Professor Kristina Lambright
Class: Tuesdays, 5:50-8:50
Office Hours: Mondays, 9:30-11; Tuesdays, 11:00-12:30
klambrig@binghamton.edu
(607) 777-9186

Prerequisites:
Permission to enroll in the capstone course is contingent upon satisfactory completion of at least six of the seven core courses, satisfactory completion of the internship (or evidence of an official waiver), satisfactory completion of the Problem Definition course, and a mid-semester evaluation from the MPA faculty which indicates preparation for the capstone course. If a student has completed only six of the seven core courses prior to enrolling in the capstone course, this may limit the type of capstone projects appropriate for that student.

Course Description
The mission of the Department of Public Administration at Binghamton University is “to develop individual and institutional capacity for community-based public practice.” The focus of the Master of Public Administration program is “to prepare individuals for management in public and nonprofit administration.” This is accomplished by emphasizing “ethics and values that encourage those in the public sector to meet the highest possible standards” and by fostering “an institutional culture that advances democratic administration and governance with an international perspective.” More specifically, the program seeks to prepare students to become informed leaders and responsible citizens who: are well-versed in public administration; think critically, creatively and ethically; possess analytical and technical skills to be creative problem-solvers; can adapt to changing political and social environments; and remain actively involved in professional and community service.

Within the context of the departmental and program mission statements, this course serves as the final project for the MPA program. The course is intended to provide a synthesis of all previous coursework and professional and/or internship experience directed toward the production of a professional administrative or policy analysis paper. In the capstone course, you will extend and build upon your internship experience by conducting research and producing a professional quality analytical paper that addresses
a demonstrated managerial or policy issue confronting the public or not-for-profit organization where you interned or where you work. Your paper, oral presentation, and course participation will demonstrate that you are able to draw upon your MPA coursework and current research to address specific workplace issues. You should expect this course to be intense, as you must conduct original data analysis and write a 20 page paper in one semester. Your final paper will be presented to an audience of MPA students, faculty and practitioners, and must be accepted by a committee consisting of two MPA faculty and one agency representative.

**Course Objectives**
The capstone course will demonstrate your mastery of the core competencies expected of graduates in the Masters in Public Administration program. MPA students in this course are expected to:

- To appreciate the complexities of decision-making within public service,
- To translate a community-based problem into a research question,
- To select and implement an appropriate data collection methodology given time and resource constraints,
- To select appropriate data analysis techniques,
- To articulate and justify values guiding research methodology decisions,
- To analyze data and interpret results of the analysis,
- To develop practical recommendations based on the data analysis, and
- To work effectively as a member of a diverse group.

In addition, students pursuing a certificate in either Local Government Management or Nonprofit Management are expected to demonstrate understanding of the unique context in their area of specialization.

**Required Texts and Readings**

**Required**


**Recommended**

As noted above, the capstone course requires you to demonstrate you have acquired the knowledge and skills associated with the MPA degree. The capstone course is structured so that your projects provide you with an opportunity to synthesize skills and knowledge you have gained in earlier courses. Success in capstone requires specific attention to skills content, notably writing literature reviews, designing a research project and analyzing data. I strongly urge you to review key concepts from the texts used in other MPA courses. I also expect, particularly as you design your research projects, that you
will identify additional resources that will contribute to the successful completion of your capstone project.

Texts on literature review and research design and analysis include:

1. Galvan, *Writing literature reviews: A guide for students of the social and behavioral sciences*
2. Bardach, *A practical guide to policy analysis*
3. Dunn, *Public policy analysis: A primer*
4. Patton & Sawicki, *Basic methods of policy analysis and planning*
5. Salkind, *Statistics for people who (think they) hate statistics*
6. Schutt, *Investigating the social world*
7. Fowler, *Survey research methods*
9. Seidman, *Interviewing as qualitative research: A guide for researchers in education and the social sciences*
10. Stewart, Shamdasani, & Rook, *Focus groups: Theory and practice*
11. Greenwood, *Introduction to action research*
12. Yin, *Case study research*

**Other Reading**

1. Articles from current public administration, public management, public policy, and nonprofit administration journals that are available on-line and related to the program’s core competencies and your research project.
2. You will be expected to develop and use a focused bibliography of scholarly and professional sources in writing your capstone paper.

