NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE
CAPSTONE SYLLABUS

CAP-GP 3601 Section 001: Urban Planning Capstone
Fall 2015/Spring 2016
Day and Time: Monday 6:45-8:25 PM
Place: SILV Room 405
Posted: September 8, 2015 – First Class September 14, 2015

<table>
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<th>Michael Keane, Adjunct Professor</th>
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COURSE SUMMARY AND OBJECTIVES

Capstone is learning in action. Part of the core curriculum of the Masters program at the Wagner School, it provides students with both a critical learning experience and an opportunity to perform a public service. It also can provide students with a credential as they seek post-graduation employment. Over the course of an academic year, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Ultimately, Capstone contributes not only to the students’ educations, but is a university resource for the public good.

The concept of the Capstone derives from architecture, where the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. Wagner’s Capstone program plays a similar role, by integrating and enhancing student learning in several different arenas: a content or issue area, key process skills including project management and teamwork, and methods for gathering, analyzing and reporting data. Capstone requires students to integrate their learning in all these areas, and to do so in real time, in an unpredictable, complex real world environment. Although each student will be assigned to a team, the class will work as a learning community dedicated to the success of all the projects.

Potential projects have been identified and reviewed by the Capstone faculty. Faculty will assign students to project teams based on a number of factors including student preference and expertise as well as team size and the needs of a particular project. Teams are usually comprised of 3-5 students who bring a mix of skills and experience and have expressed an interest in the project.
LEARNING OBJECTIVES

Capstone integrates and enhances learning in several arenas: a content or issue area; process skills including project, client and team management; and research methods for gathering, analyzing and reporting data. The specific learning objectives are:

A. CONTENT

Students should:
- be capable of positioning and evaluating their project within its broader planning context.
- be familiar with specialized vocabularies required to perform the project successfully;
- be aware of critical research related to their content area.

B. PROCESS

Overall, students should demonstrate a capacity for flexibility and resilience, as shown by adapting to changing and complex circumstances, balancing competing demands and accepting uncertainty and lack of clarity when necessary. Students are expected to demonstrate the following abilities in the specific process areas:

1. Project Management
   - frame and refine the problem presented by the client;
   - develop a work scope with the client for the project;
   - develop a project work plan with timelines and deliverables;
   - monitor team progress against the scope and work plan;
   - revise the work plan, including deliverables, as necessary; and
   - develop well-supported and realistic recommendations.

2. Client Management
   - assess the client organization and its environment;
   - develop and sustain the team’s relationship with the client;
   - negotiate a project work plan with the client, including timelines and deliverables
   - maintain regular and productive contact with the client;
   - solicit and integrate client feedback on progress against work plan as necessary; and
   - deliver final product to client’s satisfaction.

3. Team Management
   - understand group formation and development;
   - understand the importance of interpersonal dynamics and team norms;
   - create and periodically review their team charter;
   - develop clear role descriptions for team members;
   - manage team assignments and accountability;
   - advocate points of view and negotiate differences of opinion;
   - solicit and offer feedback; and
   - appreciate and learn from cultural differences.

C. RESEARCH

The development of research skills is an important part of the course. This research will focus on the subject matter relevant to the students’ respective projects. Past project subjects include GIS, Transportation Planning and Analysis, Environmental Planning and Analysis, Housing, Market and Financial Analysis, Site Selection, Community Development and Partnerships, and Economic and Social Impact Analysis. With respect to research skills, students should demonstrate the ability to:
• identify and carry out data collection methods appropriate for their particular project, potentially including surveys and questionnaires, individual interviews, focus groups, and access to already existing datasets and literature related to their subject areas;
• identify and implement appropriate quantitative and/or qualitative data gathering and analysis methods for their particular project;
• situate their findings in the broader related literature;
• draw conclusions based on their findings; and
• communicate their work effectively both orally and in writing.

SUMMARY OF COURSE REQUIREMENTS

The class will involve presentations from the instructors and guest speakers, class discussion and team meetings and in some cases attendance at courses or lectures outside of the normal Capstone class schedule where appropriate and feasible. Course requirements at both the team and individual levels include the following:

- enrollment in both semesters;
- attendance and participation in class activities and team meetings;
- completion of assignments on time;
- participation in field work;
- participation in meetings with clients;
- participation in preparation and presentation of findings; and
- completion of all evaluations.

Detailed requirements and an estimated timeline are presented below.

