PPPA 6009 - MPA Capstone

Spring 2019

Course Instructors	Class Meeting
Prof. Justine Augeri justinea@gwu.edu	Selected Tuesdays; 6:10 -8:00pm Tompkins 301
Prof. Nancy Y. Augustine nya@gwu.edu	Selected Wednesdays; 6:10-8:00pm Monroe 353

Prerequisites

Prior completion of all MPA core courses, as well as completion of all degree requirements by the end of the current spring or forthcoming summer semester.

Course Description

Congratulations on reaching the final semester of the MPA program at GW's Trachtenberg School. This capstone course is intended to be a highly integrative undertaking that serves in the place of an end-of-program comprehensive exam. The MPA program begins fairly broadly with required courses and then narrows to a more specialized field of concentration. Now, at the conclusion of the program, the capstone project asks students to integrate and synthesize many components of the curriculum by undertaking a major *pro bono* policy analysis project of value to an external client.

Eligibility

The Spring Capstone course is for MPA students who are on track to graduate in Spring 2019 or Summer 2019. Before enrolling in Capstone, you should complete all required MPA Core Courses (PPPA 6000, 6001, 6002, 6003, 6004, 6005, and 6006). If you do not meet these criteria, you should enroll in the Fall 2019 Capstone course, instead. If you are uncertain of your eligibility, contact Prof. Nancy Augustine right away.

Student Learning Objectives

At the end of this course, you will be able to:

- *Scope* research to meet client needs and resolve analytic challenges in the face of ambiguity and competing values;
- *Identify, design,* and *apply* appropriate research methods to conduct a rigorous research project that is responsive to client needs;
- *Efficiently-manage* an intense, demanding, and collaborative research process;
- *Integrate* and *apply* knowledge and analytic skills gained in MPA courses;
- *Communicate* complex research findings effectively to both academic and policymaker audiences, and the general public;
- *Provide* new information, analysis, and insight to help inform the policymaking process (defined very broadly).

Course Workload

The university has adopted a policy on contact time and independent work time required for each credit-hour earned. The policy requires us to advise you how the time will be allocated for this course. This is an intensive course that requires student teams to work efficiently and effectively to complete an ambitious policy analysis project in a semester's time. **You should expect to spend an average of one hour/week either in class sessions or meeting with the course instructors, in addition to an average of 9-10 hours of additional individual or team work each week.** You may need to commit more time to this class at different phases of your project.

Class Standards, Structure and Schedule

Civility in the classroom: 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. At the same time, higher education works best when all of us 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 we care for it because civility permits intellectual exploration and growth.

Respect for Diversity: It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. we strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions are encouraged and appreciated.

Academic integrity: We support and use GW's Code of Academic Integrity. All deliverables in this class must be your own work, either individually or as a team. Your deliverables must conform to GW's Code as well as other GW Policies that are listed on the last page of this syllabus. You must designate material quoted from other sources as a quotation and reference appropriately or we will consider it to be plagiarized. You must provide sources for facts used in the report.

Class Sessions. Unlike a regular TSPPPA course, the Capstone class will not meet every week. Instead, it will consist of regular meetings with your instructor and three class sessions throughout the semester as follows:

First session (1/15 or 16) to discuss principles of research design

Second session (1/22 or 23) to discuss the principles of ethics and report on project progress

Third session (3/19 or 20) to discuss good practice in presenting research findings, conclusions and recommendations

Final presentations to TSPPPA (5/6 - 9) in which groups present their final projects to the TSPPPA community, including faculty, fellow students, alums. Your group presentation will be scheduled for a specific slot later in the semester.

Role of Instructor. The primary work for the course will be the design and completion of your client-based project. The instructor will guide you in this process adopting a role that blends that of a supervisor in a work setting and a professor in an academic setting. At a minimum, you should keep your instructor updated on your group's progress and consult with your instructor on any major decisions your group is facing. In addition, all major parts of the work project (i.e. sections of the report, research instruments, etc.) must be reviewed by the instructor before sharing it with your client. See the submission schedule below.

Online Instruction. Within Blackboard you will find a series of mini-lectures developed and recorded by Professor Rigby that provide fundamental instruction on the key steps of the capstone project (i.e. identifying research questions, presenting research findings). These should be viewed by each member of your team as you prepare for key milestones and assignments. Students will be held responsible for incorporating the instruction in these videos within their capstone project. In addition, a number of resources/tools/guides are stored onto Blackboard into folders that are labeled by topics. Please refer to these as needed.

