



# PPPA 6019: MPP Capstone 2019

## Instructor

Bill Adams or  
Teresa Derrick-Mills

## Research Advisor

Nicole Sumner  
or Aryn Ehlow

## Capstone Prerequisites

Prior completion of all core courses and completion of all degree requirements by the end of the current spring or forthcoming summer semester; otherwise, permission of the instructor is required.

## Course Overview

Congratulations! You have reached your final semester in the MPP program at GW's Trachtenberg School. This capstone is intended to be a highly integrative undertaking. The MPP program begins broadly with required courses and then narrows to a more specialized field of concentration. Now, at the conclusion of the program, the capstone reflects a broad perspective once more, seeks to synthesize many diverse components of the curriculum, provides a major *pro bono* project of value to an external client, and brings closure to the GW MPP experience.

Along with providing professional experience, the capstone serves as a practical alternative to a traditional thesis and comprehensive exams, allowing you to demonstrate that you have mastered the material necessary to graduate with an MPP; and provide a chance to revisit many of the ideas and skills covered in the program.

Initial classroom time will be primarily conducted as workshops on topics of special relevance to conducting capstone research. Then for several weeks, the focus turns to weekly team meetings, external research, and periodic meetings with the project advisor. In May we reconvene as a group, joined by selected faculty and friends, to hear and discuss the findings of each team's research.

## Student Learning Objectives

At the end of this course, the goals are to have gained expertise to

- scope research to meet client needs and resolve analytic challenges in the face of ambiguity and dissonance;
- identify, design, and apply appropriate methods to conduct rigorous research that is responsive to client needs;
- manage effectively intense, demanding, collaborative research;
- integrate and apply knowledge and skills gained in MPP courses;
- communicate complex research findings effectively to both academic and practitioner audiences;
- provide new information and analysis to inform policymaking; and
- demonstrate that you have mastered the material to earn an MPP.

## Course Practices and Policies

- The capstone has a fine-tuned schedule of important assignments. So careful planning and watching the calendar is crucial to be able to thoroughly prepare and polish all course presentations, reports, certification, and evaluations.

In short, review the syllabus early and often.

(Obligatory disclaimer: This syllabus is still subject to change.)

- Course communication will be conducted via email and Blackboard, while each team may also create its own collaboration site.
- The attached standard Trachtenberg School policies apply fully.
- Capstone courses have also always followed these policies:
  - not extending due dates for assignments (barring the most extreme circumstances),
  - treating attendance as mandatory with deductions for absences,
  - and concluding with major, substantive presentations.

## ● Capstone Participation and Communication

Successful capstones hinge on sustained engagement from start to finish. To be specific:

- Regular class attendance and helpful remarks in class discussions.
- Reliable, effective contributions to the team capstone project.
- Meeting all team and class deadlines.
- Checking email and replying promptly to instructor and teammates.
- Keeping your instructor/advisor updated on any challenges.

Ten percent of the 6019 grade is a combination of the instructor's experience with an individual's attendance, accessibility, and participation and the two rounds of peer review feedback from teammates.

## Capstone Assignments and Grading

Grade	Assignment	Due	Page
NG*	IRB certification	Week 1	6
10%	Communication, attendance, teamwork (including peer review surveys)	Weekly	3 & 14
10%	Project plan (including client charter)	Week 5	10-11
10%	Class presentation of research plan	Week 6	12
10%	Project: Rationale and Literature Review	Week 8	13
10%	Project: Methodology Section	Week 11	13
NG*	Online MPP program review	Week 12	14
10%	Project: Findings and Analysis	Week 14	13
40%	Final GW presentation & written report	Week 17	15-16
NG*	Final presentation & report to client	Week 18	17

