School of Planning, Public Policy and Management

PPPM 638/639: Capstone
Winter 2020 (CRN 25183) | Spring 2020 (CRN 35292)
Course Time: Tuesday, Thursday, & Friday 8:30-9:50
Spring Location: Online

Instructors

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Tuesdays 11:30 to noon (longer if people are waiting)
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Course Description

The Capstone Applied Research Project is the culmination of the MPA program. Through experience-based learning, the 2-quarter long course gives students an opportunity to deepen the analytical, managerial, and interpersonal skills that they have gained during the program. In the course, students apply those skills to a real-world problem.

Capstone is designed to develop professional management and analytic skills. To do this, we use an experiential-/service-learning approach. Specifically, we engage students in direct experience and focused reflection in order to (1) increase knowledge and understanding, (2) build and develop new skills, and (3) prepare you for a career in team-based project work. In Capstone students work collaboratively on real projects for paying clients (public and private sector) with defined research and final deliverable expectations.

As consultants, you will work in teams to answer questions of importance to client organizations selected by the instructors. In response to client needs, consultant teams develop and execute a project-specific research plan, learn about a specific policy or management area in depth, utilize teamwork abilities, and hone their ideas and skills by presenting theories and evidence to each other, the program faculty, and the clients. While the course instructors serve as an overall resource to guide the project direction and process, the consultant teams have autonomy and are expected to become experts and leaders on their project topic, as well as navigate day-to-day project decisions and do all the work needed to complete the project. The instructors/team advisors are here to help provide insight and guidance as needed through the two terms.

During the projects, you will gain professional experience by interacting with accomplished organizations that are engaged in cutting-edge policy development and administration. These agencies operate with limited resources and often face considerable political and fiscal scrutiny. A central goal of the Capstone is for students to understand the client agencies and their many obligations, recognizing that the Capstone interactions are only one of their many activities. While no two projects are the same, we prioritize projects that provide opportunities to practice project-based work that draws on the research and analytic skills you have developed in the MPA program. All projects require some level of data gather, collating, cleaning, and analysis. All projects not only provide their assessment of what your data analysis has found, but also the provision of recommendations based on best practices in the field and from the academic literature. The role of the consultant teams is to provide objective analysis to help clients operate even more effectively.

Course Overview and Learning Objectives
Upon completion of this course students will be able to:
- Engage professionally with a client organization to assess their needs.
- Develop and execute a work plan based on client needs.
- Work effectively with a team. Manage your own work and equitably distribute tasks across the consultant team.
- Carry out a quantitative, qualitative, or mixed analysis in a real-world setting. (Note: Minimum of 40 people will be engaged in interviews/focus groups on a pure qualitative project.)
- Appraise, synthesize, and report out literature (best practices and scholarly research) specific to the client's needs.
- Present your findings in a clear, concise, professional, and appropriate manner (written, visually, orally).
- Communicate and translate your work into a clear, non-academic writing and presentation style (i.e. professional writing style).

You will learn these tools and techniques through (1) assigned readings and other online media, (2) class and project team discussions, (3) class and project team assignments and deliverables, (4) in-class individual and project team presentations, (5) ongoing reflection, and (6) ongoing project work (e.g. meeting facilitation, public presentations, report writing, data administration and analysis, etc.).

Course and Team Communications
The course will be run through Slack. Slack is collaboration software that is free for use. It is available in a desktop application, smartphone application, and a web-based interface. The class syllabus, announcements, and other materials will be posted on the Slack site for the class. Please check Slack frequently for updates—I would recommend changing the settings on Slack to give you an email when announcements are made or messages are sent to you, particularly if you do not log into Slack regularly.

All written work will be turned in on the University of Oregon's Canvas system (**https://canvas.uoregon.edu/**). Canvas has a built-in tool to check for plagiarism that you can access. See below for the class plagiarism policy.

Required Materials
There are no required textbooks for this course but there are a number of readings and videos for discussion and reflection. Any assigned readings or videos will be posted to Slack—and are also listed below.

There is required text available as a free e-book through the University of Oregon library for this course: *Better Presentations* by Jonathan Schwabish. E-book access here (you will need to log-in with your UO credentials to get access).

