Course: PPPA 6008  Public Administration and Public Policy Capstone Seminar

Time: 6:10-8:00 p.m. Thursday

Location: Monroe Hall (MON), 2115 G Street, N.W., Room 251

Prerequisite: You must be in your final semester of the MPA or MPP program and have completed all core courses. If you do not meet these criteria, permission of the instructor is required to take this course.

Instructor*: Joan Dudik-Gayoso
MPA 6th floor Career Center - Mailbox MPA 6th Floor copy room
Email: joandg@att.net
Tel. CALL if needed: land line best 703-917-0842; cell 571-277-6867
Office Hours: Tues. and Wed 3-7 by appointment. (Please request Tues. and Wed. appointments through the TSPPPA career website TS Career Central (TSCC) so that you are not kept waiting and I can give you my fullest attention) . Thursdays after class by appointment.

Research Advisor*: Lisa Lowry  Ashley Palmer
Office: TBD  Office: TBD
Email: lowry.lisa@gmail.com  Email: apalm04@gmail.com
Office hours: By appointment  Office hours: By appointment

*Each Capstone team will have a primary research advisor/supervisor – either Dudik-Gayoso, Lowry or Palmer. You will also be assigned a secondary advisor from among the three. Your work will be read by both. Please copy both the primary and secondary advisor/supervisor on all emails, to assure that you receive timely advice.

Key Pages in this Syllabus:
Course Components: p. 3
Summary of Assignments, Deliverables and Due Dates: p. 4
Assignment Details: pp. 6-12
Class Schedule: p. 5
Grading: pp. 3, 13-14, and 20-21
List of MPA and MPP Core Courses: p. 18
Peer Review instructions: p. 19
Template for Team Prospectus: Attachment A
Congratulations! You have reached your final semester in the MPA and MPP Program.

This course provides you the context and opportunity to integrate and synthesize the diverse components of the curriculum by using your learning and experiences over the past couple of years to address a real world need/situation/issue. The MPA and MPP programs begin fairly broadly with required courses and then narrow to more specialized fields of concentration. Now, at the conclusion of the programs, the capstone takes a broad perspective once more, seeks to synthesize many diverse components of the curriculum, launches a major “pro bono” project of value to an external client, and brings closure to the GW MPA and MPP experience.

Assignments and class work will help you and your group use the academic concepts and skills you have acquired to successfully design and implement a project that meets professional standards for an external client. The Capstone semester will culminate with a public presentation of your team’s work.

Capstone projects are complex and demanding. They require flexibility, creativity, reliability, intense communication and coordination among team members, diligent management of your relationship with your external client, as well as careful planning and efficient time management. There will be interim deliverables throughout the semester as your project progresses. Capstones have generally required on average at least 10 hours a week of team members’ time. Please reserve those class times without scheduled workshops for team consultations and/or consultations with your team’s research advisor. Students are urged to read the syllabus completely (and often) and to plan their time accordingly.

Student Learning Objectives:

At the end of this course, students will have:

- Scoped research to meet client needs, resolving analytic challenges in the face of ambiguity and dissonance;
- Identified and applied appropriate methods to execute and deliver a professional research-based product responsive to client needs;
- Increased their knowledge and experience in setting priorities and managing research and project processes effectively in a demanding timeframe;
- Integrated and applied the knowledge and skills gained through various aspects of the MPA and MPP curricula.
- Communicated complex research findings effectively to academic and client audiences.
Course Format and Policies:

- Recognizing students’ different learning/working styles, this course uses a variety of learning/teaching formats: group and individual work, lectures, interactive lectures, in-class exercises, discussions and real examples from student consulting projects.

- Communication will be via email to/from the professor, research advisors and Capstone teams, also via announcements on Blackboard as appropriate. Teams may set up on-line mechanisms e.g., googledocs.

- Written assignments are due in TWO hard copies to the instructor and the research advisor by the specified times, except for team peer reviews. Most are due in class.

- Students will submit team peer reviews and other team information by email to the instructor and research advisor.

- The attached Trachtenberg School Policies apply (p. 17).

- Capstone courses have also always followed these strict policies:
  *never extending due dates barring extreme circumstances
  *mandatory attendance with significant deductions for absences.

