CAPSTONE: ADVANCED PROJECTS
IN INTERNATIONAL POLICY & MANAGEMENT

CAP-GP 3226-3227, Section 002
Fall 2018 and Spring 2019
Monday, 6:45-8:25pm
Location: Waverly Building, 24 Waverly Place, Rm 570

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Office hours: by appointment

Course Overview
Capstone is learning in action. Part of Wagner’s core curriculum, it provides students with both a critical learning experience and an opportunity to perform a public service. Over the course of an academic year, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in writing, to the client.

In architecture, 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 building on students’ previous coursework and expertise while enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real time, in an unpredictable, complex real-world environment. Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

Learning Objectives
Capstone integrates and enhances learning in several domains: a specific 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 these:

A. CONTENT
   Students will
   • learn the policy, institutional and infrastructure context for their project;
   • become familiar with any specialized vocabularies of the organizations and domains of their project;
• draw on critical research related to their content area;
• connect their project with previous coursework in their broader program and specialization.

B. PROCESS
Overall, students will build capacity for flexibility and resilience, which will be shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and lack of clarity, and knowing when to consult with their Capstone instructor.

Additional process learning objectives fall into the following three domains:

1. Project management
   Students will
   • assess the client organization and its environment;
   • frame and refine the problem presented by the client;
   • develop a contract with the client that defines the specifics of the project, including scope, timeline and deliverables;
   • develop an internal project workplan with specific task assignments, timelines and deliverables;
   • monitor the team’s progress and compliance with the team charter, client contract and team workplan;
   • revise the contract and workplan as necessary;
   • develop well-supported and realistic recommendations for the client organization.

2. Client management
   Students will
   • negotiate a contract that includes timelines and deliverables as well as communication protocols;
   • develop and sustain a relationship with the client, learning the organization’s culture and authority structure (which may sometimes have idiosyncratic, challenging characteristics);
   • communicate regularly with the client in a meaningful way – to make specific reports on progress, to solicit feedback and further direction, to ask clarifying questions, etc.
   • solicit and integrate feedback from the client on design and deliverables, identifying possible roadblocks and modifying the workplan as necessary;
   • deliver a final product on time and that satisfies client’s expectations.

3. Team management
   Students will
   • understand the process of forming and developing a team and implement (apply) what is learned;
   • define roles and useful division of labor, completing all assigned tasks on time and with high quality work
   • diagnose and attend to interpersonal dynamics, respecting the norms established by the team for interpersonal communication and behavior;
   • manage assignments and accountability
• develop an accountability structure for behaviors and for task assignments; and manage compliance;
• advocate points of view respectfully and with evidence, listen to the evidence and perspective of their teammates, and negotiate a result that is positive for all members;
• solicit and offer feedback among the team;
• appreciate and learn from cultural and personal difference;
• resolve any conflict constructively and quickly.

C. RESEARCH
Students will
• identify and synthesize existing research relevant to the project;
• identify and implement appropriate quantitative and/or qualitative data gathering methods;
• identify and implement appropriate data analysis procedures;
• determine findings, situating these into the broader context, as identified through their research and in related literature
• develop useful recommendations and/or tools and resources based on findings.

D. COMMUNICATION
Students will
• synthesize and summarize large amounts of data and information;
• prepare clear and well-argued written deliverables tailored to the client’s needs;
• prepare clear and well-argued verbal presentations tailored to the client’s needs.

### Course Learning Objective | Corresponding Assignment
--- | ---
Understand the policy and/or management context for their project | Interim and final products
Be familiar with relevant specialized vocabularies | Interim and final products
Draw on critical research related to their content area | Interim and final products
Frame and refine the problem presented by the client | Signed contract with client
Develop a contract with the client including scope, timeline and deliverables | Signed contract with client
Develop an internal project workplan | Team workplan
Meet deadlines and monitor their progress against the contract and workplan | Signed contract and team workplan
Negotiate a contract with their client | Signed contract with client
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<tr>
<th>Course Learning Objective</th>
<th>Corresponding Assignment</th>
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<tr>
<td>Advocate points of view and negotiate differences of opinion</td>
<td>Self and team peer evaluations</td>
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**Course Requirements**

An array of potential projects have been identified for our section. Potential clients present their projects to you during the first week of class. You then submit your preferences and why you prefer these projects – what you will bring to the project and what you hope to gain from working on the project. That said, teams are created based on the needs of the project. Your preferences are considered but along with your previous coursework, work and life experience, other expertise, team size and the balance of skills among the team. Teams are comprised of 3-5 students.

