Analytical Paper Guidelines for the
Master of Arts in Urban Affairs and Public Policy and
Master of Public Administration programs

Purpose of the Analytical Paper
The analytical paper or “AP” is a capstone writing requirement designed to give students an opportunity to analyze in some depth a particular situation, problem, issue, policy, or organization. The paper must be analytic in nature, not a simple summary of literature or findings. It is expected that that AP will be a “cap” for the graduate program learning experience and serve as a tool for integrating material from a variety of sources, including previous coursework, internship experiences, research assistantship projects, as well as research done specifically for the AP. Original research is not required for the AP, however.

Academic Credit
Students generally register for the three-credit AP course (UAPP 872; Section associated with AP Advisor) in their last semester of the program. However, work on the AP must begin prior to your last semester in the program if you expect to finish the AP in time to graduate. The Analytical Paper Committee determines the student’s grade for the course.

Consequences for not completing the AP on time
If you do not complete the entire AP process prior to the end of your last regularly enrolled semester, you will not receive your degree that semester. The University of Delaware requires you to pay a Sustaining Fee of $370 (subject to increases) for every semester until you actually complete the AP and graduate. This fee is not covered by tuition waivers and is not paid by the School.

Choosing an AP topic, AP Advisor, and AP Committee
You should select a topic that you care deeply about, will find interesting to research and write about, and for which you can find a faculty AP Advisor who shares your interest in exploring the topic. We expect that the topic will be one you have addressed in previous courses, your internship, or project work. It is not advisable to select a completely unfamiliar topic on which to write your AP. It is acceptable (even recommended) that you use papers written for other
courses or your internship, as a starting point for your AP. A topic is not really settled upon until you have:

- A clearly stated research question
- Identified available professional and academic literature
- Identified a methodological approach, data sources for your work, and approach to analysis
- Received the approval of your AP Advisor

The AP Advisor will chair the AP Committee and will work with you on the AP throughout the process. Your AP Advisor is for purposes of the AP only, and need not be the same person who serves as your Academic Advisor. Once you have selected your AP topic and secured the commitment of your AP Advisor you can make this person your Academic Advisor as well, but this is not necessary.

At least one other reader must serve on the AP Committee along with your AP Advisor. Consult your AP Advisor before selecting your reader(s). If you wish to include practitioners on your committee, it is recommended that you invite them as a third reader, so that at least two faculty members read your AP. Readers approve the topic and general approach to the AP early in the process, and might provide substantive input throughout the development of the AP, depending upon their preferences and that of the AP Advisor. They must approve the final AP and participate in the defense of the AP. (Participation on the defense can be by teleconference if logistics require this accommodation.) Readers should be selected who have content expertise and an interest in the AP topic. They may be members of the School faculty, but they may also be practitioners, faculty members from other departments, or other people who can help the student research and analyze the topic in question.

The AP Advisor and AP Committee will be advocates for your success throughout the process. Their questions, critiques, and advice should be viewed as constructive efforts to help you produce the best AP possible.

**Basic Steps in the AP Process**
1. Select topic, AP Advisor and AP Committee
2. Present a research question and prepare a 1-2 page outline identifying analytical approach, data resources, and available professional and academic literature
3. Get approval of research question, approach and outline from AP Advisor and Committee
4. Submit drafts of each section or chapter as it is completed in order to get feedback from AP Advisor (and AP Committee if they wish). Do not attempt to draft the entire AP before showing it to you AP Advisor. It is far better to
present pieces of the paper along the way so that you know you are making progress, and your AP Advisor can give you encouragement and feedback.

5. Entire draft should be submitted to AP Advisor and Committee for feedback prior to making revisions and scheduling the AP defense

6. A revised AP should be prepared based on feedback from AP Advisor and Committee prior to scheduling defense of the finished AP

7. Schedule and hold defense

8. Make final revisions and gather signatures of AP Committee

9. Submit unbound copy of entire AP to Linda Boyd in School Administrative Office for signature of Program Director. You will bind it for final submission after the Program Director has signed it.