### SUMMARY: MAJOR COMPONENTS AND GRADING

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component Description</th>
<th>Page</th>
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<tbody>
<tr>
<td>15%</td>
<td>Participation/Communication/Teamwork</td>
<td>6</td>
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</tbody>
</table>
| 70%        | Capstone Project
  Initial proposal and presentation (10%)
  Final written report (45%)
  Final presentation (15%) | 6-10 |
| 15%        | Presentation and paper on core course(s) | 11 |
| NG         | Final report presentation to client | 10 |
| NG         | IRB certification | 11 |
| NG         | MPA/MPP program review | 12 |

[NG = Not graded but necessary for course completion]
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Team Composition</td>
<td>Submit list of team members via email</td>
<td>NLT Sept. 4</td>
</tr>
<tr>
<td>Team Norms and Division of Labor</td>
<td>See handout for instructions (to be distributed in class) Submit two hard copies</td>
<td>NLT Sept. 11</td>
</tr>
<tr>
<td>Team Prospectus</td>
<td>See Attachment A for instructions Submit via email if applicable</td>
<td>NLT Sept. 11</td>
</tr>
<tr>
<td>IRB Certification</td>
<td>See syllabus p. 11 - Certificate HARD COPY to Ashley Palmer <a href="http://www.citiprogram.org">www.citiprogram.org</a> Must receive 80% or higher</td>
<td>Sept. 11</td>
</tr>
<tr>
<td>Project Proposal/Statement of Work with Research Questions</td>
<td>See syllabus p. 8 for more information. Note: This deliverable includes in-class presentation. Submit two hard copies</td>
<td>NLT Sept. 25</td>
</tr>
<tr>
<td>Bibliography and Draft Literature Review</td>
<td>See syllabus p. 7 Submit two hard copies to JDG MPA mailbox</td>
<td>Oct. 2</td>
</tr>
<tr>
<td>Core course case topic</td>
<td>Submit by email to JoanDG &amp; Ashley Palmer</td>
<td>NLT Sept. 25</td>
</tr>
<tr>
<td>Core Course Essays</td>
<td>See syllabus p. 11. Note: This is a graded, individual assignment. Submit two hard copies &amp; elec. copy. Potential to publish on TSPPPA Blog</td>
<td>Oct. 9</td>
</tr>
<tr>
<td>Status Report</td>
<td>1-2 paragraph status report &amp; next steps Submit via email</td>
<td>Oct. 9</td>
</tr>
<tr>
<td>Mid-Semester Peer Review</td>
<td>See syllabus p. 19 Submit via email</td>
<td>Oct. 10</td>
</tr>
<tr>
<td>Core Course Essay Presentation</td>
<td>Note: A one page handout is also recommended Class extended to 9:00 p.m.</td>
<td>Oct. 16</td>
</tr>
<tr>
<td>Check-in</td>
<td>Oral Report - Update</td>
<td>Oct. 23</td>
</tr>
<tr>
<td>Status Report</td>
<td>1-2 paragraph status report &amp; next steps Submit via email</td>
<td>Oct. 30</td>
</tr>
<tr>
<td>Outline/ Structure Consultation (mandatory)</td>
<td>Meet with advisor</td>
<td>NLT Nov. 6</td>
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<tr>
<td>Status report</td>
<td>1-2 paragraph status report &amp; next steps Submit via email</td>
<td>Nov. 13</td>
</tr>
<tr>
<td>Draft for review(optional) or status report</td>
<td>Submit draft - two hard copies &amp; elec. copy - for review (optional) OR 1-2 paragraph status report &amp; next steps via email.</td>
<td>By Nov. 20</td>
</tr>
<tr>
<td>Slides for review</td>
<td>Submit via email</td>
<td>By Dec. 1</td>
</tr>
<tr>
<td>Project Summary Handout for review</td>
<td>See syllabus p. 10 Submit via email</td>
<td>By Dec. 2</td>
</tr>
<tr>
<td>Presentation</td>
<td>Note: This is on Thursday night</td>
<td>Dec. 4</td>
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<tr>
<td>Final Paper</td>
<td>See syllabus p. 9 Submit two hard copies</td>
<td>Dec. 4</td>
</tr>
<tr>
<td>End of Semester Peer Review</td>
<td>See syllabus p. 19 Submit via email</td>
<td>Dec. 11</td>
</tr>
<tr>
<td>MPA/MPP Program Review/Feedback</td>
<td>See syllabus p. 12 Online Submission via Survey Monkey</td>
<td>By Dec. 15</td>
</tr>
<tr>
<td>Submission/Presentation to clients</td>
<td>See syllabus p. 10</td>
<td>By Dec. 31</td>
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CLASS SESSIONS

(This is as accurate as possible. Any changes will be announced in class or via email.)