The class meeting times will include presentations from the instructor, possible guest speakers, class discussion and team meetings. You are required to

- Enroll in both semesters
- **Attend all scheduled classroom sessions** (on time and in-person).
- Actively participate in classroom session activities and in team meetings.
- Complete all assignments on time. This includes self and peer evaluations, team and client contracts, project deliverables (interim and final), and project presentations.
- Participate equitably (contribute your full share) in all team activities: team meetings; meetings with the client and with the faculty advisor; planning and executing background research and any fieldwork; preparing deliverables and presenting your findings.
Some client organizations are not US-based, which will require use of Skype/teleconferencing for client meetings, depending on the facilities available to the client.

**Travel for Capstone**
Some projects require travel for fieldwork, which takes place during Winter break. The school offers financial support to cover airfare if fieldwork is necessary, but the school does not cover the full cost of travel. Some travel costs beyond airfare may be negotiated with the client (e.g., ground transportation, lodging, translators, or the like.) All costs not covered by the school or the client are the students’ responsibility to pay.

Instructions on how to apply for funding for airfare can be found in the [Capstone Student Guide](#).

Students who travel internationally for Capstone must follow all NYU regulations and procedures. The [Global Travel Handbook](https://wagner.nyu.edu/files/about/Global%20Travel%20Handbook%202017-18.pdf) may be found on the NYU-Wagner Capstone website: https://wagner.nyu.edu/files/about/Global%20Travel%20Handbook%202017-18.pdf. More information will be provided to teams who travel. This includes a briefing by Capstone administrative staff before teams travel (date, time and place to be announced).

It may not be required or possible for all students to travel for their Capstone project.

**Capstone Expenses Not Related to Travel**
Each capstone team (whether the team travels or not) is entitled to reimbursement of up to $500 of Capstone related expenses, such as photocopying, phone calls, supplies, etc. None of these funds can be spent hiring work, e.g., graphic designers or the like. The forms and procedures needed to claim reimbursement for these expenses and a detailed explanation of eligible expenses are found in the Capstone Student Guide and other forms posted to the Capstone webpage under “Capstone Documents”: https://wagner.nyu.edu/portal/students/academics/courses/capstone.

**School policies**

**Academic Integrity**
Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](http://wagner.nyu.edu/students/policies/grading). All Wagner students have already read and signed the [Wagner Academic Oath](http://wagner.nyu.edu/students/policies/grading). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

**Grading**
[Wagner's grading policy](http://wagner.nyu.edu/students/policies/grading)
**NYU’s Calendar Policy on Religious Holidays**

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, be absent from class when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

**Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

**Evaluation and Grading Criteria Specific to this Course**

Students receive 1.5 credits for the fall semester and 1.5 credits for the spring semester. At the end of the first semester, students receive a grade of “IP” (Incomplete Pass) to reflect the “work in progress” nature of the year-long project. I assign final grades for both semesters at the end of the second semester.

Final grades are specific to you as individuals, not to the team as a whole. In other words, team members may receive different grades if I feel this is warranted. My decision will be based on my assessment of students’ contribution and learning and on the assessments you give each other as part of the evaluation process at the end of the first and second semesters. Therefore, preparing your self and peer evaluations are required elements if you are to be considered as having completed Capstone.

Grades will be based on the following criteria:

**Work products** (60%) All team members will be given the same grade for the results of the work accomplished by the team. This means that if one team member falls behind, others will be forced to step in to cover. Work products include all project deliverables for the client and all internal team deliverables. Did the team achieve the course learning objectives for content, process and research? What is the quality of their products? Are all documents clearly written in cogent, easy to understand language; well-argued using evidence; and with feasible, appropriate and clear recommendations? Were deadlines met? Is the client satisfied with the team’s work and products?