Articles
- Felten, Peter, and Patti H. Clayton. 2011. "Service-Learning." New Directions for Teaching and Learning 2011 (128): 75–84. https://doi.org/10.1002/tl.470.
- Imperial, Mark T., James L. Perry, and Michael C. Katula. 2007. "Incorporating Service Learning into Public Affairs Programs: Lessons from the Literature." *Journal of Public Affairs Education* 13 (2): 243–64. https://doi.org/10.1080/15236803.2007.12001478.
- Littlepage, Laura, Beth Gazley, and Teresa A. Bennett. 2012. "Service Learning from the Supply Side: Community Capacity to Engage Students." *Nonprofit Management and Leadership* 22 (3): 305–20. https://doi.org/10.1002/nml.20056.

Videos
- Meetings
  - How to Make Meetings Less Terrible (Freaknomics Ep. 389)
- Reflection
  - What Happened: The Change (Resolutions Northwest)
  - Seeing Ourselves Within the System (Resolutions Northwest)

Codes of Ethics
- https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=fefba3e2-a9dc-4fc8-a686-3446513a4533
- https://icma.org/icma-code-ethics

Assignments and Course Grades

Winter Term	Spring Term
Individually Graded Assignments • Article Translation–10% (Multiple Deadlines) • Performance Review—10% (Week 10) • Reflection writing—10% (Multiple Deadlines) • Attendance & Participation—20%	*Individually Graded Assignments* • Performance Review—15% (Week 10) • Reflection writing —10% (Multiple Deadlines) • Attendance & Participation—20% • Check-ins with Ben—2.5%
Team Assignments • Scope of Work—25% (Draft Week 1, Final Week 2) • Project timeline—5% (Week 3) • Background/Methodology Report—10% (Week 9) • Presentation—5%(Week 9) • Team management evaluation—5% (Week 10)	*Team Assignments* • Data Synthesis Report—5% (Week 5) • ~~Posters—5% (Draft Week 7; Final Version Week 8)~~ • **Visualizations and Graphics in Final Report—2.5% (Week 11)** • Presentations—10% (Week 10) • Team management evaluation—5% (Week 10) • Final Report—30% (Due Week 11)

** Please note that there will be no extra credit assignments in this course.

Grading Scale

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

Grade Guidelines

- A+ =signifies that a student has exceeded an exceptional level of achievement. This should be a rare grade.
- A =signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.
- B =signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- C =signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- D =signifies inadequate understanding of the material. Non-passing grade. The student will earn university credit, but will not satisfy major or minor core requirements.
- F =signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. The student does not earn credit.
- Y =signifies no basis for grading; should not be used if the student attempted a substantial fraction of the course.
- I =signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the instructor and should be accompanied by a clear written (or emailed) explanation to the student about the remaining work and deadline. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
- P= indicates a passing grade, when a student has earned a letter grade of C- or better.

- N =indicates a non-passing grade, when a student has earned a letter grade of D or lower.

Professional Practice

This course is a core course in the Master of Public Administration degree program. As such, students are expected to behave in a professional manner at all times.

- Students should treat each other, the instructor, and client organizations with professional courtesy and respect.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling. ***Please send a real-time copy to the team advisor of any emails exchanged with the client organizations.***
- A classroom workspace is a place of focused learning and production. This environment requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities.
- You are expected to be engaged in the team process and to make positive contributions during all team meetings. If you are having an issue with your team, we expect you to proactively address the issue or ask for assistance.

<div align="center">**Capstone Position Descriptions**</div>

The MPA Capstone course is an applied learning course that can be viewed as if it were a consulting firm at the University of Oregon that provides technical assistance to help solve issues and improve management of public and non-profit organizations, mainly in Oregon.

Consultants (all students in the class)
Start Date: January 2020
End Date: June 2020
Hours per week: 20=About 5 hours in class/team meetings and about 15 outside of class
Consultants conduct management and policy research analysis. People in this role engage in a variety of tasks and will work independently and with their teams (*no projects* are individual projects).

JOB DUTIES/RESPONSIBILITIES
Client Interaction
- Establish and maintain good working relationships with client groups
- Prepare regular progress reports
- Communicate with the client on a regular basis

Project Work
- Plan and facilitate meetings, including team meetings, meetings with clients, focus groups, and workshops.
- Data collection and synthesis
- Write technical memoranda and reports
- Develop and deliver oral presentations
- Conduct phone and in-person interviews
- Interact with community residents or stakeholders
- Conduct primary research
- Develop graphical representations of your research and analysis
- Oversee and coordinate day-to-day tasks

Process
- Develop and steward professional relationships
- Provide creative input to team and project
- Attend all team meetings and work sessions
- Ask questions of team advisor and course instructor
- Be honest with teammates, advisor, and faculty
- Attend all Capstone classes
- Communicate all concerns to the advisor
- Ask for help when needed
- Be willing to fail
- Reflect on the project and experiences in the class.