Week 1 August 28
  Introductions, Syllabus and Schedule
  Forming teams/Team updates/Team work/Norms/Division of labor
  Beginning the client search/the Prospectus
  Discussion: Literature Review

Week 2 September 4
  Due: Final list of team members.
  Early Bird SOW/TOR Presentations; Lit review, ctd.

Week 3 September 11
  Due: Sept. 11 - Hard Copy - Team norms and Division of labor
  Due: Sept. 11 - by email - Team Prospectus, if applicable
  Discussion/Discussion: IRB/Human Subjects Research
  Due: IRB Certification - Hard Copy

Week 4 September 18
  Due: Oral Reports Client Search Status
  Discussion: Managing the Client Relationship
  Early Bird SOW/TOR presentations

Week 5 September 25
  Due: Project Proposals/SOW/TOR - TWO hard copies & electronic copy.
  Due: Core course case topic – submit by email to Ashley Palmer, cc to JoanDG
  Last day for SOW/TOR presentations

Week 6 October 2
  No class/Time available for team consultations. Finalize SOW/TOR w/ client
  Due: Bibliography and Lit. Review –TWO hard copies - JDG mail box & elec. copy

Week 7 October 9
  No class/Time for team consultations - Due: status report and next steps, by email
  Due: Core course essays. Two hard copies JDG mail box & electronic copy
  Due: Mid semester peer review by email October 10
  By this time you should have begun data collection

Week 8 October 16
  Core Course Essay Presentations - Note: Class extended to 9:00 p.m

Week 9 October 23
  Check in – Project Updates/Compare experiences

Week 10 October 30
  No class/Time for team consultations – Due: status report and next steps by email

Week 11 November 6
  Check in – Project update/compare experiences/consultations.
  Last day for mandatory consultations on paper outline and structure
  By this time you should have begun your analysis

Week 12 November 13
  No class/Time for team consultations – Due: status report and next steps by email
  By this time you should have reached tentative conclusions/recommendations and begun drafting.

Week 13 November 20
  No class/Time for consultations
  Last day for optional submission of draft paper – 2 hard copies JDG mailbox and elec. copy - for review. If you do not submit a draft, submit a status report by email.

Week 14 November 27
  No class/Thanksgiving
  Last day to submit presentation slides-email – Dec. 1 (mandatory)
  Last day to submit one page project summary-email - Dec. 2 (mandatory)

DECEMBER 4 THURSDAY CAPSTONE PROJECT PRESENTATIONS!
COURSE REQUIREMENTS

1. Participation, Communication and Teamwork
   Due: Team Peer Review (page 19): Week 7-October 10 and December 11

   Expectations:
   • Regular, on time class attendance;
   • Helpful, meaningful remarks in class discussions, including feedback on proposals and presentations;
   • Reliable, constructive contributions to team capstone project;
   • Consistently meeting all team and class deadlines; and
   • Regular communication with research advisor regarding project progress.

   This final group project is an exhilarating and rewarding experience for Capstone teams. Given different working styles of team members and the intensity of Capstone work, however, it is only natural that frictions or misunderstandings occasionally arise within teams. Experience with the past Capstone teams indicates that addressing teamwork issues promptly is the best way to assure effective teamwork and a quality Capstone outcome. Otherwise, problems tend to magnify as the work becomes more intense toward the end of the semester. For the most part, we expect teams will be able to resolve any issues internal to the team without involving the instructor or research advisor. DO NOT wait until the end of the semester to raise with your teammates any concerns you may have. If issues arise that you cannot resolve, please do not hesitate to bring them forward as early as possible. You will have two opportunities for peer review. Your comments will be taken into account in grading for participation, communication and teamwork. See format and instructions on page 19.

2. Capstone Project

   This is a client-oriented group project in which BOTH content and process are important. Student teams will design and implement a project involving application of the analytical skills, knowledge, management and research tools acquired in previous courses to address a client’s specific objective or need(s). Managing your client relationship – helping the client to define the objective or need, knowing when to take the initiative, when to say “no”, finding creative solutions to issues that arise in your work - are all important parts of this process.

   In collaboration with your client, you will develop a scope of work for your project. You can conduct a variety of data collection and analysis activities for a client – surveys, interviews, secondary data analysis, SWOT analysis, policy analysis, policy or program evaluation. This work must demonstrably meet the client’s needs and be an appropriate Capstone activity. Project results will be 1) a final research paper, 2) products tailored to the client, and 3) presentations.