NG\* = Not graded but necessary for course completion

## 2019 6019 Schedule

<b>Week 1</b>	Jan __	<ul style="list-style-type: none"> <li>➤ Capstone workshop session: Overview; Teams; Clients</li> <li>● Due: IRB certification</li> </ul>	Page 6
<b>Week 2</b>	Jan __	<ul style="list-style-type: none"> <li>➤ Capstone workshop session: Methodology Review</li> </ul>	Blackboard
<b>Week 3</b>	Jan __	<ul style="list-style-type: none"> <li>➤ Capstone workshop session: Presentation Tips</li> </ul>	Blackboard
Week 4	Feb __	Team meetings and consultations with advisors	Blackboard
Week 5	Feb __	<ul style="list-style-type: none"> <li>● Due: Research plan with client charter</li> </ul>	10-11
<b>Week 6</b>	Feb __	<ul style="list-style-type: none"> <li>➤ Capstone session:</li> <li>● Due: Team presentations of the research plan</li> </ul>	12
Week 7	Feb __	Team meetings and optional consultations with advisors	Blackboard
Week 8	Mar __	<ul style="list-style-type: none"> <li>● Due: Rationale and literature review</li> </ul>	13
Week 10	Mar __	<ul style="list-style-type: none"> <li>Team meetings and optional consultations with advisors</li> <li>● Due: Online peer review</li> </ul>	14
Week 11	Mar __	<ul style="list-style-type: none"> <li>● Due: Methodology</li> </ul>	13
Week 12	April _	<ul style="list-style-type: none"> <li>● Due: Online MPP program review</li> </ul>	14
Week 13	April _	Team meetings and optional consultations with advisors	Blackboard
Week 14	April _	<ul style="list-style-type: none"> <li>● Due: Findings and analysis</li> </ul>	13
Week 15	April _	<ul style="list-style-type: none"> <li>Team meetings and optional consultations with advisors</li> <li>● Due: Online peer review</li> </ul>	14
Week 16	April/May	Team meetings and optional consultations with advisors	Blackboard
<b>Week 17</b>	May __	<ul style="list-style-type: none"> <li>● ➤ Due: Presentations at TSPPPA</li> <li>● Due: Final report (day before presentation)</li> </ul>	15-16
Week 18	May __	<ul style="list-style-type: none"> <li>● Due: Presentations to client</li> <li>● Due: Final report to client</li> </ul>	17

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jan	13 Week 1 Session	14	15	16	17	18	19
	20 Week 2 Session	21	22	23	24	25	26
	27 Week 3 Session	28	29	30	31	1	2
Feb	3 Week 4	4	5	6	7	8	9
	10 Week 5	11	12	13	14	15	16
	17 Week 6 Session	18	19	20	21	22	23
	24 Week 7	25	26	27	28	1	2
Mar	3 Week 8	4	5	6	7	8	9
	10 Week 9	11	12	13	14	15	16
	17 Week 10	18	19	20	21	22	23
	24 Week 11	25	26	27	28	29	30
	31 Week 12	1	2	3	4	5	6
Apr	7 Week 13	8	9	10	11	12	13
	14 Week 14	15	16	17	18	19	20
	21 Week 15	22	23	24	25	26	27
	28 Week 16	29	30	1	2	3	4
May	5 Week 17 Session	6	7	8	9	10	11
	12 Week 18	13	14	15	16	17 TSPPPA GRADUATION	18

## ● IRB Ethics Training Certificate (January)

**Purpose:** Federal regulations require researchers to undergo ethics training and certification for their research projects. TSPPPA and GW IRB concur that ethics certification is highly appropriate for the capstone. Understanding these ethical principles will be valuable to careers as policy researchers and public service professionals. Indeed, you may also want to add this certification to your resume.



**Task:** To ensure familiarity with these regulations, the online CITI Training Program must be completed with a score of 80% or higher. To get started, please follow these steps:

- Register as a new user at [www.citiprogram.org](http://www.citiprogram.org)
- Be sure to remember your user name and password.
- Institution: George Washington University (ignore others)
- Then answer questions 2 through 4.
- For step 5, Q1, check "no"; Q2 "no" is fine.
- Next page only requires: GW email; Department=Trachtenberg School; and Role=Student researcher–graduate level.
- Next page, only check "Human Subjects Research Training."
- Next page, click "no" to go to "CITI Basic Course."
- Next page, only check "Social and Behavioral Sciences."
- Next "no" for HIPS; "no" for GCP; click "Finalize Registration."
- Click "Social & Behavioral Research" under "George Washington University Courses" to start the ten modules.
- Once you successfully complete the program, you will receive a certificate. Submit the PDF in Blackboard under Assignments by the first week of class.
- At the back of your initial project plan, include a copy of this certification for each team member. Also, be sure to also keep a copy for your records.

