journalistic style appears to be the only unique effort for the course.
18. Terrorism training. Careful survey research, analysis and interpretation underlie conclusions. Sources carefully cited. Writing level is acceptable.
19. Organizational/procedural manual, which reflects work which would have been done regardless of the MPA curriculum, although certain elements are based explicitly on materials studied in the curriculum and in earlier experiences of the student. No work involving data gathering, critical evaluation of external sources or thoughtful review of similar documents produced elsewhere. Writing style is informal and didactic, combining personal philosophy and instructional/procedural material, rather than scholarly or professional in tone.
20. Opinion paper. Presents numerous quotes from literature supporting the student's opinion, but does not survey the range of discussion. Many sources cited, some quoted, but no footnotes. Presents a survey as an appendix, but gives no information on the number of respondents and carries out no analytical review. Outcome of the survey has no relation to the position taken in the paper. Student simply quotes responses the student likes. Writing style is breezy, conversational and completely informal. Overall it appears that the paper is equivalent in effort to a reasonably good undergraduate term paper.

APPENDIX B

**WRITTEN COMPREHENSIVE EXAMINATION  
ALL SECTIONS  
Faculty Scoring Sheet**

**Student Name** \_\_\_\_\_  
**Term** \_\_\_\_\_

**Student Primary Area** \_\_\_\_\_

<b>HSPA COMPETENCIES</b>	<b>Written Comps Q #</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>	<b>NA</b>
1. Understand the theoretical and practical underpinnings, knowledge base and complexities of public affairs (as defined by the Hauptmann School)					
2. Recognize responsibilities of professionals as citizens in a free and democratic society, and in the world					
3. Demonstrate a working knowledge of different sectors of society, how organizations are similar and different across sectors, and the contradictory expectations of managers and leaders in organizations					
4. Demonstrate knowledge of ethical theory and the challenges involved in ethical reasoning and decision making, and show commitment to obligations as professionals in positions of authority					
5. Integrate theory/ conceptual knowledge with practice, so that practice tests theory and theory informs practice					
6. Demonstrate mastery of key leadership skills, including interpersonal and cross-cultural communication and teamwork					
7. Understand fundamental					

epistemology, including the benefits and limitations of various research designs and statistical methods					
8. Demonstrate ability to use skeptical inquiry and analytical skills to assess information and research findings					
<b>PUBLIC MANAGEMENT COMPETENCIES</b>					
1. Apply the core concepts of management to professional work					
2. Compare and contrast the roles and responsibilities of public organizations at the municipal, county, state and federal levels					
3. Identify the internal and external environments of any public organization					
4. Competently perform a basic evaluation of a public organization					
5. Competently perform a comparative analysis of public organizations in the United States and their counterparts in developed and developing countries					
<b>GOVERNMENT-BUSINESS RELATIONS COMPETENCIES</b>					
1. Describe the role of business firms in society and in the American democracy					
2. Analyze ethical problems in management					
3. Differentiate the private enterprise system in the United States from other economic systems, and identify theoretical roots of the private enterprise system					
4. Distinguish between macroeconomic issues and microeconomic issues and their related impacts and consequences					
<b>NONPROFIT AND COMMUNITY SERVICES MANAGEMENT</b>					

<b>COMPETENCIES</b>					
1. Distinguish among nonprofit/philanthropic organizations and government and business organizations in terms of legal definitions, mission, social purpose, and impact, and define the relationship between these sectors					
2. Demonstrate a knowledge and awareness of the role of philanthropy and voluntary action in the nonprofit sector					
3. Define and have the ability to exercise the fundamental management practices in nonprofit organizations and the functions of governing boards and executive leadership					
4. Evaluate the role of individual responsibility and community mobilization in addressing social needs in terms of American democracy and from a comparative international perspective					
5. Critically analyze past and current social policy, such as social welfare, health, mental health, employment, advocacy, community development, and civil rights, in order to improve future social policy					
<b>MANAGEMENT OF INFORMATION SYSTEMS COMPETENCIES</b>					
1. Describe and apply the core concepts and principles of managing organizational data resources					
2. Use software engineering methods and tools to successfully lead a team in development of an information system					
3. Analyze an organization's security level in regard to networks, information systems, communications,					