   Interim deliverables are due throughout the semester (see below and p. 4), to help you stay on track. In weeks the class does not meet and no other assignments are due, teams should submit by email a one-two paragraph status report and list of next steps. The final paper is due December 4.
You will make presentations of your project in two settings. First, at a special workshop for the Capstone class and invited faculty and guests on December 4, and second, to your client approximately 2-3 weeks after submitting your project and receiving feedback from your instructors. This second presentation should be tailored to your client’s needs and expectations.

Each team will be assigned a consultant/advisor for the duration of the project, either Professor Dudik-Gayoso or Research Advisors Lisa Lowry or Ashley Palmer, doctoral-level teaching assistants. They will be available to provide guidance on your project – from developing the scope of work and data collection instruments to working with the client. However, the consultant/advisor will only provide guidance; it’s up to your group to decide on and implement the best course of action for your project in consultation with the client.

a. Teams
Due: Team composition: Week 1-2 – NLT Sept. 4, submitted by email
   Team norms and division of labor: week 2-3 – NLT September 11 -Two hard copies

Teams should generally consist of 3-4 members, with similar interests as to the focus of the Capstone project. You will want to build a team of complementary knowledge, experience and skills. Teams may include either MPA or MPP students or a mix of both. The key is to bring a variety of strengths to the team’s work. Past capstone teams have found it useful to have at least one member with strong quantitative skills and one with experience in program evaluation. Teams should agree on a tentative division of labor and team norms. See handout. Capstone instructor will approve the final team composition.

b. Project topics and literature review
Due: Draft Bibliography and literature review: Week 6 - October 2

Choice of Capstone topics and projects is deliberately left open to your imagination and available opportunities. Teams are responsible for identifying their topic and project. Your project should address a significant public administration or policy issue or need, or a need/issue confronting an organization in the public administration/public policy arena. It should allow you to apply the skills and tools you have acquired during your program. Look for those that will give you genuine satisfaction, build on what you know, but stretch you beyond the familiar. Think carefully as individuals and as a team about what you want to achieve/learn.

Once you identify your general topic, and parallel to your client search, you should begin your literature review. It will be the foundation for the project work, help define/refine your research questions, and give you credibility in discussions with potential clients. Relevant findings of the lit review will be woven into the final paper; they will not necessarily a separate section.

c. Finding a client
Due: Team Prospectus: Week 2-3 – NLT September 11

The initiative for finding a client lies with your team. The client search is similar to a job search. The team’s “prospectus” (attachment A) serves as your collective resume. We encourage you to seek a client that is not your current employer. Use your Capstone as an opportunity to
gain exposure to people and places where you might like to find a position post graduation. Use your personal networks, but do not hesitate to make “cold calls” to organizations in an area of special interest. Your faculty advisors will also help you with leads and contacts to the extent they know people and organizations in your field of interest. Cast a wide net. Capstone teams often survey as many as 20 potential clients before they find a good match.

A few restrictions apply to client selection: You may not do a project for the supervisor of any team member or their family. The instructor will give final approval of the client and project idea. A client might be disapproved, for example, if the project is too close to a group member’s job, if there is a potential conflict of interest for at least one group member, or if the project does not meet Capstone requirements (see b. Project Topics, p. 7 and Evaluation Criteria in d. below). If you are working, it is preferable that you work on a project that is NOT closely associated with your current place of work. If your employer has already identified a capstone project for you, please contact the instructor as soon as possible before making any commitment. Experience has shown that these sorts of situations make it difficult to fulfill the capstone requirements, limit the teams’ flexibility, and ultimately the value of the capstone experience.

d. Project proposal – Statement of Work/Terms of Reference and Presentation
Due: Written Proposals and Presentations: Week 2, 4, 5 – September 4, 18 and 25

Once you have found a client, you will formalize your project and draft a preliminary “Statement of Work” (SOW) or “Terms of Reference”(TOR). You will present the draft proposal and SOW/TOR in class and receive feedback from your instructors and classmates prior to finalizing your agreement with your client. Note: As your project progresses the SOW/TOR may change. You are responsible for informing your instructors of changes, providing them a copy of any updated SOW/TOR, and negotiating “mission creep” issues if they arise.