**Course Requirements and Grading Criteria**

1. Peer Reviews Pass/Fail
2. Participation 5%
3. Capstone Paper 65%
4. Oral Defense 20%
5. Management of the Capstone Process 10%

Note: A grade of B or better is required in this course. Successful completion of the course is a two-step process.

1. First, you must pass the peer review component of the course in order to be eligible to submit and defend their capstone paper. Failure to do this will disqualify a student from completing the course.
2. Second, you must earn an average grade of B or better based on your paper, oral defense, management of the capstone process, and class participation.
Peer Review and Feedback

You are required to conduct peer reviews three times during the semester. I will assign you one student to whom to provide a peer review for each assignment. Peer review feedback does not figure into the calculation of your course grade except that you must earn a passing grade in order be eligible to submit a capstone paper. If you do not receive a passing grade on a peer review, you must redo it. If you do not receive a passing grade on all peer reviews, you cannot complete the course this semester. Please email me (klambrig@binghamton.edu) and the student whose work you reviewed your peer review on or before the day it is due. I have posted the document Peer Review Guidelines to guide you in preparing peer reviews.

Participation

Active class participation is required part of this course. Failure to participate regularly and professionally will make you ineligible to complete the course this semester. I expect you to attend every class. I also expect you will be prepared for class each week. This means you will come to class prepared to discuss your capstone project in a thoughtful manner.

A student’s class participation grade will be based on the contributions that he/she makes to class discussions throughout the semester. Your participation grade will depend on both the quantity and quality of your contributions to discussion and your level of professionalism. Each week you attend, I will grade your class participation using the following 5-point scale:

1 = did not attend class, did not behave in a professional manner during class, and/or demonstrated a lack of familiarity with the material assigned for that week

2 = demonstrated familiarity with the material assigned for that week but only participated when called upon

3 = demonstrated familiarity with the material assigned for that week and voluntarily made one or two meaningful contributions to the class discussion

4 = demonstrated familiarity with the material assigned for that week and voluntarily made some meaningful contributions to the class discussion

5 = demonstrated familiarity with the material assigned for that week and voluntarily made several meaningful contributions to the lecture and/or class discussion

Your final class participation will be based on a scale of 1 to 5 points and will be calculated based on your weekly class participation grade. When calculating this grade, I will subtract your 2 lowest weekly class participation grades.
The Capstone Paper

Your capstone paper is the culminating exercise of your Masters in Public Administration experience and is tangible evidence of your competence. It will be read by several of your peers and your capstone committee composed of two MPA faculty members and one practitioner. Ideally, it will directly and positively influence your internship or work organization. Not only must this be your best work, but you must achieve standards of professionalism and analytical ability that demonstrate that you are prepared for the MPA degree. The capstone paper must meet professional standards for content, writing, and format in order to be eligible for an oral defense.

For a detailed discussion of the requirements of the capstone paper and samples of essential forms refer to the document titled *Capstone Paper Guidelines*.

Oral Defense

Your successful oral defense begins by constituting your capstone committee and scheduling your oral defense time using the form titled *Capstone Committee Form*. All capstone project defenses will take place on December 6th. **You should arrange now to ensure that you will be able to attend all of the defenses.** All oral defenses will be open to all members of the University community and members of the public and, at a minimum, will be attended by MPA students and faculty. The oral defenses will be presented as panels. Each panel will include up to four capstone presenters. Each presenter will have twenty minutes for his/her presentation. After all the presenters have completed their presentations, committee members will be invited to ask questions, followed by questions from audience members. Your oral defense grade will be based upon your committee’s assessment of the professional quality of your presentation, your effective use of appropriate visual aids, your ability to engage your audience, your ability to respond to questions, and your level of preparation.

For additional information on the grading of the oral presentation, refer to the document titled *Capstone Oral Defense Guidelines*.