The scoring criteria and expectations for your final report are in the document Final Report Grading Criteria posted to NYU Classes. Additional discussion on expectations for course deliverables and work will be part of course content.

**Individual performance** (40%) For this portion of the grade, students will be assessed and graded not on the results of the whole team but on their contribution to the work products and to the team process.

Was your work high quality? Does your work show evidence of learning as outlined in “Learning Objectives”? Did you meet internal team deadlines? Did you show initiative or did the accountability person have to prod you? Did you do your fair share?
Did you contribute to the team process in a productive manner, or was your presence a burden and disruption to your teammates? Were you respectful of others, their ideas and their work? Did you attend all classroom and team sessions? Did you respond to questions in a timely manner? Did you draw out the best of your teammates, or did you denigrate their work or ideas? Were others glad to be working with you, or did you regularly try their patience? Did you work to resolve conflict in a respectful, equitable manner, reaching a conclusion that brought more to all involved?

**Lateness and absences** are no more acceptable in this class than they would be in a work environment. There must be an extraordinary reason, sent to me and your teammates in advance of the absence, for missing even a single class or team meeting. (Religious holidays are acceptable reasons but you must give advance notice. [NYU’s Calendar Policy on Religious Holidays](#).) Failure to consistently attend classroom and team sessions may result in failing Capstone.

Part of the coursework for this Capstone section will include readings and presentations/discussion on team and work processes. These will provide additional information on expectations and criteria for assessment of individual performance.

**NOTE:** Expect when a document is described as a “working document,” all written assignments for Capstone are professional documents. As such, they are to use clear, concise language and correct grammar. They are also to use data and evidence to craft a cogent argument. Although you will be preparing sections and elements as individuals, the final document is to be one, cohesive document with transitions leading the reader from one section into the next. And the documents are to be designed: formatted and laid out in a visually appealing manner using color, images and data visualization. (Visual appeal attracts the reader to the content and enhances the reader’s ability to absorb content.)

Please submit all draft documents to me in Word format.

**Communication Policy**

Questions not covered during class time may be sent to me via email at liz.goldenberg@nyu.edu. I will answer emails within 48 hours of delivery. You are also expected to reply to me within 48 hours to any email with a question or request for information. Time limits for replies to your teammates will be set as a team, but consider this: a prompt reply is critical to success when working as a group. Course information will be delivered using NYU email addresses and/or the NYUClasses messaging system. While participating in this course, it is critical to check your NYU inbox regularly.

You are to copy me on all correspondence with the client.

**Required and Recommended Texts**

**Required texts**


All handbooks and documents listed under “Capstone Documents” on [NYU-Wagner’s Capstone webpages](https://wagner.nyu.edu/portal/students/academics/courses/capstone), paying particular attention to the [Capstone Student Guide](https://wagner.nyu.edu/portal/students/academics/courses/capstone).

Additional required readings, including journal articles, are listed in the Class Schedule section of the syllabus. (Required reading lists in the Schedule below will be revised as the semesters progress.)

**Recommended texts**


**Course Format**

The course meets in-person, weekly. It uses a varied and flexible set of learning methods:

1. Presentations given by faculty or visiting experts (as needed)
2. Facilitated class discussions
3. Selected readings from textbooks/reference sources/journal articles
4. Team meetings (during and outside of class time)
5. Faculty/team consultations (during and outside of class time as needed)
6. Experiential learning
7. Self-reflection and self-evaluation

Once teams are formed and basic material is covered (including instruction in team and work processes), much of the weekly class period will be devoted to team meetings and team consultations with the faculty advisor.

**Course Milestones**

The course has a series of milestones – both activities and products – that serve as interim work products.

Some of the due dates listed below with the milestones are negotiable. Ability to meet the dates will depend in part on your client’s articulation of the problem and on client availability. All consulting work requires discussion on scope and content of a project. Some projects and clients require more discussion than others. As work
progresses, additional clarification may be required. That said, the dates below are reasonable targets for successful completion of your project. Please contact me as soon as possible if it looks like you will need to negotiate a different due date.

Along with these milestones is your ongoing research and content work to complete your project.

The milestones are as follows:

- CV, writing sample, Information and Preference Form to me (September. See the Class Schedule for specific assignment dates);
- Potential client presentations/Team formation (September);
- Initial conference with client and faculty to explain the process of the course, establish a relationship with the client, assess the client organization, and begin to gather the information and data needed to clarify the problem or issue that the client wishes the Capstone team to address along with client’s initial vision of a successful project (No later than **October 5**);
- Summary report from the team (for faculty advisor and client) of first meeting with client that includes a clear statement of the problem to be addressed (no later than **October 7**);
- Initial team charter developed with and signed by all team members (no later than **October 21**);
- Initial Work Plan with tasks identified and assigned, including due dates. Along with guiding your work throughout the year, the Work Plan feeds into the client contract (October/November; See Class Schedule for additional details and due dates on drafts)
- First draft of client-team contract, or work agreement, including a clear statement of the problem, objective of the project, boundaries of the project, description of interim and final deliverables and timelines (high level work plan) for all deliverables. (Finished draft to me no later than **November 4**);
- Revised draft client-team contract, or work agreement, including a clear statement of the problem, objective of the project, boundaries of the project, description of interim and final deliverables and timelines (high level work plan) for all deliverables. (Finished draft to me no later than **November 11**);
- Discussions and negotiations with client to finalize team-client contract/work agreement (October/November);
- Final, signed client-team contract and detailed team workplan (no later than **November 20**);
- End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (November, specific date to be announced);
- Interim report (working document) with results and observations from fieldwork (for teams with international travel) or initial summary of findings thus far (for teams without a fieldwork component), including work over winter break (**February 7**)
- First draft of final project report to faculty (**February 21**). This is to be a real, working draft with a complete layout of the final argument and many pieces well fleshed out (See also notes in Class Schedule). **Note:** Dates on drafts are tied to deliverables and client contracts and may differ from the dates here. As needed,
deadlines for drafts will be negotiated between me and the individual teams based on project needs and my availability;
• Second draft of final project report to faculty (March 8);
• Rehearsal of client presentation before class/faculty for feedback before presenting to the client (April 1);
• Final draft of Capstone written deliverables (April 17)
• Presentation of findings and recommendations to client (no later than May 3);
• End-of-course self, team/peer, client and course evaluations (April, specific date to be announced);
• End-of-second semester reflection, positioning project in larger issue context (no more than one page) (May 13);
• Presentation for Capstone Expo (May 14).

Students are expected to meet weekly as a team. Most weeks, the work will necessitate additional meetings outside of class time, whether in person or virtual. In other words, students are to meet weekly as a team in the classroom unless instructed otherwise by faculty. Teams will hold additional meetings outside of class time as the work requires. Some work, e.g., planning, brainstorming, rehearsing and editing, will require longer sessions outside of class time.

At my discretion, this syllabus and schedule may be modified to better meet your needs and to better achieve the learning outcomes identified in the syllabus. In other words, the list of weeks and topics is preliminary and subject to change. Required readings will be augmented and revised. Whenever possible, we will discuss any changes to the syllabus during class time. Regardless, any changes to the original syllabus regarding session content, required readings or assignment descriptions will be posted to NYUClasses, with email notice sent to you at their posting.

CLASS SCHEDULE — FALL SEMESTER 2018

Before first session:
➤Assignments 1 & 2 due September 6, 5pm, to NYUClasses
• Assignment 1: Upload to NYUClasses a copy of your current resume/CV. Your resume is to be no more than two pages. Resumes may be shared with the client so they are to be in finished, professional form.
• Assignment 2: Upload to NYUClasses a one- to two-page, single-spaced writing sample.

Session 1 September 10:
• Overview and introductions: Begin getting to know each other
• Quick coverage of syllabus. Clarify course structure and expectations
• Client presentations on potential projects
Readings required before class:
- Client proposals. Please carefully read the client proposals before coming to class. Come prepared with questions for them. Q&A will be part of their presentations.
- Carefully read the Capstone Student Guide. Review all other documents listed on the Capstone student website under “Capstone Documents.”
- This syllabus. I know it is long but it includes many details that you will need throughout your work in this course. Please become familiar with these details and come prepared with your questions on its content. Please also refer back to the syllabus for instruction and guidance throughout the course.

- **Assignment 3 due Thursday, September 13, 5pm, to NYUClasses**
  Complete and upload to NYUClasses your “Student Information and Preference Form.”

**Session 2 September 17**
- Further check in on Syllabus
- Lecture/Discussion: Why teams?
  - What is the value of a team?
  - Key components of teams
  - Making teams work
  - Elements of a team charter
  - Announcement of team assignments
- Initial team meeting
  - Team start up tasks: tonight
    - Exchange contact information
    - Schedule your get-together meeting: where and when (see Assignment 4)
  - Team start up tasks: shortly
    - Develop team charter
    - Gather and review background information on your client.
    - Schedule and conduct initial client meeting to occur no later than October 5. I am to be present at this first meeting with the client. (Please work with me on availability.) Purpose of initial client meeting:
      - Meet and greet
      - Learn more about the project, project goals and how it fits into the organization’s wider goals
      - Identify any critical deadlines (other than end of Spring 2018 term)
      - Identify who must approve or sign off on any projects and reports
      - Identify preferred method of communication and reporting progress
      - Identify how often and in what form, updates on progress and work are wanted
      - Identify a process for client review of deliverables
Readings required before class:

Team charters
- Template for Team Charter

➤ Assignment 4.
Initial, face-to-face “get to know you” team meeting (due on or before September 24)
- This meeting is not about project content or team process so much as getting to know your colleagues as individuals – their strengths, preferences, skills, if special consideration or help is needed, etc. You build on this interchange as you develop your Team Charter and throughout the year. Sample questions for the get-to-know-you meeting are posted to NYUClasses (Resources/Teams). You are free to use or ignore this document but you must schedule a get-to-know-you in person, team meeting before next Monday’s session.
- Please send me an email confirming the date and time of your meeting.

Session 3 September 24:
- Lecture/Discussion: Working as a consultant
- Team meeting time, including with faculty

Readings required before class:

Working as a consultant
- Block (please read in this order):
  2. Please carefully read Chapter 19.
  3. Please read Chapters 1 and 2.
  4. Please skim Chapters 3, 4 and 5, paying special attention to pages 45, the subhead on pages 47-49, page 58, understand the checklist on page 65, understand the flowchart on page 71 (especially the first four steps), the subhead “restate the problem” on pages 73 and 74 and the checklist on pages 97 and 98.

➤ Assignment 5. Draft team charter due to me via email by 5pm Sept. 30
- See “Template for Team Charter” for guidance on content of team charter
- **NOTE:** One role not mentioned on the “Template for Team Charter” document is that of Editor. All documents prepared as part of Capstone are to use clear, concise language and correct grammar. They are also to use data and evidence to craft a cogent argument. Achieving these goals requires advanced writing and communications skills. As part of developing your Charter, you are to assign someone to serve as editor to lead these tasks.
- Before any documents are submitted to me for review, the editor is to edit the compiled document to achieve the writing outcomes described here and elsewhere.
• The Charter is a working document and will be reviewed and revised as working together reveals a need for change.

**Session 4 October 1:**
• Lecture/Discussion: Using difference to advantage – Part 1 – Social and community (cultural) difference
• Team meeting time. Review notes on draft Charter will be given to teams to guide their review and revision of the Charter as needed.

Readings required before class:
• Culture and difference

➢ **Assignment 6. Initial client meeting due no later than October 5**
  • Purpose of initial client meeting: Meet and greet. Learn more about the project, project goals and how it fits into the organization’s wider goals. Identify any critical deadlines (other than end of Spring 2018 term). Identify who must approve or sign off on any projects and reports. Identify preferred method of communication and reporting progress
  • Please work with me on availability. I am to be present with you on the first meeting with the client
  • At least one week before your initial client meeting, please send me an email with your agenda and list of initial questions. I will review them before you give them to your client.

➢ **Assignment 7.**
  **Report of initial team meeting due to me via email no later than 5pm Sunday, October 7**
  • This memo is to summarize the team’s findings from their initial client meeting. It confirms client/team decisions on the elements described as the purpose for the initial meeting with the client. It must include a clear statement of the problem to be addressed by your Capstone project.
  • Once the memo is reviewed and approved, it will be shared with the client for their review and comment.
Assignment 8 due in class October 9
- Do the work described in the document “Homework-Using difference to advantage.” This will prepare you for the classroom discussion and exercises.

October 8: No classes (Fall recess)

Session 5, Tuesday October 9 (legislative day):
- Lecture/Discussion: Using difference to advantage – Part 2 – Personal difference

Readings required before class:
- Block, chapters 10 and 13

Assignment 9. Project scope due to me via email by 5pm October 14
- This is a working document to help when preparing your work plan and your client contract. It is to include a statement of the problem (part of your report on initial client meeting), the output of the project, information needed to complete the project, boundaries of the project, a description of the final product along with interim deliverables.

Assignment 10.
Apply lessons learned from inclass exercise. Due to me via email no later than 5pm October 14.
- As part of this week’s team meeting, apply what is learned about differences in your work style to your team assignments. Adjust your draft Charter accordingly. Write me a brief note (no more than the equivalent of one page) summarizing how you applied what was learned to role and task assignments.

Session 6 October 15:
- Lecture/discussion: Negotiating agreement; Resolving conflict
- Team meeting time. I will meet with each team to discuss progress on content work for your project along with any questions on your workplan.

Readings required before class:
- Fisher et al., pages: xvii-xix (introduction), Table of Contents (for overview of ideas), 4 (def. of wise agreement), 17-55, 97-107, 138-139 (especially “Extreme demands”)
You may have read the Fisher et al and Stone et al as part of other courses but please look through it again with fresh eyes. Investigate the material for ideas on how to improve your experience as part of a Capstone team (and at work). We will discuss ways to apply these ideas during class.

- **Assignment 11. Signed team charter uploaded to NYUClasses by 5pm October 21**

- **Assignment 12. Draft work plan due to me by 5pm October 21 via email**
  - Your work plan includes tasks, start dates and deadlines, resources needed and who is assigned to handle the tasks. Include both content and logistical tasks, e.g., preparing and planning for field work. Be sure to include development of documents for field work, including time for my review and review by the client. (See also the document “WorkPlan components for students” posted to NYUClasses/Team Documents.)
  - Be thinking about and include discussion of any risks to the project – things that may go wrong, the likelihood it will go wrong, its potential impact of the project, how you might structure the project to eliminate these risks, and what you will do if the risky event does occur.
  - Early months will be more granular than later months.
  - Allocate time for your editor to edit documents before sending them to me. Allocate time for me to review documents and for you to revise them before they are due to the client. With major deliverables, review often takes two to three revisions.

**Session 7 October 22:**
- Joint Capstone presentation on Project Management – from 6:45-8:25pm, Tishman Auditorium at NYU Law. As with all scheduled Capstone sessions, attendance is required.

- **Assignment 13. Revised work plan due to me by 5pm October 28 via email**
  - Incorporate into your work plan what is learned from the joint session and my comments on your first draft
  - As well as guiding your work, deadlines and accountability throughout the year, your work plan feeds into your client contract... What can you get done and by when?

**Session 8 October 29:**
- Team meeting time. I will meet with each team to discuss their Work Plan as well as progress on project content and beginning to prepare for field work.

Throughout the year, additional time is needed for conversations and instructions on preparing for fieldwork and producing project content. These will be scheduled with teams as needed outside of class time.
Assignment 14. First draft of client contract due to me via email by 5pm November 4
- This will be your promise to your client and their promise to you regarding your Capstone project. What do they supply? What do you produce? What is the review process? What is the communication process? Etc.
- Sample contracts are available on NYUClasses/Team Documents as guidance.

Assignment 15
- Using your work plan and draft contract, begin negotiating your contract for work (work agreement) with your client. This could involve in-person meetings or could be done by email and phone. For some clients, negotiations include review by their attorneys.
- Negotiation is a process, so there is no due date for this assignment. There is a due date for a finalized signed contract (November 20).

Session 9 November 5:
- Team meeting time. I will meet with each team to discuss progress on client contract and work on project content, including documents and plans needed for field work.

Assignment 16. Second draft of client contract due to me via email by 5pm November 11

Session 10 November 12:
- Lecture/discussion: Tell me a story! (Using evidence to develop a coherent, convincing argument)
- Team meeting time. Again, I will meet with each team to discuss progress on client contract and work on project content, including documents and plans needed for field work.

Readings required before class:
- kwaplatuer – Learning to write well (NYUClassses/Content sessions: Tell me a story)
- Document “final report scoring criteria” in NYUClasses
- Additional resources, including those on design, will be added to this list

Assignment 17 due to Capstone administration (Due date to be determined)
- Course/faculty evaluation
- Peer evaluations
- Self evaluation

Session 11 November 19
- Presentation from Wagner administration on Capstone travel logistics and requirements (date and place to be confirmed)
• Team meeting time (for those not traveling)

➢ Assignment 16. Final, signed client-team contract due to me by November 20 via email

Session 12 November 26:
• Team meeting time
• I will review your feedback (evaluations) to me about the course. I will also meet with each team individually to review progress, discuss results of peer evaluations, and highlight any issues for second semester. This will take place in 45-minute segments with each team over this and the next classroom session.

Session 13 December 3:
• Team meeting time. Discuss evaluations with scheduled team. I will be available to other teams as needed.

Session 14 December 10:
• Team meeting time, including with faculty. We will confirm preparations for field work and work over winter break, review your work plan, and discuss support during break.

No classroom sessions from December 14 to January 27
• You will continue to work as a team on your project. For many, this will be the time for your fieldwork abroad. Regardless, work on Capstone continues through Winter break.
CLASS SCHEDULE — SPRING SEMESTER 2019

During this semester, much of the time will be set aside for teams to meet on their own or with me. However, I will be scheduling problem-solving and skill-building sessions, so you must be available every Monday night during class time. For planning purposes, deadlines and due dates are included below. These are preliminary and could change.

**Session 1 January 28:**
- Class meeting: Check in and discuss schedule for the spring semester; I will meet with each team.
  - **Assignment 1 due to me via email by January 30**
    - Revised team charter (briefly noting what kept & why; where revised and why)
    - Revised workplan
      - Mark completed what is done and when. Flesh out what is yet to be done at a granular level. Again, allocate sufficient time for editing and review of all deliverables.

**Session 2 February 4**
- Lecture/discussion: Managing client expectations
  - Along with some lecture/discussion of the readings and beyond, please bring some of what you face in connection with your client’s expectations. We will use this opportunity to share ideas/possible solutions and make immediate application of the material.
- Team meeting time, including time with faculty.

Readings required before class:
- Block, chapters 8, 9, 14 & 17.
  - Not everything in these chapters is on point, but they are short and much will be useful.

  - **Assignment 2. Interim report of key findings due to me via email by 5pm February 7**
    - This report is the findings and observations from fieldwork and/or work on project during break. It is not a summary of your trip or work but of the findings growing out of your work. The analysis and synthesis work going into this document feeds into your project deliverables.
    - The report is also the foundation of your presentation to class on February 11.

**Session 3 February 11:**
- 10-minute presentation from each team on key findings from field or work so far, with time for Q&A. Include your “elevator pitch” on most important findings and what they mean to your project.
- Team meeting time, including time with faculty to discuss the interim report. Again, some conversations on the interim report and initial drafts may require extended time and will be held outside of regular class time.
Monday, February 18: Presidents’ Day. No classes

- Assignment 3. First draft of final deliverable due to me in Word format via email by February 21
  - Targets for first draft:
    - Detailed outline for the entire document
    - Completed lit review in clean, clear language and fully cited using a complete citation format.
    - Strong draft of summary conclusions
    - Draft of recommendations and why these (the evidence behind them; what they will bring to the client; why these are the most critical)
    - Drawing on interim report, some fleshed out sections on data and discoveries

- Assignment 4
  - Begin work on final presentation to client. Working to identify the key findings and recommendations for your presentation will help you to refine and improve your final deliverable.

Session 4 February 25:
- Team meeting time, including time with faculty.

- Assignment 5. Draft Capstone Abstract due to me via email by 5pm February 28
  - Prepare your draft Capstone Project Abstract Survey according to Administration’s instructions: "As part of the Capstone Expo on May 14, we prepare a "Capstone Booklet" comprising abstracts that describe the year’s projects.

  Each team submits a project abstract, approximately 150 words in length, that briefly states the project’s goals, methods used, and preliminary results and recommendations made to the client or issue studied (if that information is available by the date that the abstract is due). Last year’s Capstone abstracts are available through the Wagner Capstone Introductory page (Download our 2017-18 Project Summaries Booklet). More than a discussion of what the team did, abstracts are to describe what you found, what you brought to your client.

Session 5 March 4 (date tentative):
- Program-wide Capstone session on Presentation Skills – Location: to be announced.

- Assignment 6.
  - Second draft of final deliverable due to me in Word and pdf formats via email by March 8.
    - Targets for second draft:
      - Far more of the text in final form, turning the draft from pieces into a cohesive document. Sections are to be fully edited, creating one voice. The sections yet to be edited into finished form are to be identified as such.
This draft is to be in designed form, turning the document from just text into a professional report using design, color, images and data visualizations.

Session 6 March 11:
- Team meeting time, including time with faculty for input on draft abstract and general project work.

- **Assignment 7**
  - Throughout the rest of the semester, continue your work on the abstract, final deliverables and final presentation to client.

Monday March 18: No classes (Spring Break)

Session 7 March 25:
- Team meeting time, including time with faculty to offer input on final deliverable.

- **Assignment 8.**
  - Capstone Abstract & team photo due to Capstone Administration (deadline date to be determined)
    - Reviewed and finalized version of Capstone Project Abstract Survey (per Capstone Administration instructions). *When available, this will offer the link to the Google form used to submit your Capstone Abstract and team photo.*
    - Please note: One member of the team submits the abstract for the whole team.
    - Photo of your Capstone team at work
      - Administration instructions: “Please include the location of the photograph in your email and use the project title you have used in the abstract survey above as the subject line. We also encourage you to post Capstone photos on Instagram and Twitter with the hashtag #whereswagner.”

Session 8 April 1:
- Each team will present a rehearsed draft of their final client presentation: 10 minutes presentation with 10 minutes Q&A and comments.
- Team meeting time as available

- **Assignment 9**
  - Schedule your final presentations to your client. Faculty are required to be present at this meeting so please work with me on availability.

Session 9 April 8
- Team meeting time, including time with faculty.

Session 10 April 15:
- Team meeting time, including time with faculty.
Assignment 10.
Final Capstone Report due to me in Word and pdf formats via email no later than 5pm April 17
- See the document “final report scoring criteria” in NYUClasses for the targets for this document
- Your draft will go through one last review. If not delivered as part of your final client presentation, your final deliverables are to be given to the client no later than May 3.

Session 11 April 22:
- Team meeting time, including time with faculty for input on final presentations and deliverables.

Assignment 11. Evaluations due to Capstone administration (due date and details forthcoming)
- Course/faculty evaluation
- Peer evaluations
- Self evaluation

Assignment 12. Make final adjustments to the report and preparations for the Capstone Expo Event.

Session 12 April 29:
- Class meeting: Group discussion of what is learned from presentations to client. Q&A on prep for Capstone Expo
- Team meeting time to discuss evaluations

Assignment 13. Final deliverables sent to client no later than May 3.

Session 13 May 6:
- Team meeting time to discuss evaluations

Assignment 14.
Finished Capstone Final Deliverables due to Capstone administration (due date and details forthcoming)

Session 14 May 13:
- Reflection & celebration. Review of year’s learning and accomplishment

Capstone Expo: Tuesday, May 14, 2019, 5:00-7:30pm. Rosenthal Pavilion at the Kimmel Center
Additional resources

**Strategic planning – Hitting the target**

- Needs assessment: Identify the target!

- **Theory of change: How to reach your goal**
  
  


- **Organization lifecycles**