Format: The project proposal should not exceed 10 pages double-spaced, 12 pt font. Structure your presentation for 10 minutes, followed by 10 minutes of questions/discussion. Each team member should have a speaking role. Slides are optional. One page handouts can be helpful.

Content:
1. The client organization, name and contact info for the client’s primary liaison with your team.
2. The purpose/objective of your project in relation to the client’s needs.
3. Your research question(s).
4. Relevant highlights from the preliminary literature review.
5. The specifics of the SOW/TOR – what you will do, the methodology, tentative timeline with benchmarks for completing all major steps (e.g., constructing surveys, collecting the data, completing the analysis, writing report(s)), and the nature of the final product for your client.
6. Key issues or obstacles (often but not solely methodological) that you or your client anticipate.

Evaluation Criteria:
(a) the project must address a public administration or public policy question/goal;
(b) the project must involve field work in addition to traditional research (e.g. literature research);
(c) the proposal must specify your plan of work (research methods and timeline);
(d) you must specify the final product that you will submit for a grade (e.g. a formal paper, a consulting report, etc.);
(e) the final product you specify must be appropriate to the project you are undertaking;
(f) The scope of the project must be commensurate with the timeframe and size of the group undertaking it, according to the instructor’s discretion.
e. Final written paper

Due: Mandatory consultation on structure/content of paper NLT Week 11- November 6

Last date for optional submission of draft paper for review Week 13 – November 20

Final Paper: December 6

Format: Final written papers should not exceed 35 pages, double spaced 12 pt. font, one inch margins, PLUS the bibliography and up to 10 pages of supplementary appendices/annexes (e.g., text of questionnaires, detailed description of methodology). Papers should include citations (name, year, page) in the text, using the standard APA formats, and a complete alphabetized bibliography of sources. Grammar and punctuation should follow “Edited Standard Written English.”

Content: The final report should include:

- Title page
- Table of Contents
- Acknowledgements (thanks to client, key sources, others)
- Executive Summary (two pages maximum)
- Body (30 pages maximum)
  1. INTRODUCTION & BACKGROUND
     - Statement of the problem (why important and to whom)
     - Objectives of the project
     - Specific research question (may also be stated after literature review)
  2. LITERATURE REVIEW (NEED NOT BE A SEPARATE SECTION, IF IT IS MORE APPROPRIATE TO INTEGRATE IT, E.G., INTO BACKGROUND SECTION)
     - Summary of relevant findings from the literature review
     - Discussion of how prior research informed the research plan
  3. METHODOLOGY
     Explanation of how the study was conducted (including how key concepts were actualized; data collection; the response rates; methodological issues/obstacles/solutions, etc.) In some cases you may find it more appropriate to summarize the methodology and put the details into an annex.
  4. ANALYSIS OF FINDINGS/DISCUSSION
  5. CONCLUSIONS / RECOMMENDATIONS
     Recommendations should flow logically from the analysis/discussion. **Do not raise new ideas in this section.** This section or section 4 should also include acknowledgements of limits on the internal and external validity of the research.
     - Bibliography/References/ Sources cited – as many pages as needed.
     - Appendices - name and contact information of the client liaison, and, e.g., full text of any questionnaires up to 10 pages max.

Evaluation criteria: Clarity, logic and organization, responsiveness to client needs, creativity in solving methodological problems, soundness of conclusions/recommendations. See p. 20-21.
f. Final Presentation

Due: Last day to submit slides/visual aids for review (mandatory): Week 14 December 1
Last day to submit project summary handout (mandatory): Week 14 – December 2.

Before giving a written report and oral summary to the client, each team will make a brief formal
oral presentation to the Capstone class along with invited faculty and other guests at a special
workshop on THURSDAY, December 4. Project supervisors are available to review draft slides
and presentation summary handouts submitted by noon, December 1 and 2 respectively.
Attendance and active participation in the discussions of other teams’ capstone presentations is
mandatory; details on more formal roles as “discussants” will be provided later.

Summary handout: The presentation should be accompanied by a one page summary of the
project to be distributed to the audience. It should include names of team members, the name of
the client, the project’s objective, key research questions, the basic methodology, and major
findings.

Format: Plan a 15 minute presentation followed by up to 5 minutes of questions, answers and
discussion. All team members should have some presentational role.

Content: Condensing an extensive project requires carefully focusing on the most important
elements and findings, rather than attempting to communicate every detail.