and online transactions in order to provide technological solutions and policies to minimize threats and risks to an organization					
4. Manage the projects and changes in organizations resulting from introducing or revising information systems					
5. Communicate effectively, ethically, and professionally in a team environment					
<b>HEALTH CARE/HEALTH SERVICES MANAGEMENT COMPETENCIES</b>					
1. Given a case study in healthcare leadership, describe, in writing, the fundamental dilemmas of management and leadership in the health care industry, and compare possible approaches and solutions.					
2. Given an ethics case study, analyze an ethical issue in managed care or other healthcare area, and detail a best practices approach to managing the ethics issues.					
3. Given a case study or issue in healthcare finance, describe at least three approaches to health care financing, and evaluate the pros and cons of each.					
4. Given case studies in healthcare involving legal issues, analyze and evaluate the legal parameters and implications, and make recommendations for appropriate leadership action.					
5. Perform a comparative analysis of health care costs, accessibility, and quality between the United States and four other industrialized nations, and recommend a best practice for improvement in a country of choice.					
6. In all exercises above,					

demonstrate, in writing, all levels of Bloom's Taxonomy in addressing the issues including: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation					
7. In all of the exercises above, demonstrate research, documentation, assimilation, and integration of relevant research, philosophy and current thinking of experts in the field into their work.					
<b>DISASTER AND EMERGENCY MANAGEMENT COMPETENCIES</b>					
1. Anticipate natural and technological hazards, and evaluate governmental and non-governmental strategies for emergency and disaster mitigation, preparedness, response, and recovery					
2. Analyze techniques for development of disaster-related public policies					
3. Assess the differential impacts of emergencies and disasters on vulnerable or marginalized populations, communities, regions, and nations					
4. Predict the types of disaster myths commonly encountered and formulate leadership activities that accurately communicate risks associated with hazards and anticipated behavioral responses to hazard events					
5. Create coherent decision making procedures based upon inclusive democratic principles					
6. Recognize that emergency management policy development and implementation may lead to potential ethical dilemmas and develop approaches that resolve ethical conflicts					



APPENDIX C

**ORAL COMPREHENSIVE EXAMINATION PRESENTATIONS  
Faculty Scoring Sheet**

**Student Name** \_\_\_\_\_  
**Term** \_\_\_\_\_

**Student Primary Area** \_\_\_\_\_

**Name of Oral Examination Board Member** \_\_\_\_\_ **Date**  
\_\_\_\_\_

**INSTRUCTIONS TO STUDENTS: Select THREE HSPA competencies and TWO primary area competencies. Prepare a 10-15 minute PowerPoint or audio-visual presentation, to be presented orally, demonstrating how your MPA program has enabled you to master proficiency in these competencies. Your oral examination will begin with your oral presentation to the examining board. The presentation will be strictly timed.**

<b>HSPA COMPETENCIES</b>	<b>Student Selections</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>	<b>NA</b>
1. Understand the theoretical and practical underpinnings, knowledge base and complexities of public affairs (as defined by the Hauptmann School)					
2. Recognize responsibilities of professionals as citizens in a free and democratic society, and in the world					
3. Demonstrate a working knowledge of different sectors of society, how organizations are similar and different across sectors, and the contradictory expectations of managers and leaders in organizations					
4. Demonstrate knowledge of ethical theory and the challenges involved in ethical reasoning and decision making, and show commitment to obligations as professionals in positions of authority					
5. Integrate theory/ conceptual knowledge with					

practice, so that practice tests theory and theory informs practice					
6. Demonstrate mastery of key leadership skills, including interpersonal and cross-cultural communication and teamwork					
7. Understand fundamental epistemology, including the benefits and limitations of various research designs and statistical methods					
8. Demonstrate ability to use skeptical inquiry and analytical skills to assess information and research findings					
<b>PUBLIC MANAGEMENT COMPETENCIES</b>					
1. Apply the core concepts of management to professional work					
2. Compare and contrast the roles and responsibilities of public organizations at the municipal, county, state and federal levels					
3. Identify the internal and external environments of any public organization					
4. Competently perform a basic evaluation of a public organization					
5. Competently perform a comparative analysis of public organizations in the United States and their counterparts in developed and developing countries					
<b>GOVERNMENT-BUSINESS RELATIONS COMPETENCIES</b>					
1. Describe the role of business firms in society and in the American democracy					
2. Analyze ethical problems in management					
3. Differentiate the private enterprise system in the					