Outside Meetings

I will be scheduling 30 minute phone conferences with each student, their supervisor and me on September 30th. The purpose of these conferences is to help you to coordinate the feedback that you receive from different sources. **It is your responsibility to coordinate the times of this meeting, to come prepared to demonstrate progress, and to utilize the meetings to resolve research challenges.** You are required to meet with your outside faculty member at least three times during the semester to review the progress of your work. I would recommend that you focus on reviewing your problem statement and discussing your literature review at your first meeting, discussing your data collection and analysis plan at the second meeting and discussing your findings and recommendations at the third meeting. **Again, you are responsible for organizing these meetings.** You should space out the meetings to make best use of the faculty member’s
input on your work. If you do not manage your Capstone Committee effectively, you risk making them unaware of your progress and challenges, thereby risking your successful completion of the course.

**Capstone Assessment**

The MPA handbook addresses circumstances in which students enrolled in capstone do not demonstrate the knowledge and skills for success in the course. Over the course of the semester, I will review your progress in the course and if I believe you have not demonstrated the knowledge and skills necessary for success will take actions consistent with the policy statement below:

> The program will make every effort to ensure that students who are permitted to enroll in the capstone course have the knowledge and skills to be successful; it is possible that on occasion students who are authorized to enroll in the course will not demonstrate the expected competencies in the capstone course. Students who take the capstone course and then do not demonstrate competence in one or more of the required areas will be counseled on an individual professional development plan and the steps necessary for successful completion of the capstone project. Depending on the individual circumstances, students may have to continue revisions of the report after the end of the capstone semester, make an additional public presentation, repeat the capstone course in a subsequent semester, or take additional courses or independent studies. In exceptionally rare circumstances, where professional development plans do not result in the required level of competency, a student may fail the capstone course and be unable to complete the MPA degree. (MPA Handbook. pp. 25-6)

**Shared Responsibility for Learning**

I believe that faculty and students have a shared responsibility for learning, especially in graduate level classes in a professional degree program.

As a student, you are responsible for:

1. being prepared to contribute to class discussions each week,
2. completing assignments on time and according to professional standards of format, content and style,
3. participating in class discussions,
4. sharing your insights, questions, interests and opinions,
5. contributing to and assisting with the learning of your classmates through formal peer reviews as well as class discussions,
6. reflecting on how the class material relates to your professional experiences and aspirations,
7. informing me of problems or situations that may be interfering with your learning or performance in the course, and
8. providing feedback on the strengths and weaknesses of the course in a professional manner.

As the instructor, I am responsible for:

1. clearly articulating the course objectives, expectations and grading criteria,
2. providing activities and assignments designed to accomplish course objectives,
3. assisting in providing an atmosphere conducive to learning,
4. grading and returning assignments in a timely manner, using the criteria established and communicated for the assignments,
5. helping students relate the course material to the MPA program mission and current events,
6. appraising students of the progress in the course on a regular basis,
7. treating students as professionals,
8. informing students of changes to the schedule and the reason for such changes, and
9. responding to student concerns.

Class Policies

Accommodations for Students with Disabilities. Binghamton University is committed to full and equitable access for all enrolled students. If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is in University Union 119. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner. It is your responsibility to inform either your instructor or an SSD representative in a timely manner if the accommodations are not meeting your needs. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, please inform the instructor. The best time to make arrangements for accommodation is at the beginning of the semester. However, if you develop a disability or recognize the need for accommodation later in the semester, you may request accommodations from that point forward.

Managing Stress Inside and Outside the Classroom: Sometimes the pressures graduate students face inside and outside the classroom can feel overwhelming. If you are struggling with a problem and would like to talk with someone about it, I would encourage you to contact Binghamton University’s Counseling Center at 777-2772. Their office is in LN 1202.

Procedures for an Active Shooter Situation: In the event of an active shooter situation at the University Downtown Center, we will evacuate using the nearest emergency exit if we believe it is possible to leave the building safely. If we do not believe it is possible to leave the building safely, we will turn off the classroom lights, lock the classroom door,
and hide in the corner of the room where we are not visible to the shooter from the doorway.

**Syllabus as a Contract.** This syllabus is a contract. You are responsible for reading this syllabus in its entirety. Continued enrollment in the class indicates that you understand and accept the terms contained herein. If you have any questions or concerns about any policies, assignments, grading criteria or any other aspect of the course, please meet with me to resolve those issues prior to the withdrawal deadline.