Presentations should include the following:
(1) The identity of the client
(2) Project objectives, central research questions; importance to client
(3) Any relevant insights and highlights from the literature review
(4) A brief explanation of the methodology
(5) A short summary of any challenges and how they were addressed
(6) Findings and lessons learned, expected and unexpected
(7) Next steps and recommendations to the client

Evaluation criteria: Clarity, logic and organization, focus/selection of key points to emphasize,
professionalism/effectiveness of delivery, effectiveness of visual aids, quality of responses to
questions.

g. Client deliverables
The full formal report is not ideal for most clients, so it will need to be edited and usually con-
densed into a more appropriate format. Likewise, the oral presentation ought to be specially
tailored for the client presentation. Budget time to revise both for the client, after receiving
feedback on the final oral and written reports submitted to your instructor.

The instructor will contact clients for their critiques of teams’ performances in developing,
conducting, and communicating the results of their work.
3. **IRB Certification Requirement:**
   Due: Week 3 – September 11 in class

Federal regulations require researchers to undergo ethics training and certification for research projects they undertake. Because projects for this course are considered professional training (as opposed to generalizable research) and they are not going to be published, the requirement does not cover these projects (although if you do decide to publish your project you will need to seek IRB approval). Nonetheless, these federal IRB requirements are relevant to your careers as public service professionals so it is important to be familiar with these regulations. To that effect:

- Students will be required to complete the Citi Training Program (available at www.citiprogram.org) with a score of 80% or higher and provide certification of such to the professor by Week 3 or earlier. (Please note: When you are given a choice of area of interest, you are to select social and behavioral sciences.)
- Additionally, we will be discussing IRB and more general research ethics and implementation of field research during Week 3. Students are required to attend in order to receive credit for the IRB requirement.

4. **Core Course Analytical Essay and Presentation**
   Due: Papers: Week 7- October 9
   Presentations: Week 8 - October 16. Note: Class time extended to 9:00 pm

Purpose: To help you integrate, synthesize and apply the concepts and skills of previous courses to actual examples/cases. Note: This is the ONLY individual assignment for this class. There is potential to publish on TSPPPA Blog.

- Select a specific issue/case/example in public administration or public policy and prepare a 5-7 page analytical paper (double spaced; 12 pt. font). You can draw from the headlines, your own areas of interest, your professional experience or your capstone project itself.
- Explain and apply at least 5 key lessons from your core courses (listed p. 18) to your case. At least one lesson should come from a research methods/statistics course. What is the significance of these lessons for the issue/case/example? How do the lessons illuminate the case/example or the solution/response?
- Deliver a 4 minute presentation (plus 2 min. for questions and answers) on this issue/case/example showing how you have applied specific lessons from core courses and explaining the significance of these lessons for that case.
- This exercise is intended to encourage reflection and analysis. It is written from your perspective as a student, so please do not just describe the contents of the core courses.
- Note: A one page summary handout is strongly recommended.
5. MPA/MPP Program Review Assignment
Due: NLT December 15

One of the requirements of your Fall 2013 capstone course is that you provide feedback about your experience here at the Trachtenberg School. The information will be used to improve the educational experience for future students.

We are collecting feedback with an online survey that should take about fifteen minutes to complete. All students enrolled in the Fall 2014 sections of the MPP and MPA capstones must complete this survey by Monday, December 15, as a course requirement.

Survey responses will be aggregated before being shared with TSPPPA faculty, and will not be shared with faculty until after Fall 2014 grades have been submitted.

Your specific responses will not be associated with your name. The survey software will, however, track whether you've completed the survey and satisfied the requirements of your capstone course.

Research Advisor Lisa or Ashley will provide further instructions.

Thanks for your time in completing the survey.
GRADING

Your grades include grades on group work, individual work and participation/communication/teamwork. They will be determined on the following basis:

- Participation/Communication/Teamwork……………………………15%
- Core Course Paper and Presentation… ………………………….15%
- Capstone Project*……………………………………………………...70%
- IRB Requirement…………………………………………………………NG\(^1\)
- MPA Program Feedback…………………………………………………NG

*Submission of all Capstone project deliverables – due both during the semester and at the presentation workshop (see class schedule p. 5) – are required to receive full credit for the project. To provide you with feedback on your project throughout the semester, we will return your interim project deliverables (project proposal/statement of work/research questions, bibliography for literature review, paper outline) with an “indicator” of your success in completing these tasks. The indicator will be in the form of:

- \(\checkmark+\): Excellent job – no changes needed!
- \(\checkmark\): On track for this task – minor changes needed.
- \(\checkmark-\): Needs improvement – major changes needed.