United States from other economic systems, and identify theoretical roots of the private enterprise system					
4. Distinguish between macroeconomic issues and microeconomic issues and their related impacts and consequences					
<b>NONPROFIT AND COMMUNITY SERVICES MANAGEMENT COMPETENCIES</b>					
1. Distinguish among nonprofit/philanthropic organizations and government and business organizations in terms of legal definitions, mission, social purpose, and impact, and define the relationship between these sectors					
2. Demonstrate a knowledge and awareness of the role of philanthropy and voluntary action in the nonprofit sector					
3. Define and have the ability to exercise the fundamental management practices in nonprofit organizations and the functions of governing boards and executive leadership					
4. Evaluate the role of individual responsibility and community mobilization in addressing social needs in terms of American democracy and from a comparative international perspective					
5. Critically analyze past and current social policy, such as social welfare, health, mental health, employment, advocacy, community development, and civil rights, in order to improve future social policy					
<b>MANAGEMENT OF INFORMATION</b>					

<b>SYSTEMS COMPETENCIES</b>					
1. Describe and apply the core concepts and principles of managing organizational data resources					
2. Use software engineering methods and tools to successfully lead a team in development of an information system					
3. Analyze an organization's security level in regard to networks, information systems, communications, and online transactions in order to provide technological solutions and policies to minimize threats and risks to an organization					
4. Manage the projects and changes in organizations resulting from introducing or revising information systems					
5. Communicate effectively, ethically, and professionally in a team environment					
<b>HEALTH CARE/HEALTH SERVICES MANAGEMENT COMPETENCIES</b>					
1. Given a case study in healthcare leadership, describe, in writing, the fundamental dilemmas of management and leadership in the health care industry, and compare possible approaches and solutions.					
2. Given an ethics case study, analyze an ethical issue in managed care or other healthcare area, and detail a best practices approach to managing the ethics issues.					
3. Given a case study or issue in healthcare finance, describe at least three					

approaches to health care financing, and evaluate the pros and cons of each.					
4. Given case studies in healthcare involving legal issues, analyze and evaluate the legal parameters and implications, and make recommendations for appropriate leadership action.					
5. Perform a comparative analysis of health care costs, accessibility, and quality between the United States and four other industrialized nations, and recommend a best practice for improvement in a country of choice.					
6. In all exercises above, demonstrate, in writing, all levels of Bloom's Taxonomy in addressing the issues including: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation					
7. In all of the exercises above, demonstrate research, documentation, assimilation, and integration of relevant research, philosophy and current thinking of experts in the field into their work.					
<b>DISASTER AND EMERGENCY MANAGEMENT COMPETENCIES</b>					
1. Anticipate natural and technological hazards, and evaluate governmental and non-governmental strategies for emergency and disaster mitigation, preparedness, response, and recovery					
2. Analyze techniques for development of disaster-related public policies					
3. Assess the differential impacts of emergencies					

and disasters on vulnerable or marginalized populations, communities, regions, and nations					
4. Predict the types of disaster myths commonly encountered and formulate leadership activities that accurately communicate risks associated with hazards and anticipated behavioral responses to hazard events					
5. Create coherent decision making procedures based upon inclusive democratic principles					
6. Recognize that emergency management policy development and implementation may lead to potential ethical dilemmas and develop approaches that resolve ethical conflicts					

## APPENDIX D

### HSPA ANTI-PLAGIARISM BOOT CAMP

This program is designed to help students obtain the necessary knowledge to identify plagiarism while giving a negative sanction for plagiarizing but doing so in a developmental fashion. The program also helps the Hauptmann tool refine its anti-plagiarism campaign to MPA students.

After being informed of the plagiarism offense, students are given the option of participating in this program. Student must commit in writing their willingness to comply with this series of assignments, and are invited to propose dates for completion of each one, in the space provided.

The student will meet with the Dean of the Hauptmann School within the week after submitting each assignment. .

1. Conduct a thorough review and analysis of the following:
  - a. Graduate School Academic Honesty policy
  - b. The interactive tutorial provided to all MPA students in the *MPA Student Writing Helpsheet*
  - c. *MPA Student Writing Helpsheet*
  - d. HSPA Academic Honesty Agreement which students sign before taking exams and tests
  - e. Present the review in writing to the Dean of the Hauptmann School for evaluation by a special review panel and feedback.

PROPOSED DUE DATE: \_\_\_\_\_

2. On the basis of that review, write a document that could be provided to students, outlining what is permissible under the Academic Honesty policy and what is not permissible. In this document, explain academic honesty to others. This document would include:
  - a. An overview of the policy
  - b. A set of examples showing what is appropriate and what is a violation
  - c. All examples are keyed to portions of the policy statement
  - d. Present the document to the Dean of the Hauptmann School for evaluation by the review panel and feedback.