## Getting Started & Project Overview (November-January)

**Major challenges:** In conducting valuable research for an external client, teams should design and implement a substantial project that addresses a public policy issue or program evaluation and will take advantage of knowledge and tools acquired in previous MPP courses.

Successfully accomplishing this ambitious goal – in the relatively tight span of about twelve weeks – requires more than simply a mastery of prior MPP courses; it requires moving rapidly with adroit planning, aggressive time management, resourcefulness and creativity, along with eager, patient, and congenial collaboration. Ultimately, the final product should be a source of professional satisfaction, a genuine contribution to the client, and a worthy culmination of the achievement of earning an MPP degree at GW's Trachtenberg School.

**Team section & team size:** Members of a project team must all be enrolled in the same capstone section. Each project team will consist of no more than five people.

**Team assembly:** Initially teams “self-assemble,” but the capstone instructors must make the final selection of team members while trying to achieve “the greatest good for the greatest number,” as Bentham would say. If possible, groups will be assembled and confirmed before Thanksgiving.

**Project topics:** Most teams prefer obtaining projects using personal networks and/or directly contacting organizations in areas of special interest. Also, nearly twenty organizations have submitted topics for capstone projects to TSPPPA. *The instructor must approve all capstone projects and must approve all letters of agreement in advance.*

Ordinarily projects must involve both: (a) a “field component” with at least some original data gathering (not merely secondary data), such as semi-structured interviews, online surveys, focus groups, and (b) a major analytical component, not merely data collection for a client.

Sometimes a client will want less than needed to satisfy essential elements of a capstone project; sometimes they may require more. Thus, the final report/presentation submitted at GW will often differ from the final report/presentation for the client.

Avoid even the appearance of any conflict of interest. Projects cannot be conducted for the organization branch employing any team member or their families. At an early stage, make sure your client is told in writing of all current and recent employers or internships.

**Client negotiations:** Feel empowered to take a proactive stance when you negotiate the research design with the client. Not only do you probably know far more about all sorts of research methods than does the client, you bring a fresh look at a situation and may see valuable, relevant questions that the client ought to ask but is not. After your team ponders the client's situation, you may want to urge the client to add or modify some key research questions or proposed methodology to improve the study.

While it is true that "it's all about the client," serving a client well means giving them the benefit of your critical and creative thinking and not being passive about the formulation of the project.

**Advocacy clients:** Any client who insists that you frame your research in a way that is preordained to generate their preferred outcome — or insists that you must unquestioningly accept their policy assumptions — is a poor choice for a client.

Any client who requires as a deliverable that you convert your research into a "compelling advocacy document" (as one prospective client wrote) must be informed that our role is strictly to conduct thorough, solid, defensible, objective policy research — not to assemble ammunition for them. So please do not agree to rewrite your research as propaganda or advocacy.

**Declined Clients:** Please be good ambassadors for your MPP program. As soon as you are sure you have a final client, please send all those who expressed an interest a note profusely thanking them, along with a vague consoling explanation that you needed to go in another direction this semester.

### **Blackboard Resources**

Be sure to familiarize yourself with the valuable resources and practical tips in the 6019's Blackboard files and readings.





If you see any future potential at all, please tell them: unless they object, you would like to add them to TSPPPA's list of worthwhile organizations that might have research areas of interest to future

capstone teams. Then please forward to your instructor the organization name, contact person, and contact information, along with the basic project idea that was suggested. That would assist future capstones and may even be of value this semester.

**Project planning:** Making steady progress is crucial. To help keep your project on track your team may want to develop this type of Gantt chart to set milestones for your team and client.

Sample Gantt Chart for Capstone Project	Nov- Dec	January			February				March				April				May
	Wk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-18
Assemble team and go after a good client																	
Ethics certification		•															
Obtain client/project																	
Develop CC & Plan						•											
Proposal presentation							•										
Write literature review								•									
Write methodology												•					
Collect data																	
Write data analysis																	
Final report & PPT																	•
TSPPPA presentation																	•
Revise report & PPT																	•
Final presentation & report to the client																	•

## ● Client Charter (January-February)

Rather than a Statement of Work (SOW) which might imply a legal obligation or even a Letter of Agreement (LOA), we use the more informal term “Client Charter” (CC). Early in discussions with a client, mention that the research cannot begin until the instructor approves the overall design and the client confirms participation.

Please get email approval for the CC text from the instructor/advisor before giving it to the client. A model charter is available in Blackboard.