Preparation for Capstone

A required capstone orientation session on November 2, 2018 describes steps that students must take prior to the start of the semester. Students must

- Form a team and submit a team profile to your instructor by December 7
- Identify potential clients
- Contact potential clients by email
- Write a team charter
- Review proposals, select a client and agree on the scope of work
- Submit a client update to your instructor by December 14

Notice that some of the deadlines listed below require students individually and as teams to mobilize before the first day of class.

Capstone Assignments and Due Dates

All assignments must be submitted through Blackboard. In the exceptional cases when you are not able to make the deadline, you should warn the instructor as soon as possible and a minimum of 3 days in advance with a valid explanation and a reasonable alternative deadline. A detailed grading matrix is described at the end of the syllabus.

The schedule for class meetings, assignments, due dates, and grade composition are below. Note that course participation, preparation, teamwork are an additional 10% of your grade.

Plan ahead: Easter is Sunday, April 21, 2019. Passover begins on the evening of Friday, April 19. The university policy on accommodations for religious holidays is on the last page of this syllabus. We urge you to plan around the holidays.

Date	Activity
Friday, Dec 7	**Submit** a team profile by 11:59pm (1) Names and preferred emails for all group members (2) Team name (3) Shared areas of interest (4) Analytic strengths of group (5) Short list of potential organizations/agencies you are considering contacting (6) Whether you have questions or need any specific assistance from the professors
Friday, Dec 14	**Submit** client update to your instructor by 11:59pm, or earlier if you are almost ready to commit to a client for official approval. If you do not have a client selected by December 14, keep your instructor informed on your progress. *Do not start working on your project without first getting approval.*
Early January	**Schedule** a consultation with your instructor; bring a one-page summary to the meeting. **Meet** no later than FRIDAY, JAN 18
Before class on Jan 15 or 16	**Watch** video lectures and read related materials, as needed (posted on Blackboard); informs Research Design proposal, which is due Sun, Feb 3 • Policy Problems - Research Questions • research design
Tues, Jan 15 or Weds, Jan 16	**Submit** capstone mini-critique (individual) by 6:00pm on the night that your section meets; GRADED First class meeting at 6:10pm • Discussion of timeline • Forms of Evidence • Research methods • Team progress reports
Sunday, Jan 20	**Submit** (1) <u>draft</u> Capstone Client Agreement, (2) team charter by 11:59pm
Before class on Jan 22 or 23	**Watch** video lectures and read related materials, as needed (posted on Blackboard); informs Initial Project Plan, which is due Sun, Jan 27 • Research ethics • Client- Consultant Relationship • Identifying Key/Guiding Literature
Tues, Jan 22 or Weds, Jan 23	**Submit** IRB certificate, due before class; CREDIT Second class meeting at 6:10pm • Working with clients • Ethics and IRB • Program reflection

Sun, Jan 27	**Submit** Initial Project Plan by 11:59pm: GRADED • description of client and request; • <u>signed</u> Capstone Client Agreement; • annotated bibliography; you will use this as the foundation for a literature review, which is due as part of first draft report section on Sunday, Mar 10 at 11:59pm
Sun, Feb 3	**Submit** research design proposal by 11:59pm; GRADED
After you submit the research design proposal	**Watch** video lectures and read related materials, as needed (posted on Blackboard); informs data collection plan (due Sun, Feb 17) and Draft report sections #1 (due Sun, Mar 10) • working with ("all kind of") data
Sun, Feb 17	**Submit** data collection plan by 11:59pm; GRADED
After you submit the data collection plan	**Watch** video lectures and read related materials, as needed (posted on Blackboard); informs Draft report sections #1 (due Sun, Mar 10) • Literature Review
Sun, Mar 10	Draft report sections #1 by 11:59pm; GRADED
Before class on Mar 26 or 27	**Watch** video lectures and read related materials, as needed (posted on Blackboard); informs Draft report sections #2 and #3 (due Sun, Mar 31 and Sun, Apr 28) • Policy report writing
Tues, Mar 26 or Weds, Mar 27	Third class meeting – communicating findings and recommendations
Sun, Mar 31	**Submit** draft report section #2 by 11:59pm; GRADED
Sun, Apr 28	**Submit** draft report section #3 by 11:59pm; GRADED
Before you start preparing final presentation	**Watch** video lectures and read related materials, as needed (posted on Blackboard); informs final capstone presentation (week of May 6) • Tips for Great Presentations
Sun, May 5	**Submit** final capstone reports by 11:59pm; GRADED
Week of May 6	Final capstone presentations on Tues and Weds evenings, adding Monday or Thursday as needed (depending on enrollment); GRADED
Mid May	Capstone presentation to client

Project scheduling and organization

To help you get organized and keep your project on track your team may want to develop this type of Gantt chart to set milestones for your team and client.