PROPOSED DUE DATE: \_\_\_\_\_

3. Conduct a review and analysis of ALL of assignments during the MPA coursework, regardless if any plagiarized content had been identified by the faculty member evaluating the assignment. There would be no penalty imposed on her for finding plagiarism that the faculty had not discovered. The analysis would include:
  - a. An analysis of each paper, identifying sentences and phrases that do not meet Academic Honesty standards. Each instance of violation would be keyed to the appropriate are of the policy as noted in her written review.
  - b. A summation of the number of violations, and which were caught by faculty and which were not.

- c. A presentation of the review and analysis to the Dean of the Hauptmann School for evaluation by the review panel and feedback.

PROPOSED DUE DATE: \_\_\_\_\_

4. Write an essay detailing suggestions to the Hauptmann School for improving our documents to students regarding plagiarism. This essay would be submitted to the Dean of the Hauptmann School.

PROPOSED DUE DATE: \_\_\_\_\_

After successfully completing these steps, and after the period of suspension is completed, the student may be permitted to re-enroll under the 2007-2008 catalog.

**APPENDIX E Course Assessment Assignment for PA 602: MPA Capstone Seminar**

**Constitutional Assignment - PA 602  
Constitutional Issue Debate Essay and Presentation**

1. Identify a Constitutional issue that you would like to explore. Draw on your reading for this class in order to identify your issue.
2. In one paragraph, frame two sides of the issue. Submit paragraph for approval and feedback before proceeding. **DUE end of week 8!**
3. Once approved, develop the two opposing arguments. Use scholarly sources and government documents, including written opinions in court cases, for both sides of the issue. Use [www.findlaw.com](http://www.findlaw.com) as a resource.
4. Write a persuasive argument for each side, 4-5 pages each, with proper use of sources.
5. Include a one-page human impact statement **for each side**—extrapolate what you can determine to be the possible impact on human dignity of those citizens who are marginalized economically in our society.
6. **The reader must not be able to identify your personal view from reading this essay to this point.**
7. Present your view of the issue and explain why. Discuss what you learned from researching and arguing the opposing viewpoint. Include a discussion of the differences between personal beliefs and public policy in a pluralistic society, as pertaining to your issue.
8. Seek peer review from three members of the class along the way. Invite them to be your review team and review your drafts and make comments. Report reviewers and comments in your final presentation.
9. Develop a power point presentation to present to the class regarding your debate essay, along with your narrative.
10. Submit your Scholarly Reflection Essay and Team Report in a separate document (not presented to the class).

**Below is the grading rubric, outlining the criteria on which the essay and presentation will be graded:**

<b>Competency</b>	<b>Exceeds Expectation (3)</b>	<b>Meets Expectation (2)</b>	<b>Does Not Meet Expectation (1)</b>	<b>No Evidence (0)</b>
<b>Cognitive Skills</b>				
Content/Comprehension: factual accuracy	no factual errors	1 or 2 factual errors	2-4 factual errors	more than 4 factual errors
Analysis: identify component parts of case	> 5 component parts of each side	5 component parts of each side	2-4 component parts of each side	< 2 component parts of each side
Synthesis: new view based on analysis	elaborated based on >5 parts	explained based on 5 parts	suggested, based on 2-4 parts	hint, or not addressed, or <2
Application: applies knowledge of Constitution to a case or issue	Strong Constitutional and public policy grounding, with legal sources	Acceptable Constitutional and public policy grounding, with scholarly sources	Weak Constitutional and public policy grounding, with few credible sources	No attempt at Constitutional or policy grounding

<b>Technical/Professional Skills</b>				
Research Skills: use of scholarly publications & gov't documents	Uses >5 sources for each side	Uses 5 sources for each side	Uses 2-4 sources for each side	Uses <2 sources for each side
Technology Skills: use of appropriate technology in PPT presentation	Creative presentation w/hyperlinks	Straight text PPT with bullets	Crowded pages, no bullets	no powerpoint
Evaluative: assess relevance and relative worth of information	Identifies >3 authoritative sources	Identifies 3 authoritative sources	Identifies <3 authoritative sources	no authoritative sources
Professional Writing Skills	no errors	One or two errors	2-5 errors	>5 errors
<b>Professional Disposition</b>				
Open-mindedness: appreciate differences in opinions	2 sides persuasively argued	2 sides clearly argued	1 side stronger than the other	no pretence of balance
Scholarly Review: asks students to review and comment	Asks more than 2 students	Asks two students	Asks one student	Does not invite review
Human Diversity and Dignity: includes impact statement on each side	Both sides elaborated w/sources	solid impact statement on both sides	impact on one side	no impact statements
<b>Leadership skills</b>				
Teamwork: satisfaction reported by peer reviewers	peers very satisfied	peers satisfied	peers dissatisfied	no participation