The CC should omit internal GW steps and include only the following:

- Objectives / major research questions
- Research design plan (basic layout of methodology, described as the most likely and expected approach)
- Planned timeline, especially major milestones with the client
  - Devising measurement instruments (client approval)
  - Collecting field data/interviews (client assistance)
  - Any other “process” dates with client involvement where specific data must be furnished
  - Final presentation(s) to the client in May
- Communications
  - Client liaison name and contact information
  - Capstone liaison name(s) and contact information
  - A polite statement of turnaround expectations
- Deliverables (products to be presented to the client)
  - Team presentation(s) in May
  - Written report in early May
  - Other specified materials, if any
- Research ethics (show sensitivity to the “spirit of IRB”)
  - Note protection of anonymity and confidentiality
  - Note that all team members are certified as having completed and passed GW's IRB training program for social and behavioral science research
- Signatures and dates (for client representative and team)

## ● Research Plan (January-February)

As you are developing the Client Charter with the client and your advisor, think carefully about the required timeline and details of the methodology. Please put together that timeline along with three other elements into a plan to be submitted in February.

The project plan will include these four components:

1. One-page summary:  
(One page; 1.5 line spacing; 12 pt. serif font, such as Times or Cambria)  
Short description of client and the client's key question(s)  
Bullet outline of your methodology (including data collection steps)  
Note any potentially problematic areas of concern.
2. A signed client charter; see page 10 for details.
3. A timeline of project steps and methods: see below for details.
4. IRB certifications for all team members; see page 6 for details.

**Timeline:** This may only require a couple of pages. Please use 1.5 line spacing; 12 pt. serif font, such as Times or Cambria. Please be sure to include these elements:

- The proposed project should have clearly defined research questions that address objectives of the client and will let you employ your MPP-caliber skill set. If these questions need elaboration beyond the statement in the Client Charter, please do so here.
- Present a weekly timeline for your plan.  
What steps need to be completed each week? For example:  
6019 deliverables? Literature review? Data collection instrument and protocol design (along with advisor approval) for surveys, focus groups, semi-structured interviews? Lists and other information needed from client? Collection of field data? Conducting the data analysis? Preparing presentations? All other key deadlines?

**Due:** All four components together should be submitted to your research advisor and Blackboard no later than class time in week five (February).

## ● Research Plan Presentation (February)

In February (week 6), each team will make a 10-12-minute presentation of their research plan. The presentation should summarize:

- (1) The client and the rationale (problem statement and key questions) for the research.
- (2) A few preliminary findings from the initial literature review.
- (3) A discussion of which aspects of which MPP core courses will be especially relevant to this research.
- (4) The basic methodology (or multiple methods) to be employed.
- (5) Mentions of potential challenges in completing your plan.

Evaluation criteria for the presentation will be based on the priorities and recommendations covered in the class workshop held in week 3.

- **Style:** As with all presentations, effective speaking that is clear, energetic, and well organized is vital. (All should participate.)
- **Substance:** The presentation should outline a persuasive, feasible, research plan reflecting the client charter.



## Special Capstone Resources: Rigby Review Modules

TSPPPA's Elizabeth Rigby prepared five practical modules that are essential to review early in the capstone. These should be viewed by each member of your team as you prepare for key milestones and assignments. Teams will be responsible for using the advice in these videos in their capstone project.

## **Intermediate Steps for the Written Report (April/May)**

Rather than wait until the end of the semester to “write the report,” you will be writing the report in steps. Having these few progressive steps helps enormously with the challenge of the capstone project.

These sections should be uploaded to Blackboard and emailed to the instructor and research advisor on the weeks specified.

Each part counts 10% and it will be essential to carefully address the detailed feedback when you refine these sections for the final report.

### **● Project Rational and Literature Review**

Project Rational

- Statement of the problem (why important and to whom)
- Objectives of the research and relevance to client
- Clearly defined research questions

Literature Review

- Summary of relevant findings from prior research
- Discussion of how prior research informs the research plan

### **● Methodology**

- Overall research plan
- Justification of methodological choices
- Explanation of how the data are being conducted, including sampling and selection, how key concepts were operationalized; data collection; response rates; etc. (applies to both primary and secondary data sources).
- All your research instruments should be attached.