Should you receive a “\(\checkmark-\)” on any of your interim deliverables, we strongly suggest that you and your group speak with your project advisor/consultant on how to improve that component of the project. While we will only give you letter grades on your final written paper and project presentation, we will take into account whether or not your group addressed issues identified in the interim deliverables for the final letter grade.

Explanation of Letter Grades:

- A (entered as numerical score 95-100)
  Excellent. Thorough, well reasoned, creative, sophisticated, well written (with no errors), exceptional scholarly or practical quality.

- A- (entered as numerical score 90-94)
  Very good. Very strong work for a master’s level student. Shows signs of creativity and a strong understanding of the material, analytical approaches, etc. It is thorough and well reasoned and meets professional standards.

- B+ (entered as numerical score 87-89)
  Good: Sound work for a master’s level student; well reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives for the assignment for this course.

\(^1\) Assignments marked with NG are not graded but they are important for the reasons stated above. Therefore, you will not receive a grade for the course unless you complete these items.
B (entered as numerical score 85-87)
Adequate: Competent work with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important concepts (or the like) is less than complete.

B- (entered as numerical score 80-84)
Borderline: Weak work for a master’s level student but meets minimal expectations in this course. Understanding, analysis or application is incomplete.

C+, C, C- (entered as numerical scores 70-79)
Deficient: Inadequate work; Does not meet minimal expectations. Work is poorly developed and flawed by errors and misunderstandings of important issues.

F (entered as numerical score 0)
Unacceptable: Work fails to meet minimal expectations for credit. Weaknesses and limitations are pervasive.

Note: All work must be turned in on time. If a student turns in work late without previous permission of the instructor, a grade of F will be given for that assignment. Under extreme circumstances, the instructor may give prior permission for a student to turn in work late. In that circumstance, a ½ grade deduction per week late, will apply. Thus, for example, if a student were to have received a grade of A on the merits, a grade of A- will be given.

PLEASE SEE THE ATTACHED GRADING MATRIX THAT WILL BE USED IN ASSESSING YOUR CLIENT PROJECTS pp. 20-21

Course Materials:

Required readings, if any, for this class will be available on Blackboard. These readings are designed to provide you with additional resources for successfully completing your project. You are expected to come to class prepared to discuss the readings. As of the start of this class, there are no required readings.

In addition, you may want to refer to materials you used for your previous courses that may support your project and the resources listed on pp. 15-16.
RESOURCES
The following resources may be useful.

Research Ethics

- Erica Gabrielle Foldy, “Ethics Considerations in Capstone: A Brief Overview for Students,” NYU Wagner School

Data Collection:

- Gelman Research Guides. If you haven’t already familiarized yourself with these resources, start there:
  o Public Administration: http://libguides.gwu.edu/pubadmin
  o Public Policy: http://libguides.gwu.edu/pubpolicy
  o There are some others that may be relevant to your project; explore other guides at http://libguides.gwu.edu/index.php

- Databases and Document Sources
  o Project abstract databases:
    ▪ NIH REPORTER: Contains data and abstracts for projects funded by a range of HHS agencies, including NIH. http://www.projectreporter.nih.gov/reporter.cfm
    ▪ The Department of Education has a Grant Award database containing information on all of their discretionary and formula awards. http://wdcroboimap01.ed.gov/CFAPPSS/grantaward/start.cfm
Government document and policy databases:
- EPA maintains a database of state-by-state environmental regulatory information.
  http://www.epa.gov/lawsregs/states/index.html
- The Maternal and Child Health Bureau releases states’ Title V block grant narratives through its website.
  http://www.epa.gov/lawsregs/states/index.html
- Many agencies publish the guidance they release about programs in a central website or repository; for example, the Department of Transportation lists all of the Federal Transit Administration’s circulars on its website.

Data tools:
- Census Bureau’s Current Population Survey Table Creator: Lets you produce custom-built tables of data from the Bureau’s ongoing CPS dataset.
  http://www.census.gov/hhes/www/cpstc/cps_table_creator.html
- The National Center for Education Statistics has a number of customizable data sources as well.
  http://nces.ed.gov/datatools/index.asp?DataToolSectionID=4
- The Urban Institute’s Center for Charitable Statistics has a data tool for its information on the U.S. non-profit sector.
  http://www.nccsdataweb.urban.org/tablewiz/tw_bmf.php

- O’Sullivan, Rassell, Taliaferro, Practical Research Methods for Nonprofit and Public Administrators, Ch. 9

Data Analysis Resources:
Policies in Trachtenberg School Courses

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit [http://www.gwu.edu/~ccas/faculty/files/Incomplete_poli0.pdf](http://www.gwu.edu/~ccas/faculty/files/Incomplete_poli0.pdf) for the complete CCAS policy on incompletes.