The AP format generally includes:

- A paper approximately 40 pages in length, double spaced, pages numbered
- Signature page for AP Committee and Program Director (see sample)
- Title page (see sample)
- Table of contents; Chapters or Numbered Sections; Reference List or Bibliography; Appendices if necessary
- Original should be black ink on white paper to assure suitable copies
- Any standard typeface is acceptable, but the same typeface must be used throughout the report
- The APA style of in-text citations and references is recommended but not required. However, you must use one consistent bibliographic style throughout the AP. See the Writing Center's Web site at http://www.english.udel.edu/wc/resource/grammarresource.html for examples and options.
- Footnotes (if used) and reference list or bibliography should be single-spaced with a blank line between entries
- There should be no typographical or other errors in the AP document
- Margins: A 2” top margin should be used on the first page of major sections such as the table of contents, each chapter, and the reference page or bibliography. All other margins should be 1”. Right margins may be either ragged or justified.
- One bound copy (spiral binding with clear plastic cover) of the AP must be given to Linda Boyd in the School Administration Office in 184 Graham Hall for approval before graduation. Students should also provide their committee members with a copy of the AP if they request one.

The AP Defense

Your AP should be considered a finished product before the defense is scheduled. While there might still be some changes resulting from the defense, it is expected that they will be fairly minor. The only way to assure this,
however, is to give your AP Advisor and AP Committee sufficient time to review earlier drafts in order to have their approval before the defense.

Talk with your AP Advisor about his/her preferred approach to the defense. Generally, you will be asked to begin the defense with a presentation of your research question, major findings, and recommendations. (Why was this an important topic to study? What did you find? What are your conclusions or recommendations?) The presentation is generally 15-20 minutes and might include a Powerpoint presentation and/or handouts if you desire.

The AP Advisor and AP Committee will then ask questions, and you should be able to appropriately defend your findings and recommendations. Normally, this is a conversation of less than ninety minutes overall. At the end of the defense, the AP Advisor will ask you to leave the room as the Committee makes a final determination of grade for the AP. You will then be invited to return, and the Committee’s feedback will be given to you.

Suggested AP Schedule for a Spring Graduation:

- **Early fall** - select topic, AP advisor and committee
- **December 1** - Prepare 1-2 page outline of research question and overall approach to the topic, and get approval of AP Committee
- **January** - utilize this time to make major progress on AP
- **January through March 1** - submit drafts of each section or chapter as it is completed in order to get feedback from AP Advisor
- **March 1** - A first draft of the entire AP should have been submitted to AP Advisor and Committee
- **March 1-15** - AP Advisor and Committee read draft AP and give feedback
- **April 1** - Revised AP to entire AP Committee for review and input
- **May 1** - Defense (presentation and discussion of AP with entire committee)
- **May 15** - Final revisions made and signatures of AP committee gathered. Submit *unbound copy* to Linda Boyd in School Administrative Office (184 Graham Hall) for signature of Program Director. You will bind it for final submission after the Program Director has signed it.

Suggested AP Schedule for a Fall Graduation:

- **Early spring** - select topic, AP advisor and committee
- **May 1** - Prepare 1-2 page outline of research question and overall approach to the topic, and get approval of AP Committee
- **Summer** - utilize this time to make major progress on AP
The deadlines for the AP process are as follows:

- **Summer through October 1** - submit drafts of each section or chapter as it is completed in order to get feedback from AP Advisor.
- **October 1** - First draft of the entire AP should have been submitted to AP Advisor and Committee.
- **October 1-15** - AP Advisor and Committee read draft AP and give feedback.
- **November 1** - Revised AP to entire AP Committee for review and input.
- **December 1** - Defense (presentation and discussion of AP with entire committee).
- **December 15** - Final revisions made and signatures of AP committee gathered. Submit *unbound copy* to Linda Boyd in School Administrative Office for signature of Program Director. You will bind it for final submission after Director has signed it.

4/13/00
f:\doc\forms \analytical paper requirements (Word)
1. Introduction
   Describe why the issue is of interest to you as a student and more broadly, to public or non-profit organizations.
   Present the problem statement and formulate study question(s)
   For example, you may have been presented with the following question from the Mayor, Governor, or Director of the Nonprofit:
   What are the advantages of XYZ and should we adopt in this organization/government?
   Describe the setting or settings for your study and your role in the setting, if applicable

2. Place the Issue within a theoretical/conceptual framework
   Address what others are saying about your issue and what their research has found.
   Present your personal views on the issue
   Why is the issue significant?