### **● Findings and Analysis**

- Findings and analysis of results (univariate, bivariate, multivariate statistics, as appropriate; and for more qualitative data: categories, typologies, emerging patterns)
- Effective data visualization is an important part of this section

Draft Discussion, Conclusions, Recommendations

- As much as possible at this stage, also draft or at least outline the final section of your study. This section should also include acknowledgements of limits on the internal and external validity of the research.

## ● MPP Program Review (March)

One of the requirements of the MPP program is that you provide end-of-program feedback about your experience at the Trachtenberg School. This feedback is collected with an anonymous online survey that should take about fifteen minutes to complete.

Survey responses will be aggregated before being shared with the faculty and will not be shared with faculty until after grades have been submitted. Your specific responses will not be linked to your name. The survey software will, however, track whether you complete the survey and satisfy the requirements of the capstone.

You will receive an email about halfway through the Spring semester with more instructions on how to complete the survey.

**Due:** The online survey must be completed no later than class time the first week in April. You cannot receive a course grade and graduate until this requirement is met. Thank you in advance for your considered comments and useful advice.

## ● Peer Reviews (March and April)

Near the middle and near the end of the semester, you will receive an email for a peer review survey. Happily, capstone team members usually work quite professionally, reliably, and collegially. Peer reviews are used to verify effectiveness, effort, and contributions.

You will be asked to identify the greatest strength of each team member, including yourself, in facilitating the team's work. You will also be asked to rate each colleague and yourself on four criteria:

- Collaboration (effective, constructive, collegial decision-making)
- Contributions (making substantive additions to the team's progress)
- Consistency (reliability meeting agreed target dates)
- Overall (summary evaluation of team member)

Low ratings of a team member must be accompanied by an explanation of the issue(s) and what you did to try to resolve it.

## ● Final Project: Oral Presentation (May)

At the end of the semester, before giving a written report and oral summary to the client, each team will make a formal presentation to the class along with invited faculty, friends, and students.

**Elements:** All team members should participate in a 15-minute summary of the project to be followed by up to five minutes of questions and discussion. Condensing an extensive project requires carefully focusing on the most critical elements and findings, rather than attempting to communicate every detail.

Presentations should include the following:

1. The identity of the client
2. Central research questions, plus their importance to the client
3. Any relevant insights and highlights from the literature review
4. A brief explanation of the methodology
5. A brief mention of MPP courses that were especially relevant
6. A short summary of any challenges and how they were addressed
7. Findings and lessons learned
8. Next steps and recommendations to the client

**Evaluation:** These two basic criteria will again be used:

- **Style:** aiming for an engrossing, lively, focused talk, supplemented with uncluttered, attractive, informative visual aids.
- **Substance:** achieving a tightly edited, logically developed, effectively analyzed, and convincingly argued report of the research. Show the audience your research is rigorous, useful, and applies MPP skills.



**Dates:** Final presentation sessions will be held the first week in May during the regular class time and weekday. Please email the PowerPoint file by noon the day before the session.

Attendance and active participation in the discussions of other capstone presentations is also important.

## ● Final Project: Written Report (May)

**Format:** The final capstone report should use *1.5 line spacing*, one-inch margins, and a serif font. See below for page maximums and best structure. All citations (name, year, page) and the references section should use standard APA formats. Extra comments suitable as footnotes should be put into footnotes and not endnotes.

The content should incorporate your prior submissions that have been edited to address comments from your advisors.

### FRONT MATTER (4 pages)

- Title page
- Table of Contents
- Acknowledgements (thanks to client and others)
- Executive Summary (one page)

### BODY (25-35 pages)

1. Introduction and rationale
  - Statement of the problem (why important and to whom)
  - Objectives of the research (general areas of interest)
  - Specific research questions
2. Literature Review
  - Summary of relevant findings from prior research
  - Discussion of how prior research informs the research plan
3. Methodology
  - Full explanation of how data were defined and collected (including how key concepts were operationalized; data collection methods; response rates; and so forth)
4. Analysis of Findings
5. Discussion / Conclusions / Recommendations

This section should also include acknowledgements of limits on the internal and external validity of the research.

### SUPPLEMENTARY MATERIAL (no page limit)

- References (used in the literature review and elsewhere)
- Appendices, including...
- Full text of any questionnaires, interview protocols.
- Name and contact information of the client liaison.