Team Advisor (Bethany Steiner and Megan Banks)
Start Date: January 2020
End Date: June 2020
Team Advisors work closely with the course instructor (Clark) to coordinate selected projects. Responsibilities include providing management, guidance, and coordination consulting teams. The Team Advisor will review work, provide oversight of the project, and assess progress. They are not doing the work of the team, but instead helping to smooth out bumps along the way by helping the consultants think strategically about their projects, find ways to get around problems that arise and give you all sorts of advice on how to get the job done.

JOB DUTIES/RESPONSIBILITIES
Client Interaction
- Meet with consulting team and client for the kick-off meeting
- Communicate directly with the client at times to assess project
- Help 'grease' the wheels of the client-team interactions/communications, if needed.

Oversight
- Provide advice to students on project and products
- Assess team progress
- Answer questions and mentor students
- Help team members meet their learning and professional goals
- Meet with course instructor weekly to provide an update on progress and challenges.
- Provide feedback to the team about project timeline, deliverables, and deadlines
- Ensure the consulting team have a comprehension of project
- Oversee and coordinate big picture goals and tasks
- Provide high-level feedback on drafts
- Provide directional guidance of project
- Answer large scope questions
- Conduct individual and team assessments/reviews
- Provide prompts for consultants' reflection on project and experiences.

What they don't do
- Report Line editing
- Conduct interviews, focus groups, analysis
- Take notes
- Develop meeting agendas
- Run meetings

Course instructor (Ben Clark)
Start Date: July 2019
End Date: June 2020
The course instructor works closely with the clients to develop the projects—this is a year-round job. He also works hand-in-hand with the Team Advisors to assuring all consulting groups are succeeding, and consulting with the advisors to find solutions to problems, should they arise. The instructor provides most of the course instruction and coordinates joint course sessions and guest lectures. The instructor grades all work in the course, though team advisors provide input and feedback to the instructor to help in the grading process.

The instructor will review work, provide oversight of the project, and assess progress secondarily to the team advisor, with the exception of research design and methodology—which the instructor has primary responsibility for advising.

Similar to the Team Advisors, the course instructor does not do the work of the team, but instead helping to smooth out bumps along the way by helping the consultants think strategically about their projects, find ways to get around problems that arise, and give you all sorts of advice on how to get the job done.

JOB DUTIES/RESPONSIBILITIES
Client Interaction
- Develops project the client prior to the start of the class.
- Will communicate with the client on behalf of the consulting team, but only upon the request of the consulting team.
- Will help to 'grease' the wheels of the client-team interactions/communications, if needed.
- Tends not to have much communication with the client as the project progresses—meaning the consultants are responsible for communication with the client, not your instructor.

Project Work
- Provide advice to students on project and products
- Assess team progress by in consultation with the team advisor
- Answer questions and mentor students
- Help team members meet their learning and professional goals
- Provides methodology and research design advice and consultation to consulting teams.
- Statistical consults available upon request
- All course grading
- Oversee big picture goals of the class
- Provide high-level feedback on drafts
- Provide directional guidance of project
- Feedback on work products
- Large scope questions

What they don't do
- Report editing
- Interviews, focus groups, analysis
- Take notes during meetings
- Develop a meeting agenda
- Run meetings (unless that is a class meeting)

Course Format and Workload

Capstone requires a substantial time commitment. You are in graduate school and this is a five-credit course. Historically, our most successful students have approached Capstone like a part time job. We strongly encourage you to approach this course with that mindset. While your workload will vary from week to week, on average, we expect you to spend about 20 hours a week. Between scheduled team meeting and class time, you will be spending at least five (5) hours each week in the classroom (or other team meeting space on campus). You can expect to spend an additional 15 hours per week doing individual and team research, meetings, travel, writing, data analysis, presentation practice, and assignments. Some travel may include nights and weekends. **Your project team will need to meet at least one time each week to complete your assigned work. We expect that all teams will check in with their Team Advisor every week at a designated time.**

Assessment and Feedback Process

We will evaluate your individual and team performance with rigor and provide you with substantive feedback throughout the class on your performance. This class trains you to be a professional; therefore, we will evaluate you as if were working in a professional environment and not a school setting. Each assignment will have a rubric associated with it so that you will know what you need to do to show excellence and the course weight of each assignment. All group written work will be resubmitted to your instructor until it is deemed to be presentable and acceptable to be given to your client. This means that your first submission may be given a low grade, but you are given an opportunity to resubmit the assignment and raise that grade. Our goal is to deliver a high-quality product. Period. Work that is not resubmitted is not eligible for a regrading.