	Nov Dec	Jan				February				March				April				May		
	Wk	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Remainder
Assemble team; Get client																				
Ethics certification																				
Lit review w/bibliography																				
Craft research questions and design																				
Develop data collection and analysis tools																				
Conduct data collection																				
Conduct data analysis																				
Outline findings, conclusions and recommendations																				
Prepare final project report																				
Prepare final project presentation																				
Revise report/PPT																				

Detailed Description of Capstone Assignments

Capstone Participation and Communication

Ongoing assessment. A successful capstone hinges on your sustained engagement from start to finish. To be specific:

- Attendance at all of the capstone class sessions, team meetings, and both days of final presentations;
- Reliable, effective contributions to the team capstone project;
- Regular communication with your Instructor who should be engaged to review all written material and prepared presentations, as well as when making decisions regarding the scope and design of your project;
- Meeting all team and class deadlines.
- Thoughtful assessment of other group members through the two peer assessments.

10% of grade.

Capstone Mini-Critique; *individual* – due before class, Jan 15 or 16

In order to give you an idea of what other students have accomplished in the capstone, and to exercise your own critical and analytical faculties, each of you will choose one of several past capstone projects. Read the report as an administration professional who is about to embark on a similar project for another client. Prepare a short review of the study, Submit individually by Sunday, January 20 at 11:59pm. *5% of grade.*

a. Summarize the issues and/or problems addressed in the report. Does the text establish why the issue is important and why the research is important? Can you discern how the research was intended to help the client to address the issue?

b. Describe the research questions, and explain how it relates to the client's needs.

c. Summarize the research design and data collection methods used. Did the team offer a full justification of methodological choices, and explain how the study was conducted?

d. Assess the literature review. Did it synthesize findings of multiple studies? Was the research cited directly relevant? Were the sources appropriate and properly cited?

e. Summarize the findings in a way that demonstrates you understand them – or explain why the findings were unclear. How did the team arrive at those findings?

f. Did the policy implications proceed logically from the findings?

Preliminary meeting, description of client and project - by January 18

By the end of the first week of class, your team must have a preliminary meeting with your instructor, in person, by phone, or online. Bring a one-page summary that includes the following information:

a. Your client
b. The research question/policy problem/issue your client wants you to analyze
c. What you know about the larger decision context (i.e. Why does your client want you to analyze this question? How will they likely use the information you provide?)
d. Any concerns your group has about the project

Draft Client Capstone Agreement – due by January 20

Using feedback received at the preliminary meeting, prepare a draft agreement. The term "Client Agreement" defines an important joint commitment. Fairly early in the discussions with a client, mention that the research begins only after the instructor has approved and they have signed a short client agreement.

For your reference, a model Client agreement is posted on Blackboard. The Client Agreement should be no more than two pages. As you will see, the Agreement should exclude entirely intra-GW steps (such as our class presentations) and include the following:

1. Research Objectives
2. Research design plan (basic layout of methodology, noted as the likely and expected approach)
3. 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
4. Communications
   - Client liaison name and contact information
   - Capstone liaison name(s) and contact information
   - A polite statement of turnaround expectations
5. Deliverables (products to be presented to the client)
   - Team presentation(s) in May
   - Written report the first week in May
   - Other specified materials, if any
6. Research ethics (show sensitivity to the "spirit of IRB")
   - Note protection of anonymity and confidentiality
   - Note that all team members will be certified as having completed and passed GW's IRB training program for social and behavioral science research
7. Signatures and dates (for client representative and team)

After you have received approval for the first draft, you may send it to the client for signature. Expect to shuttle the draft agreement between your client and the instructor until you receive approval from the instructor. Not graded, but required before you finalize the agreement with the client. A signed agreement is due on January 27 (along with other deliverables)

IRB Ethics Training, certificate; *individual* – due before class, Jan 22 or 23

Federal regulations require researchers to undergo ethics training and certification for research projects they undertake. Because the research projects for this course are considered "professional training" and are not ordinarily published, IRB ethics certification is not legally required for these projects. (If publication is pursued later, IRB approval will be required.)