**Future clients:** As a separate submission for the benefit of future capstone classes, it would be helpful to provide a list of any other potential clients (and individual contacts if possible) that might be interested in future MPP projects.

**Project evaluation:** The review form for the final capstone project is attached at the end of this syllabus.

**Date:** Please email the file for the final written report by noon the day before the final presentation.

### ● Final Project: Client Deliverables (May)

After receiving feedback on the final oral and written reports at GW, budget time to then revise them for the client. The full formal report is not ideal for most clients, so it will need to be edited



and usually condensed into a more appropriate format.

Likewise, the oral presentation ought to be specially tailored for the client. Most clients prefer an emphasis on the findings and recommendations with less time devoted to the methodology. Do not be surprised if clients also ask for comment on the broader implications of your findings far beyond the actual recommendations in your report.

Capstone instructors always contact clients to get their evaluations of their team's effectiveness in developing, conducting, and communicating the research.

## Capstone Research Project: Review Criteria and Form

<b>Evaluation of MPP Capstone Research Project</b>	<b>Excellent: A</b> Thorough, very creative, outstanding writing style, thoughtfully analyzed, exceptional scholarly or practical quality.	<b>Very good: A-</b> Some creativity, strong analytical approaches, well reasoned, clearly meets professional standards.	<b>Good: B+</b> Sound work without serious analytical shortcomings. Achieves basic objectives but not excelling in all areas.	<b>Adequate: B</b> Competent work but with some notable and nontrivial weaknesses.	<b>Borderline: B-</b> Weak but meets minimal expectations. Analysis and other important elements are incomplete and/or substandard.	<b>Deficient: C</b> Inadequate work that does not meet minimal expectations. Poor development; flawed by major errors.	<b>Unacceptable</b> Overall work fails to meet minimal expectations for credit. Pervasive weaknesses and limitations.
Introduction & background							
Research questions							
Literature review							
Methodology							
Analysis of findings							
Conclusions							
Use of MPP courses & skills							
Clarity of writing							
Responsiveness to client							
Overall presentation (slides, speaking effectiveness, etc)							
<b>OVERALL .....</b>							

## Standard Policies

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

2. **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 visit the TSPPPA/CCAS website for the complete policy.

### 3. Submission of Written Work Products

**Outside the Classroom:** It is the responsibility of the student to ensure that the instructor receives each written assignment. Students can submit written work electronically with the express permission of the instructor.

4. **Policy on Late Work:** All work must be turned in by the assigned due date to receive full credit for that assignment, unless an exception is expressly made (i.e. via email) by the instructor.

5. **Academic Honesty:** The GW Code of Academic Integrity is at [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity). All work products are to conform to the Code. It defines "academic dishonesty" as "cheating of any kind" and "misrepresenting one's own work, taking credit for the work of others without crediting them, and the fabrication of information."

6. **Changing Grades after the Course:** No changes can be made in grades after the end of the semester, other than in cases of clerical error.

7. **Religious Holidays:** Religiously observant students should notify the instructor the first week of classes about any session that will be missed; the courtesy of an absence without penalty will be extended.

### 8. Accommodation for Students with

**Disabilities:** To receive accommodations on the basis of disability, please provide documentation from the GW's Disability Support Services. See: [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu).

9. **Mental Health Services:** This GW office offers 24/7 assistance to address students' personal, social, career, and study skills problems, along with emergency mental health consultations and counseling services as well as referrals. See: [counselingcenter.gwu.edu](http://counselingcenter.gwu.edu)

10. **Community Values:** Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. Higher education also works best when we approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and civility enables more effective intellectual exploration and growth.

*GW Bulletin Course Description ([bulletin.gwu.edu/courses/pppa](http://bulletin.gwu.edu/courses/pppa))*

### PPPA 6019: MPP Capstone (3 credits)

Policy theory and typologies; policy formulation, implementation, and evaluation; ethics and practice in policy analysis, processes, content, and contexts; policy linkages to multiple disciplines. Students submit an analysis of a substantive policy primarily utilizing resources in the DC region.

### Average Minimum Independent Weekly Work:

This course requires student teams work efficiently and effectively to complete an ambitious project in one semester. In addition to the roughly two hours weekly of direct instruction, this course requires a minimum weekly average of 8 hours of team work and meetings, plus independent reading and research.