**Use of Blackboard (Bb) for Class Communication.** I will post all course materials as well as useful resources on Blackboard. I will also use Blackboard to communicate any changes in the class schedule or requirements. I expect you to monitor the Blackboard site for this course at least twice each week to check for messages related to the class.

**E-mail Communication and Office Hours.** Office hours or appointments are an appropriate time and venue in which to discuss details related to class projects, problems you are having with the course, or other issues that cannot be answered with simple “yes” or “no” responses. E-mail is an appropriate means of communication for quick questions, announcements or notifications that do not require a response or for scheduling of an appointment outside of office hours. I will not respond to email inquiries that would require a lengthy response.

**Please do not email me draft versions of these assignments for me to review outside office hours.** If you would like me to review your assignments prior to submitting them to me, please come to my office hours or make arrangements to talk with me on the phone during my office hours. I am happy to review electronic documents while talking with you on the phone during my office hours.

**Collaborative Work.** I encourage you to meet with classmates to discuss topics and exchange ideas. **However, the Capstone Project and peer reviews you write must be yours and yours alone.**

**Professionalism.** As a professional degree program, the MPA program demands that students demonstrate the level of professionalism that will be expected of them upon graduation. This applies to students’ communication in writing, as well as their conduct in and out of the classroom.

**Academic Honesty.** Public service demands the highest ethical standards among its practitioners. Plagiarism, cheating, falsifying information, and all other forms of academic dishonesty will not be tolerated. Such actions will result in a failing grade for the assignment or the course, depending on the severity of the infraction. As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Academic Honesty Code for Binghamton University ([http://bulletin.binghamton.edu/integrity.htm](http://bulletin.binghamton.edu/integrity.htm)). Violations of the Code will be taken seriously. Students should refer to the CCPA Ethics and Integrity
I will report every violation of the Code to the Provost’s office and will recommend that the appropriate officials impose the strongest possible penalties against the student(s) committing the violation. If you have any doubts about proper conduct, check with me or err on the side of caution.

All members of the university community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all written work for which a person claims credit is in fact that person’s own work. The annual university Student Handbook publication has detailed information on academic integrity. Binghamton University has obtained a license with Turnitin.com to facilitate faculty review for potential plagiarism of papers and projects in their courses, which they are encouraged to do. I may ask students to submit portions of their Capstone draft (including the conceptual framework and literature review) to turnitin.com. Students assume responsibility of the content and integrity of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism); or if they use, request, or give unauthorized assistance in any academic work (cheating).

Workload. This is a 3 credit hour graduate seminar in which you must synthesize and apply your knowledge, skills and abilities from the program to address a real problem in an organization where you work or completed your internship. You must complete a professional quality analytical paper and successfully defend the paper before the end of the semester. As such, you should expect to spend at least 9-12 hours per week outside of class on readings and assignments for the course. You cannot afford to fall behind in this class and must make regular progress on your paper.

Submission of Written Assignments. Please email me, your second faculty reader and your peer reviewer your written assignments on the dates listed in the syllabus. My email address is klambrig@binghamton.edu. You should always bring an extra hard copy of the assignments to class on the due date to facilitate discussion. All assignments are due at the beginning of the class period for which they are assigned.

Absences. Consistent with University policy, students are expected to come on time to every class meeting. As a courtesy, please inform me in advance via e-mail, whenever possible, if you will be absent from class. Although this does not excuse you from any of the class work or assignments or alter the grading of participation, I appreciate notification.

Incompletes. Incompletes are given at the discretion of the instructor and only when you cannot complete the course due to circumstances beyond your control. According to University policy, the circumstances must have developed after the last day to withdraw from the course. You will be required to provide explicit medical or university documentation indicating that you are unable to complete the course. Incompletes cannot be used to solely to avoid an unsatisfactory grade or because you are overwhelmed by
unspecified family crises, workplace demands, or workloads in other courses. The time period and conditions for removing the incomplete will be set on an individual basis, but in no case shall you be allowed more than 1 year to complete all requirements. You (or a parent or spouse, if you are incapacitated) must sign the incomplete form, accepting the terms of the incomplete. I cannot award an incomplete based solely on verbal arrangements.

**Cell Phones:** Cell phone conversations, text messaging or other forms of electronic communication are disrespectful of the instructor and fellow classmates; please do not do use electronic communication during class. At times, work or family obligations may require you to keep your phone on. If so, please keep your phones on vibrate and excuse yourself if you feel a call coming in. If I hear your phone ring, I get to answer it. If you are caught text messaging or checking the internet during my class, I may require you to complete an entire additional writing assignment via text message.

**Removal for Non-Attendance.** I do **not** administratively remove students from my courses for non-attendance. I consider it your responsibility to withdraw from the course, pursuant to University deadlines and procedures, if you do not wish to receive a grade.

**Problems and Complaints.** If you have any problems or complaints about me, the course or classmates, please come and talk with me during my office hours or other appointed time. As a public administrator you will be responsible for conflict resolution, so now is a good time to practice those skills. If you are not satisfied with how I have resolved the problem, you may express your concerns to the chair of the Department of Public Administration.

**Tentative Schedule of Meetings and Assignments**

I have organized the Capstone course to facilitate your completion of your Capstone project. In that way, over the course of the semester, we will discuss all relevant elements of the Capstone project, including:

- Writing a literature review
- Selecting the appropriate research methodology
- Receiving IRB approval for your project
- Developing findings and recommendations
- Preparing your final paper
- Presenting your Capstone paper

We will cover each of these topics over the course of the semester. From time to time, I may assign readings to supplement those you have acquired in previous courses. The topics for each class session will emerge based on the progress and needs of the class.
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Course Introduction</td>
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<td>Writing Your Literature Review</td>
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<tr>
<td>September 3</td>
<td>No Class: University Break</td>
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<td>September 10</td>
<td><strong>Literature Review Section Due</strong></td>
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<td>Data Collection and Analysis</td>
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<td>September 17</td>
<td><strong>Peer Review One Due</strong></td>
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<td><strong>Capstone Committee Form Due</strong></td>
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<td>The IRB Process</td>
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<td>Research Skills Practice</td>
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<td>September 24</td>
<td>Methods in Practice</td>
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<td>Data Collection Presentations</td>
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<td>September 30</td>
<td>Individual Meetings with Capstone Supervisors</td>
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<td>October 1</td>
<td>No Class: Work on IRB Applications</td>
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<td>October 4</td>
<td><strong>IRB Application Due</strong></td>
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<td>October 8</td>
<td><strong>Methods Section Due</strong></td>
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<td>Data Analysis Presentations</td>
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<td>October 15</td>
<td><strong>Peer Review Two Due</strong></td>
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<td>Findings and Recommendations</td>
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<td>October 22</td>
<td>No Class: Work on Data Collection</td>
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<td>October 29</td>
<td>Findings and Recommendations in Practice</td>
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<td>November 5</td>
<td>No Class: Work on Writing Findings and Recommendations Sections</td>
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<td>November 11</td>
<td><strong>Data Collection Complete</strong>*</td>
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<td><strong>Findings and Recommendations Sections Due at 9AM</strong></td>
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<td>November 12</td>
<td>Individual Problem Solving Session (Students do not need to attend class</td>
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<td>unless they would like to schedule an appointment. Appointment times will</td>
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<td>be assigned in advance.)</td>
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<td>November 19</td>
<td><strong>Peer Review Three Due</strong></td>
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<td>Finalizing the Capstone Paper</td>
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<td>Job Search Strategies</td>
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<td>November 25</td>
<td><strong>Capstone Paper Due at 9AM</strong></td>
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<td>November 26</td>
<td>Review of Presentation Skills</td>
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<td>December 3</td>
<td>Presentation Rehearsals</td>
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<td>December 6</td>
<td>Capstone Presentations</td>
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<td>December 10</td>
<td><strong>Final Capstone Paper Due</strong></td>
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<td>Celebration</td>
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YOUR DATA COLLECTION MUST BE COMPLETED BY NOVEMBER 11TH. STUDENTS WHO HAVE NOT COMPLETED THEIR DATA COLLECTION BY THIS DATE WILL NOT BE ABLE TO PRESENT ON DECEMBER 6TH UNLESS THEY MEET WITH ME AND CONVINCE ME THAT THEY HAVE A FEASIBLE PLAN FOR COLLECTING THE REMAINDER OF THEIR DATA AND WRITING THE REMAINDER OF THEIR PAPER BY NOVEMBER 25TH. STUDENTS WHO DO NOT PRESENT ON DECEMBER 6TH WILL NOT BE ABLE TO SUCCESSFULLY COMPLETE THE COURSE IN THE FALL 2013 SEMESTER.

**ALL CAPSTONE PAPERS ARE DUE ON NOVEMBER 25TH. STUDENTS WHO DO NOT SUBMIT AN ACCEPTABLE DRAFT BY THIS DATE WILL NOT BE ABLE TO PRESENT ON DECEMBER 6TH AND WILL NOT BE ABLE TO SUCCESSFULLY COMPLETE THE COURSE IN THE FALL 2013 SEMESTER.**

Previous Capstone Examples

The Capstones listed below won the award for the best capstone in their respective semesters. They provide a great source of information for your problem statements. All are available on the MPA website, unless specified. Please note when reading these problem statements that there were no page limits placed on the page length of different sections in the capstone paper prior to Spring 2011. Due to the three page limit, the final problem statements written for this class will be more concise than problem statements written by classes prior to Spring 2011.

1. Tim Fitzgerald and Alison Handy, Spring 2013 ((on Blackboard but not yet on the MPA website)
2. Shelbi DuBord, Fall 2012 (on Blackboard but not yet on the MPA website)
3. Ken Holmes, Spring 2012 (on Blackboard but not yet on the MPA website)
4. Tirzah Creel, Fall 2011 (on Blackboard but not yet on the MPA website)
5. Megan Connors, Spring 2011 (on Blackboard)
6. Dale Losee, Fall 2010
7. Joe Conforti, Spring 2010
8. Jennifer Turck, Fall 2009
9. Chelsea Robertson, Spring 2008
10. Laura Le, Fall 2008
11. Kara Grippen, Spring 2008
12. Joann Lindstrom, Fall 2007
13. Nate Hilburger, Spring 2007

Other Notable Capstones
Several other capstones are excellent examples to draw from:

Chris Wells, Spring 2013 (on Blackboard but not yet on the MPA website)
Dan Reynolds, Fall 2012 (on Blackboard but not yet on the MPA website)
Lucia Esposito, Spring 2012 (on Blackboard but not yet on the MPA website)
Katherine Bronk, Spring 2011 (on Blackboard)
Shannon David, Spring 2011 (on Blackboard)
Brandon Frisbee, Spring 2011 (on Blackboard)
Anthony Naglieri, Spring 2011
Kyle Roeber, Spring 2011
Jennifer Royer, Spring 2011

**Principal Journals in Public Administration, Public Policy and Nonprofit Management**

*Academy of Management Journal*
*Academy of Management Review*
*Administration and Society*
*Administrative Science Quarterly*
*American Review of Public Administration*
*Annals of the American Academy of Political and Social Science*
*International Journal of Nonprofit and Voluntary Sector Marketing*
*International Journal of Public Administration*
*International Public Management Journal*
*Journal of Policy Analysis and Management*
*Journal of Public Affairs Education*
*Journal of Public Administration Research and Theory*
*Journal of Public Management and Social Policy*
*Journal of Public Policy*
*Nonprofit and Voluntary Sector Quarterly*
*Nonprofit Management and Leadership*
*Policy Sciences*
*Policy Studies Journal*
*Policy Studies Review*
*Public Administration Quarterly*
*Public Administration Review*
*Public Budgeting and Finance*
*Public Integrity*
*Public Management and Social Policy*
*Public Performance and Management Review (formerly Public Productivity and Management Review)*
*Publius*
*Review of Public Personnel Administration*
*State and Local Government Review*
*Urban Affairs Quarterly*
*Urban Affairs Review*
*Voluntas*
Additional Sources (not peer-reviewed)

*Governing Magazine*
*Chronicle of Philanthropy*
*PM: Public Management*
*Stanford Social Innovation Review*
*Harvard Business Review*
*Nonprofit Quarterly*