DETAILED COURSE MILESTONES AND REQUIREMENTS

The course requirements include student completion of milestones (both activities and products) detailed below, with initial deadlines indicated in parentheses. Unless otherwise indicated, all written assignments should be submitted electronically to both faculty members at the email addresses on this syllabus. The milestones include:

**First Semester**

- Submission of Resume (Monday, September 14 and 21)
- Submission of Student Project Preferences Form (Tuesday, September 22)
- Submission of Team Charter (Wednesday, September 30)
- Submission of Draft Agenda for Initial Client Meeting (Prior to the meeting – with time for advisor review)
- Submission of Summary Memorandum of Project Information Needs (Friday, October 9)
- Initial meeting with client *(with faculty present)* to explain the process of the course, establish relationship, assess the client organization, and gain data to clarify the presenting problem or issue and the client's initial vision of a successful project *(no later than Friday, October 9)*
- Class Presentation on client meetings and scope agreements (Tuesday, October 13)
- Meeting/Conference Call with client to finalize Scope Agreement with Client *(during time period between Monday, October 7 - Friday, October 16)*;
- Submission of Preliminary Scope Agreement *(Friday, October 16)*
- Submission of Final Scope Agreement, signed by team members and client representative, and Internal Project Work Plan *(by Friday, October 23)*
- Participation in Wagner School Advanced Capstone Team session *(Monday, October 26 – Date to be confirmed)*
- Class Presentation on research methods and challenges *(Monday, November 16)*
- Submission of end of First Semester Self, Team/Peer, and Course Evaluations; discussion of team progress *(Friday, December 11)*
Submission of First Semester Log (Friday, December 11); this log should have been prepared over the course of the term and should address work items as well as individual and team learning goals and an assessment of progress against these goals.

Participation in Individual Evaluation Meeting (TBD; End of First Semester)

Second Semester

- Submission of Updated Internal Work Plan and draft Amended Scope of Work and Detailed Project Outline/Table of Contents of Final Report (Friday, February 5)
- Submit First Draft of Final Report (can be very rough, but certain sections need to be close to complete) (Friday, March 4)
- Review data displays for project (Monday, March 21)
- Submit Second Draft of Final Report (Friday, April 8)
- Oral Presentation of final project report to class/faculty, including power point presentation, for feedback before presentation to client (Dates to be discussed)
- Final Presentation of Report/Findings to Client (April 18 through May 1)
- End-of-year reflection; Discussion of project in planning context (Monday, May 9)
- Submission of Final Capstone Report to Client and Faculty (Monday, May 9)
- Submission of End of Course Self, Team /Peer and Course Evaluations (Friday, May 13)
- Submission of Second Semester Log (Friday, May 13)
- Presentation at the Wagner School Capstone End Event Exhibition (Date TBD)
- Presentation by one selected group (from all Urban Planning Capstone sections) at the Metropolitan Chapter of APA event (early May, TBD)

CREDITS AND COURSE EVALUATION CRITERIA AND GRADING

Credits: Students will be given two credits for the fall semester and two for the spring semester of Capstone. Note that it is the custom in Capstone to report end of first semester grades as IP to reflect the “work in progress” nature of the yearlong project (students should inform the professors if this is a problem).

Grading Criteria: Students will be graded on both the products they deliver to their clients and faculty and evidence of progressive learning throughout the course, based on the Learning Objectives (see above), including an ability to incorporate and bring an urban planning perspective to the project.

- 70% of the grade is based on work products and activities identified in the milestones.
- 30% is based on evidence of the individual student’s learning and performance during the course through active participation in the team’s work (including as indicated by team-member evaluations and the ongoing work log), class activities, meetings with faculty, and his/her ability to act on peer and faculty feedback. Quality of end of semester peer and self evaluations, demonstration of progressive improvement over the course, as well as individual performance on final presentation to the capstone class and client will also be considered for this portion of the grade.
REFERENCE MATERIALS

NOTE: All readings for this course will be posted on the Capstone Classes/Courses site, distributed in class and/or placed on reserve at Bobst Library. Additional readings, optional or otherwise, may be assigned throughout the year.

Team Building and Project Management:
Susan Whelan, Creating Effective Teams (to be distributed on early September)

Conflict Resolution:

Data Collection Methods:
“Scoping the Project” (to be distributed end of September)

Presentation Skills:
Will Carlin, “Presentation Skills Tool Kit,” Prepared for the Wagner School capstones – Date TBD.

Readings in Project Areas
Additional readings may be assigned to teams after projects are selected. Other information, such as links to web sites, will be distributed from time to time.