High ethical standards are always an integral part of the Trachtenberg curriculum and these federal requirements certainly will be pertinent to careers as policy analysts. Understanding the principles and basics of these regulations is important.

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
- Institution: George Washington University (ignore others)

- Be sure to remember your user name and password.
- 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, check only “Human Subjects Research Training”
- Next page, click “no” to go to “CITI Basic Course”
- Next page, check only “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 nine modules.

Once you complete the CITI program, you will be provided a certification document. Create a pdf. Submit through Blackboard. *5% of grade.*

Initial Project Plan – due January 27 at 11:59pm

Using feedback received at the preliminary meeting and feedback received on the draft Capstone Client Agreement, develop and submit a project plan that includes three components (each described in more detail below):

1. Description of client and their request (what their research needs are);
2. Signed Capstone Client Agreement;
3. Annotated bibliography of 8-10 key readings/reports that will guide your project

Submit through Blackboard. *10% of grade.*

Description of Client

Provide a short (less than 1 page) description of your client, the client’s preliminary question(s), and your understanding of their decision context (i.e. Why do they want this question answered? What will they hope to do with the analysis you provide to them?)

Client Agreement

See discussion of “Draft Capstone Client Agreement,” above. You must have approval for the final Client Agreement text from your instructor <u>before</u> giving it to the client and obtaining their signature.

Annotated Bibliography

Prepare an annotated bibliography of 8-10 key readings that will guide your capstone project. These may be publications like books or journal articles, but may also be policy reports or summaries of governmental statistics. In your annotated bibliography, each source should be referenced (as you would cite it in your final report) and also include a short paragraph explaining its significance to your project. Do not simply copy the abstract.

The additional readings should be identified during your preliminary research on your topic. Look for articles, books, reports that are regularly cited on this topic (or an aspect of the topic). In addition, look for recent literature review articles or reports on your topic, as well as previous research that asked a similar question and may provide a guide to how your team will pursue the question at hand. Finally, make sure to review the publications of your client organization so you know what they have already done/said on the issue you are studying.

Research design proposal - due February 3 at 11:59pm

Based on your review of the literature, your understanding of the questions and decision context of your client, and your delimitation of the scope of work, develop a short memo addressed to your client that describes your research design proposal. Your memo should clearly articulate the overarching research question(s) that your project will tackle, explain why these are the right research questions for the projects, and transparently lay out *how* you will answer them. Prepare 2-3 pages that describe the following: (Note this will be the basis of the methodology section of your final report)

- Research question(s)
- Research Matrix: Break-down your main research questions into sub-questions and explain how you will collect, analyze, and quality assure data to answer each question. For example, the following type of matrix can be used

Sub-research question	Method of Data collection	Source of Information	Method of data analysis	Quality assurance process
1.				
2.				
3.				
Etc.				

- Detailed description of each part of your methodology: including sampling/selection strategy, description of the tools for data collection (e.g., survey questionnaires, interview questionnaires, source of quantitative data) and analysis (e.g., case-studies, cost-benefit, econometrics, etc.). If applicable, include initial descriptive statistics, etc.
- Specific timeline and division of labor for data collection and analysis tasks: including a description of how you will sequence each task and who will be responsible for executing, reviewing, analyzing, etc.

Submit this draft memo through Blackboard for feedback. After you incorporate this feedback (which may take a few rounds of revision), email the memo to your client. *10% of grade.*

Data collection plan- due February 17 at 11:59pm

Before beginning ANY data collection, it is essential that you think carefully about how you will be collecting data, data dictionary, structuring focus groups, interview protocols, survey instruments, etc. Your instructor will work with your team to identify the research instruments that need to be developed and to help you structure them to be most effective. Submit by February 17 – or earlier if you wish to start data collection earlier. *10% of grade*

Draft Report Sections (3) - Due March 10, March 31, and April 21

As soon as you get approval from your client on your project proposal, you can begin writing your final report. In many cases, you will still be determining this content, but write the sections that you can based on your work to date. Your instructor will review your work to date at three points during the semester. Submit your draft report (in its latest version) March 10, March 31, and April 21. By the first due date (March 10), you should be able to turn in a draft report that includes the first three sections outlined below. By the second date, (March 31) you should have drafted your analysis of findings. By the April 21 due date, you should submit a draft of your entire report (see format information below). *Each 10% of grade.*

Submit by Sunday, March 10

1. Project rationale
   a. Statement of the problem (why it is important and to whom)
   b. Objectives of the research (general areas of interest & specific client)
   c. Clearly-defined research question

2. Background
   a. Summary of topic/policy/program under study (what do we already know?)
   b. Key information informing your project (why do we need to know what you propose to find out?)

3. Literature Review - Discussion of how prior research informed the research plan

4. Methodology
   a. Full justification of methodological choices, and explanation of how the study was conducted (including sampling and selection, how key concepts were operationalized; data collection; the response rates; coding system; text analysis technique, etc.)
   b. Detailed discussion of data sources (to include, how the data were collected or selected, source, timing, etc. applies to both primary and secondary data).

Submit by Sunday, March 31

5. Presentation and analysis of findings
   a. Descriptive analysis of data and evidence (e.g., for quantitative data: descriptive statistics, distribution., etc.; for qualitative data: categories, emerging patterns)
   b. Results of the analysis (e.g., key relationships, explanations of emerging patterns, etc.)

Submit by Sunday, April 28 – along with finalized versions of sections 1-5

6. Conclusions and recommendations
   a. Interpretation of findings and key policy implications
   b. Recommendations to clients and how the findings inform them (alignment)
   c. Research limitations
   d. Next steps (e.g., in terms of research or policy)

Final Report – due May 10

Each team should prepare a final report suitable for their client. After review from your research Adviser, email both your draft and final report to both your research Advisers.

Standard Format: In most cases, the client will not specify a specific format. In those cases, use the format listed below. Otherwise, please speak with your Research Advisers about any alternative report structure.

The final capstone project report should be no more than 30 single-spaced pages, one-inch margins, and a serif font. Supplementary appendices (e.g., full text of questionnaires) do not count toward the page limit. All in-text citations (name, year, page if applicable) and the end references section should use standard APA or Chicago formats. Extra comments suitable as footnotes should be incorporated as footnotes and not endnotes. *10% of grade.*

1. Front matter (about 5 pgs.)
    a. Title page
    b. Table of Contents
    c. Acknowledgements (thanks to client, key sources, others)
    d. Executive Summary (one page)
2. Body (20-25 pgs.)
    a. Project Rationale
        i. Statement of the problem (why important and to whom)
        ii. Objectives of the research (general areas of interest & specific client)
        iii. Clearly-defined research question
    b. Background
        i. Summary of topic/policy/program under study
        ii. Review of the literature that informs your project
        iii. Other key information that informs your project
    c. Methodology
        i. Discussion of how prior research informed the research plan
        ii. Full explanation of how the study was conducted (including how key concepts were operationalized; data collection; the response rates; and so forth)
    d. Analysis of Findings
        i. Description of data
        ii. Analysis of key relationships etc.
    e. Discussion/Conclusion/Recommendations
        i. Interpretation of data presented in previous section
        ii. Acknowledgements of limits of the study's internal/external validity
3. Supplemental material (no pg. limit)
    a. References/Sources Cited
    b. Appendices
        i. Appendix A: name and contact information of the client liaison
        ii. Other appendices if needed (e.g., full text of any questionnaires).

TSPPPA Presentation

Scheduled for May 6-9: At the end of the semester each team will make a formal oral presentation to the capstone class along with invited faculty and alumni. Prior to this presentation, you must do at least one practice presentation for your research Adviser in order to get feedback on your presentation style and content. In addition, please email the final PowerPoint file (or link to Prezi) at least 24 hours before the presentation to both your research Advisers.

All team members should participate in a 20-minute presentation of the project to be followed by up to ten 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. Consider what are the most important points that you want the audience to take away and emphasize those.

Presentations should include the following:

1. The identity of the client
2. Central research questions, plus their importance to the client
3. Background on the topic—highlighting why this study was needed
4. A brief explanation of the methodology—highlighting all that you did
5. A short summary of any challenges and how they were addressed
6. Findings and lessons learned
7. Recommendations to the client

These two basic criteria will again be used: (1) Style: aiming for an engrossing, lively, focused talk, supplemented with uncluttered, attractive, informative visual aids. (2) Substance: achieving a tightly edited, logically developed, effectively analyzed, and convincingly argued report of the research. Most importantly, you want to leave the audience with an understanding of how your project is: important, rigorous, and useful (to your client).

10% of grade.

Client Presentation and delivery of final report

After receiving feedback on your TSPPPA presentation and final report, budget time to then revise them for the client. In particular, this 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 (and even less to background on the policy issue/problem). Do not be surprised if clients also ask for comments on the broader implications of your findings far beyond the actual recommendations in your report. This presentation is not graded, but required for completion of the project. Please note that your instructor may contact clients for their critiques of teams' performances in developing, conducting, and communicating the research.

PPPA 6009 MPA Capstone Spring 2019 Seminar

Feedback on Final Report and Report Sections – Grading Matrix

Research Paper	***Excellent*: A**	***Very good: A-***	***Good*: B+**	***Adequate*: B**	***Borderline*: B-**	***Deficient*: C**	***Unacceptable: F***
	Thorough, well-reasoned, creative, sophisticated, well written (with no errors), exceptional scholarly or practical quality.	Signs of creativity and a strong understanding of material, analytical approaches, etc. Thorough and well-reasoned and meets professional standards.	Sound work; well-reasoned and thorough, without *serious* analytical shortcomings. Report fully accomplishes basic objectives for the assignment for this course.	Competent work with some weaknesses. Demonstrates competency but understanding or application of some important concepts (or the like) is less than complete.	Weak but meets minimal expectations. Understanding, analysis or application is incomplete.	Inadequate work; Does not meet minimal expectations. Work is poorly developed and flawed by errors and mis-understanding of important issues.	Work fails to meet minimal expectations for credit. Weaknesses and limitations are pervasive.
Overall organization of paper							
Clarity of writing							
Responsiveness to client needs/request							
Project Rationale - Statement of the problem - Objectives of the research - Research questions							
Background - Summary of the topic/policy/program - Key information for project							
Methodology - Prior research informing research plan/design - Detailed explanation of how study was conducted, justification for choices - Results of analysis							

Research Paper	***Excellent*: A**	***Very good: A-***	***Good*: B+**	***Adequate*: B**	***Borderline*: B-**	***Deficient*: C**	***Unacceptable: F***
Analysis of findings - Description of data - Findings (key relationships, case studies, etc.)							
Recommendations and Conclusion - Interpretation of the findings/key implications - Recommendations to client and how the findings inform them (alignment) - Research limitations - Next steps							

Relevant Trachtenberg School Policies

Syllabus: This syllabus is your guide to the course. If any questions arise, please check the syllabus before contacting me. Sound educational practice requires flexibility and I may revise content during the semester. Please be generous in sharing notes with each other.

Late or Missed Class: Attendance is required. Any unexcused absence will result in a deduction from your grade. If you are late or absent from class, you must obtain all announcements, assignments, and handouts from Blackboard or classmates.

Submission of Written Work Products: It is your responsibility to make sure that you are able to access Blackboard to make your submissions on time. All work must be submitted by the assigned due date in order to receive full credit. Only extreme circumstances warrant exceptions. Unexcused late submissions will be marked down for each day that they are late.

Academic Honesty: All examinations and other graded work products are to be completed in conformance with the George Washington University Code of Academic Integrity. It states, in part: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." 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." For the remainder of the code, and for more information about standards for conduct as well as your rights as a student, see https://studentconduct.gwu.edu/).

Incompletes: You must request an incomplete no later than the last day of classes in the semester. You will fill out the CCAS contract for incompletes for both of us to sign and you will submit a copy to the School Director. Go to http://bulletin.gwu.edu/ university-regulations/university-regulations.pdf for the full policy on incompletes.

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.

Accommodation for Students with Disabilities: If you need extra time on exams or assignments due to a disability, let me know in the first week of class. Any student who may need an accommodation based on the potential impact of a disability should also contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: https://disabilitysupport.gwu.edu/.

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. https://healthcenter.gwu.edu/counseling-and-psychological-services.

Security: In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

University Policy on Religious Holidays: Respect for diversity is one of GW's core values, extending to all aspects of our community. In keeping with this value, the university has adopted guidelines, recommended by the Faculty Senate, that ensure students and faculty may observe religious holidays without academic penalty:

- That students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
- That faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
- That faculty who intend to observe a religious holiday arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities;
- That, prior to each semester, the administration circulate to faculty a schedule of religious holidays most frequently observed by GW students;
- That student members of other religious groups are also entitled to the same courtesies and accommodations; and
- That the administration conveys this policy to students by including it in the schedule of classes and other places deemed appropriate.