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:

• Participation in Wagner School Advanced Capstone Team session (alternative sessions between September 2 – September 15)
• Submission of Resume (Tuesday, September 15)
• Submission of Student Project Preferences Form (Wednesday, September 16)
• Submission of Team Charter (Friday, September 25)
• 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 2)
• Submission of First Client Meeting Memorandum with clear statement of the problem/work required (Monday, October 5); Class Presentation on client meetings (Tuesday, October 6)
• Submission of Preliminary Scope Agreement; presentation to class/faculty for feedback prior to client presentation (Friday, October 16; discussion on Tuesday, October 20)
• Meeting/Conference Call with client to finalize Scope Agreement (Wednesday, October 21-Friday, October 30)
• Submission of Project Information Needs Summary Memorandum (To faculty by Friday, October 30; to client after faculty review)
• Oral Presentation of issues related to scope and client communication (Tuesday, November 3)
• Submission of Final Scope Agreement, signed by team members and client representative, and Internal Project Work Plan (Tuesday, November 10)
• Submission of end of First Semester Self, Team/Peer, and Course Evaluations; discussion of team progress (Tuesday, December 1)
• Submission of First Semester Log (Tuesday, December 1); 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.
• Submission of Project Status Report, updated Internal Work Plan, and Preliminary Project Outline (Tuesday, January 26)
• Oral Presentation of final project report to class/faculty, including power point presentation, for feedback before presentation to client (classes of Tuesday, March 2 and 9)
• Final Report and Presentation to Client (April 5-23)
• Submission of End of Course Self, Team/Peer and Course Evaluations and Second Semester Log (Tuesday, April 27)
• End-of-year reflection; Discussion of project in planning context (Tuesday, April 27)
• Presentation at the Wagner School Capstone End Event Exhibition (Wednesday, May 5, from 5:00-6:30 pm.)
• Presentation by one selected group (from all Urban Planning Capstone sections) at the Metropolitan Chapter of APA event (early May, TBD)
• Submission of Final Capstone Report to Client and Faculty (Tuesday, May 11)

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 Blackboard 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 September 8)

Conflict Resolution:
(on reserve at Bobst Library)

Data Collection Methods:
“Scoping the Project” (to be distributed on September 22)

Presentation Skills:

Readings in Project Areas
Additional readings can be provided to teams after projects are selected. Other information, such as links to web sites, will be distributed from time to time.
The second semester will focus on progress in meeting work plan objectives and class milestones. Instructional presentations can be arranged to meet student needs. The main emphasis is on teamwork in completing the final products, and formal class meeting times will be flexible as the semester progresses. For planning purposes, please use the following schedule, which may be updated as appropriate.

<table>
<thead>
<tr>
<th>Class Date, Topic &amp; Description</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>January 19</strong>: Field Work Update and Team Meetings</td>
<td>Team, Due 1/19: Submit revised team charter/norms, if necessary</td>
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<td>Class meeting for teams to reconnect with each other and debrief about fieldwork. Distribute Project Status Report template.</td>
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<tr>
<td><strong>January 26</strong>: Team Process and Work Status and Team Meetings</td>
<td>Team, Due 1/26:</td>
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<tr>
<td>Instructors to meet individually with each team to review status, research questions, client issues, and content of work if requested. Students should be actively involved in data collection and analysis.</td>
<td>- Submit Project Status Report/Gantt Chart to faculty advisor via email by start of class</td>
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<td>- Submit detailed project outline of the final report and early findings for each topic in the outline to faculty advisor via email by start of class</td>
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<td>- Submit copies of any interim products to faculty simultaneously with submission to clients</td>
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<tr>
<td><strong>February 2</strong>: Team Meetings with Faculty for Project Feedback and Team Meetings</td>
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<td>Faculty will return written comments on detailed project outline on or before this date, and will meet with groups individually to discuss feedback as needed. Teams meet on their own when not meeting with faculty.</td>
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<td><strong>February 9</strong>: Team Meetings</td>
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<td>No formal class agenda; teams to meet during class time; faculty can be available upon request.</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<td>February 16: Team Meetings</td>
<td>No formal class agenda; teams to meet during class time; faculty can be available upon request.</td>
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<tr>
<td>February 23: Team Meetings</td>
<td>No formal class agenda; teams to meet during class time; faculty can be available upon request.</td>
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<tr>
<td>March 2, 6:45 p.m. – 8:25 p.m.: Presentation Skills Workshop</td>
<td>Puck Building in the Rudin Forum (2nd floor conference room)</td>
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<td>March 9: Possible Guest Lecturer</td>
<td>Plan on attending this class.</td>
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<td>March 16: Spring Recess—No Class</td>
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<td>March 23: Team Meetings</td>
<td>Team dry-run presentations as practice for presentations to the client of the final report. All team members should take part in presentation and those in audience will be asked to provide feedback. These are the only in-class team presentations during the spring semester and all students are expected to be in attendance.</td>
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<tr>
<td>March 30: Possible Guest Lecturer</td>
<td>Plan on attending this class.</td>
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<td>April 6 – April 20: No Formal Classes, Final Product Presentations to Clients (with faculty in attendance)</td>
<td>[sites and schedule to be determined]</td>
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<td>April 27: End of Semester Reflection</td>
<td>Class discussion of positioning team projects in larger planning context.</td>
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<td>May 5, 5:00-6:30 pm: Wagner School Capstone End Event</td>
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<td>Exhibition</td>
<td>Metropolitan Pavilion, 125 West 18th Street</td>
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<td>• Submit 150 word description of project</td>
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<td>Team, Due 3/22</td>
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<td>• Submit list of people to invite to exhibition</td>
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<td>Early May (exact date to be confirmed): Presentation by a single team at the Metropolitan Chapter of APA event for Schools of Planning</td>
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<tr>
<td>May 11: Final Capstone Report Submission</td>
<td>(Thursday during the scheduled Final Exam Period) No scheduled class.</td>
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<td>Team, Due 5/11: Each team submits its final Capstone report to Capstone faculty.</td>
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