Note: Since a team project is the main focus of this class, the instructor will give an incomplete only in extreme circumstances.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor. **RELEVANT TO THIS COURSE ONLY WHERE EMAILS ARE SPECIFIED IN THE SYLLABUS. – ALL OTHER WORK WILL BE DELIVERED IN TWO HARDCOPIES, AT THE BEGINNING OF CLASS SESSIONS ON CLASS DAYS OR TO THE MAILBOX, 6TH FLOOR, MPA, OF THE INSTRUCTOR ON DAYS WHEN NO CLASS IS SCHEDULED.**

3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. Academic Honesty: All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. (see [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html))

Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, revise content, and requirements during the semester.

7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.

8. University Counseling Center: The University Counseling Center (UCC), 202-994-5300, offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:
   - crisis and emergency mental health consultations
   - confidential assessment, counseling services (individual and small group), and referrals
   [http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices](http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices)

9. Religious Holidays: Students must notify faculty during the first week of each semester of planned absences for religious observances.
MPA CORE COURSES

PPPA 6000 Cross Sectoral Collaboration and Governance
PPPA 6001 Introduction to Public Service and Administration
PPPA 6002 Research Methods and Applied Statistics
PPPA 6003 Economics in Public Decision-Making
PPPA 6004 Leadership in Public Administration and Public Policy
PPPA 6005 Public Budgeting, Revenue and Expenditure Analysis
PPPA 6006 Policy Analysis

MPP CORE COURSES

PPPA 6002 Research Methods and Applied Statistics
PPPA 6005 Public Budgeting, Revenue and Expenditure Analysis
PPPA 6011 Introduction to Public Policy
PPPA 6013 Research Methods in Policy Analysis, Multivariate
PPPA 6014 Economics in Policy Analysis
PPPA 6015 Benefit-Cost Analysis
PPPA 6016 Public and Nonprofit Program Evaluation
TEAMWORK PEER REVIEW INSTRUCTIONS

Purpose
Each individual student will provide feedback to your instructor and the course research advisor on the work of your team members and yourself. The instructor will take this feedback into account in arriving at individual grades for “course participation/communication/teamwork.”

Due:
October 10
December 11

Format:

a. Electronic submission
Submit teamwork peer reviews by a simple EMAIL without attachments to both the instructor and the research advisor.

b. Numerical teamwork rating
Please rate each of your team members AND yourself on a scale of 0-4, with 4 being excellent teamwork.

NOTE: You may rate a team member 2 or below, ONLY AFTER you have raised the specific issue(s) with them personally. Any rating of 2 or below must be accompanied by an explanation of the issue(s) and what you did to try to resolve it.

c. Identification of strengths
Please identify one particular strength of each team member INCLUDING yourself, that has significantly facilitated the team’s work.
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<thead>
<tr>
<th>Research Paper</th>
<th><strong>Excellent:</strong></th>
<th><strong>Very good:</strong></th>
<th><strong>Good:</strong></th>
<th><strong>Adequate:</strong></th>
<th><strong>Borderline:</strong></th>
<th><strong>Deficient:</strong></th>
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<td>Thorough, well reasoned, creative, sophisticated, well written (with no errors), exceptional scholarly or practical quality.</td>
<td>Signs of creativity and a strong understanding of material, analytical approaches, etc. Thorough and well reasoned and meets professional standards.</td>
<td>Sound work; well reasoned and thorough, without serious analytical shortcomings. Report fully accomplishes basic objectives for the assignment for this course.</td>
<td>Competent work with some weaknesses. Demonstrates competency but understanding or application of some important concepts (or the like) is less than complete.</td>
<td>Weak but meets minimal expectations. Understanding, analysis or application is incomplete.</td>
<td>Inadequate work; Does not meet minimal expectations. Work is poorly developed and flawed by errors and misunderstandings of important issues.</td>
<td>Work fails to meet minimal expectations for credit. Weaknesses and limitations are pervasive.</td>
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<td>B</td>
<td>B-</td>
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Additional Comments: