

# Capstone: CAP-GP 3226 Section 002

Fall 2020 – Spring 2021

## Instructor Information

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## Course Information

* Class Meeting Times: Mondays, 6:45 pm - 8:25 pm
* via Zoom (see the links on the Zoom tab in the NYU Classes)

## Course Description

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 also 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.

An important goal of capstone is to **simulate as much as possible the professional world**, including its uncertainties and the need to work closely with teammates and clients to meet the desired objectives. Students should expect some changes to their initial plans. There will invariably be challenges along the way, and the team needs to be flexible and adaptable.

All capstone students are expected to familiarize themselves with requirements outlined in the Capstone Student Guide, which is posted on NYU Classes and is available along with other capstone resources from the NYU/Wagner Student Portal (you need to be logged in to access this): Capstone Student Guide.

## Course and Learning Objectives

Capstone involves class meetings, but much of the work for capstone will be done outside of the classroom. Classroom interactions, team coaching, and project activities will focus on four major areas of expertise:

1. How to **design and execute an extended project** for a client organization
   * Identify in collaboration with the client a real organizational or policy issue/problem
   * Design and execute a detailed work plan for analyzing the issue
   * Implement the work plan (including participation in any planned fieldwork)
   * Prepare and present clear, well organized, effective and on-time interim and final reports or other deliverables for the client (may be both oral and written)
2. How to successfully work with a **client and relevant stakeholders** 
   * Understand how organizations function and how to work effectively in the institutional culture in which the client operates, which may be unfamiliar and/or challenging
   * Respond appropriately to client needs and expectations during implementation
3. How to function as a member of a **consulting team working for a client** 
   * Manage team-client communication (accepting the constraints faced by the client and the team and the client’s desired frequency and method of communication)
   * Contribute effectively to the team’s process and tasks
   * Resolve internal team conflicts constructively and in timely manner
4. How to conduct and present **effective applied research** 
   * Identify and carry out data collection methods appropriate for the defined capstone task, potentially including the use of existing data/information, surveys and questionnaires, individual interviews, and focus groups;
   * Follow appropriate sampling procedures (where relevant) for a particular project;
   * Identify and implement appropriate quantitative and/or qualitative analysis required to meet the capstone objectives;
   * Situate the findings from the project in the broader related literature;
   * Draw conclusions based on the capstone findings and identify possible future actions and applied policy research.
   * Communicate findings effectively in presentations and writing.

**Learning Assessment Table**

|  |  |
| --- | --- |
| **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 |
| Advocate points of view and negotiate differences of opinion | Self and team peer evaluations |
| Appreciate and learn from cultural and other differences | Self and team peer evaluations |
| Identify and synthesize existing research relevant to the project | Interim and final products |
| Identify and implement appropriate quantitative and/or qualitative data gathering methods | Interim and final products |
| Identify and implement appropriate data analysis procedures | Interim and final products |
| Determine findings | Interim and final products |
| Develop useful recommendations and/or tools and resources based on findings | Interim and final products |
| Synthesize and summarize large amounts of data and information | Interim and final products |
| Prepare clear and well-argued written deliverables tailored to the client’s needs | Interim and final products |
| Prepare clear and well-argued verbal presentations tailored to the client’s needs | Interim and final presentations |

## Course Requirements

An array of potential projects has been identified for our section. You will see the applications and, in most cases, will be able to interact with prospective clients via Zoom, before marking your preferences. We will take your preferences into account along with the needs of the project, students’ previous coursework, work and life experience, student schedules, team size, and the balance of skills among the team. Ultimately, it’s our job to create teams that can do the work for the client. Teams are comprised of 3-4 students.

The class will involve presentations from the instructor, possible guest speakers, class discussion and team meetings. Course requirements include:

* Enroll in both semesters
* Attend all scheduled classroom sessions on time and in-person. With Capstone online this year using Zoom, “in-person” means with your camera on if at all possible.
  + Please get in touch with us if you experience barriers to using your camera during sessions and during meetings with the team, client and faculty.
* 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.

Since Capstone is on-line this year, we presume client and team meetings will be as well. Travel for fieldwork is very unlikely. If it turns out to be possible in January or the spring, the school will provide financial support for the airfare if such work is necessary, but will not cover the full costs of travel. It may not be required or possible for all students on a team to travel.

## Course Format

## The course meets online weekly and utilizes a varied and flexible set of learning methods:

* Presentations given by faculty or visiting experts as needed
* Facilitated class discussions
* Selected readings from textbooks/reference sources/journal articles
* Team meetings (during and outside of class as needed)
* Team/faculty/client consultations (during and outside of class as needed)
* Experiential learning
* Self-reflection and self/peer-evaluation

Once teams are formed and basic material is covered, a majority of weekly class periods will be devoted to team meetings and team consultations with the faculty advisor rather than full class meetings.

Also note:

* A portion of a few class meetings will be used as needed for school-wide or section-specific **skill-building sessions** that will help the teams produce high quality projects on a timely basis.
* Most class meeting periods will set aside time for **faculty advisor/team consultations**; teams may also need to meet their advisor by appointment outside of the class period.
* Students should generally **expect to meet weekly** as a team, although there may be some weeks when it is not necessary to meet or when multiple meetings are required. These meetings need not always occur during the regular class period or in the classroom if team members collectively agree to another time and place, but students should arrange to be available to meet during the scheduled class time.

## Readings and Other Resources

**Required:**

* Capstone Student Guide
* Block, Peter. **Flawless Consulting: A Guide to Getting Your Expertise Used**, 3rd ed. San Francisco, CA: Jossey-Bass, 2011. Also available for download through NYU’s Bobst Library (<https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=661497#goto_toc>).
* Required readings listed in the Class Schedule will be revised as the semesters progress and as team needs change.

**Recommended:**

* Wheelan, Charles. **Naked Statistics.** New York: Norton, 2014.

Course readings will be available on the NYU Classes website for this course.

## Evaluation and Grading

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. Final grades are assigned for both semesters at the end of the second semester.

**Grades are specific to you as individuals, not to the team as a whole.** In other words, team members may receive different grades if we feel this is warranted. Our decision is based on our 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. The client’s evaluation of your work is also considered in your score.

Students are graded on both the products they deliver to their clients and evidence of progressive learning throughout the course, as identified the Learning Objectives listed above. Therefore, final grades are based on the following criteria:

**Work products (60%):**

*Work products include all project deliverables for the client and all internal team deliverables.*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. Criteria include 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 and client presentations will be posted to NYU Classes. Additional discussion on expectations for course deliverables and work will be part of course content.

**Individual performance and learning (40%):**

For this portion of the grade, students will be assessed and graded not on the results of the whole team but on her/his/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 contribute to the team process in a productive manner, or was your presence a burden and disruption to your teammates?

For example, did you attend all classroom and team sessions? Were you on time to meetings? Did you respond to questions in a timely manner? 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 pitch in when others were struggling?

Were you respectful of others, their ideas and their work? Did you work to 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?

How do you respond to feedback from peers and your faculty? Are you defensive or curious how to apply it? Do you seek help when the team struggles, or retribution? Do you make progress and demonstrate learning as the year progresses? How are you and your work described by your teammates in their reviews?

Communication, responsiveness and engagement with the client and the professor (with me) are part of this score.

**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](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html).) Failure to attend classroom and team sessions consistently 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 provide additional information on expectations and criteria for assessment of individual performance.

**Note on written submissions**:

Expect when a document is described in the syllabus 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.

Deliverables 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 what is said.)

Working drafts may use google docs, or similar. Designed drafts and final documents are to be submitted in PDF format.

## Assignments

Students are assigned to a particular project based on a number of factors, including student preference, client preference, academic preparation, work experience, and required team size. Teams are usually comprised of three to four students who bring a mix of skills and experience and have expressed an interest in the project.

To complete capstone, students must submit a number of assignments/evaluations:

1. **Team charter** (required of all teams);
2. A team **work plan**;
3. **Mid-year course/self/peer evaluations**
4. **Team progress report** (or field research report);
5. **Final team report** and/or other deliverable(s); and
6. **Final self/peer/client evaluations**.

**Only the final output produced at the end of the academic year is formally graded.**

Further details on each assignment will be discussed in class. In order to ensure that all team members will be able to graduate in Spring 2020, it is essential to meet the deadlines specified below. Note that some clients may request earlier or later deadlines due to their specific needs, and it is always to your advantage to complete requirements early if possible.

1. **Team charter** **Deadline**: Wednesday, October 15, 2020  
   **Length**: Approximately 3-5 pages of text.

A **team charter (required of all teams)** is a summary of the team’s objectives, structure and work practices (see template and samples on NYU Classes). It should reflect a consensus of all team members on how you will interact with each other, your client, and faculty advisor. The purpose is to make procedures clear and to provide a mechanism with which to hold team members accountable. **All team members must sign the charter and the terms are binding.**

1. **Work plan**

**Deadline**: Friday, October 23, 2020  
**Length**: 5-10 pages of text and visuals as needed; attachments as needed.

The work plan should contain the project design, task assignments to individual team members, and a schedule for completing the tasks (see template and samples on NYU Classes). The sooner this can be accomplished, the better. The client and the instructor must approve the work plan. The final deadline is an outside date; it is intended to allow time between client consultations and finalization of research plans and revisions before fieldwork begins. If a team is doing field work in January, failure to meet this deadline may jeopardize the team's ability to travel. If a team is producing deliverable(s) other than a single final report, specific terms and deadlines must be agreed on with the client and adviser as part of the work plan (to the extent possible).

1. **Mid-year course/peer/self-evaluations**

**Deadline**: Tuesday, November 24, 2020

**Length**: Completion of evaluation forms—course, peer and self

Each individual must complete a set of course, peer (one for each other team member) and self- evaluation forms. NYU Wagner will email a link to these forms in advance of the due date.

1. **Team progress (or field research) report**

**Deadline**: Monday, February 8th, 2021  
**Length**: 10-20 pages of text (but negotiable with advisor); attachments as needed

Each team must write up a progress report on preliminary results and questions emanating from their work in the first semester and between semesters (including field research where applicable) in a format agreed on with their faculty advisor and client. This is not intended to be a highly polished report on fieldwork since the teams doing field work will have just returned, but it should summarize what was done as well as any initial impressions. These reports will serve the basis for initial discussions with the client and faculty advisor at the beginning of the spring semester and will help to clarify the content and format of the final report/deliverable(s).

1. **Final team report/deliverable(s)**

**Deadline**: Friday March 26th, 2021 (First Draft); Friday April 9th, 2021 (Second Draft);

Friday, April 30th, 2021 (Final)  
**Length**: Varies in form and length as per client needs; attachments as necessary

There are 3 steps towards completing the final report/deliverable(s): (1) the team progress/field research report (as applicable, see above) submitted by February 8th, 2021; (2) a first draft of the final report due on Friday March 26th, 2021 (to allow adequate time for faculty and client comments and team revisions); and (3) the final report or other deliverable(s) due on Friday April 30th, 2021. Only the final deliverable(s) will be formally graded. Class sessions in April may be used as rehearsals for final professional presentations if one is to be given to the client.

1. **Final course/peer/self/client-evaluations**

**Deadline**: late April 2021

**Length**: Completion of evaluation forms

Each individual must complete peer (one for each other team member), self and client evaluation forms. NYU Wagner will email a link in advance of the due date. The final course evaluation (individual) is conducted on line through the regular evaluation system by the NYU Wagner administration just like for any other course. Each registered class member will receive separate instructions by email about how to access and complete the regular course evaluation form.

## Capstone Expenses

Each capstone team 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 others to do work that you are expected to do, e.g., writers, editors, graphic designers, etc. 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, available on the NYU Classes website.

## Classroom Norms

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more.

Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

## Communication Policy

Questions not covered during class time may be sent to us collectively or individually via email at [vanessa.leon@nyu.edu](mailto:vanessa.leon@nyu.edu) and/or [Leonardo.romero@nyu.edu](mailto:Leonardo.romero@nyu.edu). We will do our best to answer emails within 48 hours of delivery. You are also expected to reply to us 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 NYU Classes messaging system. While participating in this course, it is critical to check your NYU inbox regularly.

## Technology Support

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](https://nyu.service-now.com/servicelink/search_results.do?sysparm_search=student+guides&x=0&y=0&sysparm_fa=&sysparm_sp=&sysparm_cat=&sysparm_serv=&sysparm_location=24e7c87598a074004c8c03063d84e2a6&sysparm_role=&sysparm_base=) for troubleshooting and student guides for all NYU-supported tools (NYU Classes, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](https://support.zoom.us/hc/en-us/articles/201362003) (includes a chat function), or review [Zoom’s support resources](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](https://www.nyu.edu/admissions/financial-aid-and-scholarships/covid-relief-grant.html).

## Class Schedule Overview

Students should expect to meet weekly as a class or team unless agreed in class. The sequence of classes, and due dates for assignments, could change depending on your meetings with clients and the substance of your projects. Specific requirements for each class will be posted on NYU Classes and emailed to you with enough lead time to prepare. Note that **NYU Classes takes precedence** over what is written here.

## Fall Semester

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| **Week** | **Class Session** | **Week Activities /Readings/*Assignments***   * ***Deliverables*** |
| **Week 1**  9/9/20 | **CLASS SESSION**  **Introduction to Course and Presentation of Projects (Part 1)**   * Introductions * Overview of Syllabus & Capstone Student Guide * Client presentations   + EK KADAM AUR   + INTERNATIONAL YOUTH FOUNDATION   + GLOBAL INITIATIVE AGAINST TRANSNATIONAL ORGANIZED CRIME * In Class Discussion of project proposals | **Week Activities /Readings**  *(Before Class)*   * Review syllabus and Student Capstone Guide * Review project proposals and come to class prepared with questions      * Watch video: What is Capstone? (<https://wagner.nyu.edu/portal/students/academics/capstone#:~:text=What%20is%20Capstone%3F,on%20a%20pressing%20social%20question.>) |
| **Week 2**  9/14/20 | **CLASS SESSION**  **Presentation of Projects (Part 2)**   * Client presentations   + WASTEWORKS   + UNCDF   + PLAN INTERNATIONAL * In Class Discussion of project proposals | * Review project proposals and come to class prepared with questions * ***[INDIVIDUALS] Submit Preference Form and supporting materials (resume, Wagner transcript, writing sample), as a single document, by 10p Wednesday 9/16 on NYU Classes.*** |
| **Week 3**  9/21/20 | **CLASS SESSION**  **Teams and Teams Charter Development**   * Creating team cultures that honor everyone’s backgrounds and workstyles * Discuss the Team Charter Assignment | * Exchange contact information * Schedule one get-together purely to get to know each other * Review Template and ***start drafting Team Charters*** * Review project proposal and ***start drafting a “Note on Approach”*** to structure the initial meeting. Include:   + An agenda   + A set of questions for the client   + Suggestions for project scope * ***Draft a request for timing*** of initial meeting with Client. *[ Ideally you should try to squeeze all conferences within the Tue 6 - Fri 9 October window]* * Clear draft with your faculty advisor (who must be present at initial meeting) before sending meeting request to client. * Read: Sverdrup, Therese E. and Vidar Schei. “‘Cut Me Some Slack’: The Psychological Contracts as a Foundation for Understanding Team Charters.” The Journal of Applied Behavioral Science 51.4 (December 2015): 451–478. * Watch Harvard Business Review video [The Explainer: How to Collaborate Effectively If Your Team Is Remote](https://hbr.org/video/5812716214001/the-explainer-how-to-collaborate-effectively-if-your-team-is-remote) (2:24 minutes). (URL: <https://hbr.org/video/5812716214001/the-explainer-how-to-collaborate-effectively-if-your-team-is-remote>) *[The concepts are basic, but the guidelines for good communication are those we expect when working as a Capstone team.]* * ***Send out to Client a first email requesting timing of initial meeting by Friday 9/25/20*** |
| **Week 4**  9/28/20 | **CLASS SESSION**  **Intro to consulting; Review of approaches to entry conferences with clients**   * Issues of project scope * Issues of data availability and quality * Issues of project logistics * Other Issues | * ***Finalize draft “Notes on Approach”*** to Initial meeting with Client * Carry out background research on your client and be prepared to report on it *[We do not need to see anything written]* * Read: Flawless Consulting, chapters 19, 1, 2, 3 (in this order) * Watch Capstone consulting videos (in Course Intro):   + Introduction   + What Consulting Is and Is not   + The Role of Technical and Interpersonal Skills * S***ubmit the draft Notes on Approach by 10p Wednesday 9/30 on NYU Classes.*** * ***Share final Notes on Approach with Clients at least three days in advance of the scheduled date of Initial Meeting*** |
| **Week 5**  10/5/20 | **CLASS SESSION**  **Drafting Consulting Services Contracts**   * Issues of structure and content of Consulting Services Contracts * International Aid Agencies Practices in the procurement of consulting services | * Carry out Initial Conferences with Clients * Draft Report on outcome of initial meetings * Read: [Flawless Consulting, Chapters 4, 5, 6](https://drive.google.com/open?id=1q7Cr6M-X11qR3v-mHppSML48NBvPQog_), 8 and 9. * View Consulting videos (in Course Intro):   + Client expectations management   + Risk management   + Client meeting management * ***Submit Report of Initial Client Meeting by10p Friday 10/9 on NYU Classes*** |
| **Week 6**  10/12/20 | **CLASS SESSION**  **In Class Review of outcomes of Initial Meetings with Clients**   * Review of outcomes of the Meetings * Reassessment of Scope of Work and Deliverables | * Finalize Draft Team Charters * Start drafting Contracts and Workplans * ***Make in-class presentations of outcomes of initial meetings on Monday 10/12*** * ***Submit draft Team Charters by 10p Tuesday 10/13 on NYU Classes*** * ***Submit signed Team Charters by 10p Thursday 10/15 on NYU Classes*** |
| **Week 7**  10/19/20 | **CLASS SESSION**  **Individual Team Meetings and Work Progress Review**   * Review work progress and agree on next steps | * Complete ***First Draft*** of Contracts and Workplans * ***Submit first drafts of Contracts and Workplans on NYU Classes by 10p Friday 10/23*** |
| **Week 8**  10/26/20 | **CLASS SESSION**  **In Class Review of Draft Contracts and Plans**   * Review draft Contracts and Workplan and clear them for submission to Client | * Complete ***Final*** Draft of Contracts and Workplan * ***Deliver Draft Contracts and Workplans to Client by Wednesday 10/28*** |
| **Week 9**  11/2/20 | **CLASS SESSION**  **Fundamentals of International Development Projects Planning and Management**   * Projects, development administration and aid modalities * Projects purpose: Policy, Institutional and Sector change * Project design. Theory of Change and Logical framework * Integrated Projects Appraisal * Project M&E * Relevant PM Methodologies * PM Process and skills * PM Tools and Software | * Read **Lecture Notes** and come to class with questions and prepared to discuss * Read: [Flawless Consulting, Chapters 4, 5, 6](https://drive.google.com/open?id=1q7Cr6M-X11qR3v-mHppSML48NBvPQog_), 8 and 9. * Read: Tyson R. Browning and Ranga V. Ramasesh. "Reducing Unwelcome Surprises in Project Management." MIT Sloan Management Review, Spring 2015 * View consulting video (in Course Intro):   + The Project Management Triangle * View Project Management Foundations (in Workplans and Project Management) |
| **Week 10**  11/9/20 | **CLASS SESSION**  **Individual team meetings and Work Progress Review**   * Review work progress and agree on next steps | * Continue project-specific analytical work |
| **Week 11**  11/16/20 | **CLASS SESSION**  **Individual team meetings and Work Progress Review**   * Review work progress and agree on next steps | * Continue project-specific analytical work * Draft Inception Report * ***Submit Draft Inception Report on NYU Classes by Tuesday 11/24*** |
| **Week 12**  11/23/20 | **NO CLASS** | * Continue project-specific analytical work |
| **Week 13**  11/30/20 | **CLASS SESSION**  **Teams' Internal discussion of Evaluations**   * Team Meetings to discuss evaluations | * ***Deliver Inception Report to Client on Friday 12/4*** * Continue project-specific analytical work * Negotiate revisions of contracts and workplans (if applicable)      * ***Submit Signed Team-Client Contract by 10p Friday 12/4*** * Carry out self-evaluations * Carry out Peers/Teams evaluations * ***Submit evaluations to faculty by Tuesday 11/24*** |
| **Week 14**  12/07/20 | **CLASS SESSION**  **Discussion of Evaluations with Faculty**   * Team Meetings to discuss evaluations | **Team**   * Complete negotiations of contracts/workplans [*Aim at concluding negotiations with client by Monday 7/12, depending on client’s responsiveness]* * Adopt final contracts/workplans * ***[IF APPLICABLE] Re-submit Final Contracts and Workplans to Clients by Monday 12/14*** |

## January Term

While classes do not meet, this is generally an important time for group work and for fieldwork, if travel is feasible. Most likely, it will not be feasible this year. Nonetheless, students and faculty are expected to be available and working during this time (except for the holiday week between Christmas and New Year).

**Spring Semester**

During this semester, much of the time will be set aside for teams to meet on their own or with the instructors. We can be flexible about the need for formal class meeting times. However, **students must be available every Monday night during class time**. Also, for planning purposes, the schedule below contains some potential deadlines, **but these are preliminary and could change**.

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| --- | --- | --- |
| **Week** | **Class Session/Week Activities** | **Readings/*Assignments*** |
| **Week 1**  2/1/21 | **CLASS SESSION**  **In class Progress Updates by Teams**     * Progress Reports (Teams presentations) * Discussion of Spring Schedule * Discussion of requirements for final report | **Team**   * Continue project-specific analytical work * ***If you haven’t already, submit updated work plan by Monday 2/8*** |
| **Week 2**  2/8/21 | **CLASS SESSION**  **Individual Teams Meetings**     * Individual Teams Meetings w/faculty to discuss the interim report | **Team**   * Draft “Capstone Abstract” * Continue project-specific analytical work * ***Submit Reports Outlines by Monday 2/22*** * ***Submit “Capstone Abstract” by Monday 2/22*** |
| 2/15/21 | **NO CLASS (Presidents Day Holiday)** |  |
| **Week 3**  2/18/21 | (Legislative day)  **Individual Teams Meetings** | **Team**   * *Continue project-specific analytical work* * ***Submit “Capstone Abstract” by Monday 2/22*** * ***Submit Reports Outlines by Monday 2/22*** |
| **Week 4**  2/22/21 | **CLASS SESSION**  **Individual Teams Meetings** | **Team**   * Start drafting deliverables |
| **Week 5**  3/1/21 | **CLASS SESSION**  **In-class Teams Meetings with faculty and update on drafting of deliverables** | **Team**   * Continue drafting deliverables |
| **Week 6**  3/8/21 | **CLASS SESSION**  **Individual Teams Meetings and update on drafting of deliverables** | **Team**   * Complete first draft of deliverables |
| **Week 7**  3/15/21 | **CLASS SESSION**  **Individual Teams Meetings** | **Team**   * Finalize deliverables |
| **Week 8**  3/22/21 | **CLASS SESSION**  **Individual Teams Meetings and update on drafting of deliverables** | **Team**   * ***Submit first draft of “Final Deliverables” by Friday 3/26 via email to your faculty advisor*** |
| **Week 9**  3/29/21 | **CLASS SESSION**  **In-class Teams Meetings with faculty and update on final drafts** | **Team**   * Prepare presentations to clients   + **Draft PowerPoint** * For next class:   + each team will present a rehearsed draft of their final client presentation: 15-20 minutes for formal presentation with 10 minutes for Q&A and comments. |
| **Week 10**  4/5/21 | **CLASS SESSION**  **In-Class Rehearsals of Client Presentations** | **Team**   * Schedule presentations to clients   + Faculty are required to be present at this meeting so work with each of us on availability *prior to* reaching out to the client. * ***Submit second draft of “Final Deliverables” by Friday 4/9 via email to your faculty advisor*** |
| **Week 11**  4/12/21 | **CLASS SESSION**  **Individual Teams Meetings** | **Team**   * Finalize deliverables |
| 4/19/21 | **NO CLASS (Three-day weekend)** | **Individual**   * ***Submit Peer and Self Evaluations by Friday 4/23***   **Team**   * ***Presentations of findings and recommendations to clients*** |
| **Week 12**  4/26/21 | **CLASS SESSION**  **Individual Teams Meetings** | **Individual**   * Complete Peer and Self Evaluations   **Team**   * ***Presentations of findings and recommendations to clients (if haven’t already)*** * ***Review and incorporate clients’ feedback*** * ***Final Capstone Report in PDF format posted to Classes by 9p Friday 4/30*** |
| **Week 13**  5/3/21 | **CLASS SESSION**  **In class Individual Teams Meetings with faculty** | **Individual**   * Read and reflect on evaluations * Complete a short ***“Reflective Exercise” by Friday 5/7***   + In 250 to 400 words, describe what you now know from your work as part of a Capstone team that you wish you understood better before you started. Alternately, describe something learned as part of your Capstone work that you plan to use from this point forward. It can be about yourself, team development, project management, or project content. In short, what did you learn from your work on Capstone that matters?   **Team**   * ***Submit Deliverables to Clients by Friday 5/7*** * ***Submit Deliverables to Wagner Administration (***[***wagner.capstone@nyu.edu***](mailto:wagner.capstone@nyu.edu)***) by Friday 5/7*** |
| **Week 14**  5/10/21 | **CLASS SESSION**  **In-Class Reflection and celebration**   * Review of year’s learning and accomplishment * Participate in Capstone EXPO (date to be determined) |  |
| **5/11/21, 5-8p** | **CAPSTONE EXPO!** | Each team will be asked to present a short slide deck summarizing their project to an external audience (faculty, students, guests. More details forthcoming. |

## 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](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). 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.

## 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](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto: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.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes 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.