3. Methodology—Remember that it is perfectly ok to use secondary data. YOU DO NOT have to do original research, but may use others data to apply the techniques described here.
   Describe the methodology that you plan to utilize in your study.
   Some recommendations include, but are not limited to:
   - Cost-Benefit Analysis—Can the expected effects be achieved more economically?
   - Performance Measurement—Are the stated outcomes being achieved?
   - Surveys, questionnaires, and interviews—Is the program effective in the eyes of the consumer?
   - Formative and summative evaluations—What effects is the program have or is having on the intended population?
   - Self-study, professional review, and focus groups—How do Professionals rate this program?
• Case study: Documentation of event, interpretation, and analysis--
  What can we learn from others experiences?

4. Concluding Remarks
   Document your findings
   Make recommendations based on your findings; specify to whom and on what issue.
   Draw conclusions
   What other research or analysis is needed in the future?

5. References
   All references cited must be included
   You may find the following web-cite helpful for citations:
   http://www.bridgew.edu/depts/maxwell/styleman.htm

Maria Aristigueta
4-14-00
**List of Recent Titles for Analytical Papers**

**MPA Program**

Fair Housing in the U.S. and New Castle County, Delaware

Paying for Growth: Development Impact Fee Policy in New Castle County

From Welfare to Work The Clock is Ticking (The First Two Years of a Better Change--Delaware’s Welfare Reform Initiative

Golden Goose or Lame Duck- Legalized Gambling in Delaware

Improving the Delivery of Quality Health Care: An Analysis of State Governments Attempts to Manage Managed Care

Meeting Future Energy Needs With Conservation Techniques

The Impacts of Federal and State Taxation on Municipal Bond Market

Geographic Information Systems: Applications & Issues

Effective Leadership in Shared-Power Contexts: The Relationship Between Government and Nonprofit Organizations

Business Improvement Districts: The Key to Downtown’s Rebirth and Revitalization?

Health Care Policy Issues and Reform of the System: Implications for Human Resource Decisions Affecting the Health Care Workforce

Performance Appraisal Systems and the State of Delaware

Performance Measurement Issues for Nonprofits

Managing Juvenile Justice and Delinquency Programs
M.A. Program

Land Use Planning, Environmental Affairs and Issues in Golf Course Development

Domestic Violence in Delaware: The Impact of Family Court and Legislative Initiatives

El Estado DE Delaware: An Outlook for Hispanics in the State of Delaware

The Concept of Human Carrying Capacity and Its Environmental Policy Implications With Respect to Sustainable Urban-Regional Development

Expanding the Use of Renewable Energy in Developing Countries Lessons from the Chilean Experience

Diamond.net: Delaware’s Virtual Community

Municipal Planning and Policy Initiatives for Renewable Energy Applications

Dispatchable PV Peak Shaving Systems: Technology, Markets and Economics

Federal Disaster Response Policy and the Federal Response Plan

Making the Global Environment Cleaner: The Imperative for Moving to a Renewable Energy System

An Energy Policy for Small Island Developing States: A Caribbean Strategy

The Evolution of the Housing Capacity Building Program

Media and Environmental Perception: A Content Analysis of Six Stations in the Local Philadelphia Television Market

Environmental Justice and Hazardous Waste Facility Sitting

Targeting the Green Market: Developing Renewable Energy Sources in a Competitive Electric Industry

The Status of National Service in America

Global Climate Change and Its Implications on the U. S. Insurance Sector

The Survivors: Farmhouses on the Suburban Landscape
THE EARNED INCOME TAX CREDIT (EITC) AND DELAWARE LOW-TO MODERATE-INCOME HOUSEHOLDS

by
Jennifer C. Durham

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Associate Professor, Chairperson of Analytical Paper Committee

Approved: ______________________________
Raheemah Jabbar-Bey, M.S.
Instructor, Member of Analytical Paper Committee

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Danilo Yanich, Ph.D.
Associate Professor and Director of Urban Affairs & Public Policy
THE EARNED INCOME TAX CREDIT (EITC) AND DELAWARE LOW-TO MODERATE-INCOME HOUSEHOLDS

by
Jennifer C. Durham

An Analytical Paper Submitted to the Urban Affairs & Public Policy Faculty of the School of Urban Affairs and Public Policy in Partial Fulfillment of the Requirements for the Degree of Master of Urban Affairs & Public Policy

Newark, Delaware
May 2006
INTERNATIONAL SERVICE-LEARNING IN HIGHER EDUCATION: A STUDY OF COMMON PRACTICES

by
Kevin J. Gilmore

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An Analytical Paper Submitted to the Public Management Faculty
of the School of Urban Affairs and Public Policy
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Degree of Master of Public Administration

Newark, Delaware
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