Attendance & Participation Policy

Part of being a professional is showing up ready to work on time. Therefore, we expect you to be fully present and on time to all sessions, team meetings, and any other scheduled activities for this class and your project. If you need to miss any scheduled activities, please inform your Team Advisor, and course instructors as soon as you are able. Your Attendance & Participation grade will reflect your absences and lack of participation in class activities. Each unexcused absence beyond the first one will result in a 5-point deduction from your attendance grade (20 points for attendance & participation).

Communication

Communicating via Slack will be best for this class. You can send direct messages to your instructor, team advisor, and group there. We will review ways in which this platform can be effectively used to communicate in the first weeks of the course. Prior to asking questions, we ask that you make sure that you have reviewed Slack and the syllabus prior to sending a note about course logistics. If you do choose to email Ben, please be sure if you are trying to email "Benjamin Clark – PPPM" (that is how his name is on the UO system) that you email bclark2@uoregon.edu (not Ben Clarke in the education—he won't give you the answer you are looking for).

Responsiveness of your instructor

Ben strives to respond to your communications in a timely manner. He typically only responds to Slack DMs/email during work hours 9-5 on weekdays. Notes sent outside of those hours may take longer to respond. It may take a day or two to respond to these notes—he frequently has more than 100 students at a time, thus there are a lot of people to correspond with. Grading assignments typically takes a week from when it is submitted for grades to be posted and feedback to be provided. There are times when it takes longer than this, but he does try my best not to go beyond 7 days.

Late Work Policy

Written work will be submitted via Canvas. This provides a clear record of when things were turned in. You may be asked to bring written assignments to class for discussion purposes, but all work will be submitted electronically. All work needs to be turned in on time prior to class on the day it is due. Work turned in up to one hour last receives a half-grade deduction. Each hour after than is a full-grade deduction for each hour. Late assignments (without grade deduction) are only accepted in extreme circumstances and only with documentation to support your need for turning it in late. If answers to an assignment are given in class, late work will not be accepted unless the extreme circumstance policy is met.

Let me know of any exam or assignments that overlap with religious festivals (Yom Kippur, Eid, Diwali, etc.) that are not university holidays, and I am happy to find an alternative. Let me know if you need any accommodations in class/exams on a festival day (e.g., if you are fasting).

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Academic Misconduct
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at http://dos.uoregon.edu/conduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Ignorance is not an excuse for plagiarizing. You are expected to understand what is and is not plagiarism. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism. University policy can be found here: http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code.

Plagiarism consists of any form of passing off, or attempting to pass off, the knowledge or work of others as one's own. It is 'cheating', but more importantly makes it much harder to build trustworthy knowledge. In an era of claims of "fake news" or actual fake news, building trust in knowledge exceedingly important.

Citations and References
We ask that all teams utilize the Modern Language Association (MLA) Style for **all** citations unless otherwise directed, in writing, by your Team Advisor. Please utilize the MLA Handbook, Eighth Edition as your official citation guide (https://researchguides.uoregon.edu/citing-plagiarism/mla). We've selected the MLA Handbook, Eighth Edition because it recommends a universal set of guidelines (instead of format specific instructions) that writers can apply across the wide range of print and digital sources common in the current research environment.

Using a reference management software like Zotero or RefWorks or EndNote is highly suggested. These tools help to store, manage and format references that will save you hours of headaches. Ben uses Zotero (a lot!!) and can give advice on that software package. This research guide from the UO library can be a great help: http://researchguides.uoregon.edu/citing-plagiarism/citationtools

Equity and Inclusion
Diversity and Respect Statement that includes the Bias Response Team
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas, and backgrounds which are the lifeblood of the university.

Course content, class discussions, projects, activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

Equity and Inclusion Statement
As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy, and management. Your project may require you to reflect on issues of equity and inclusion. You are encouraged to bring up these challenges during weekly review sessions to help you address them appropriately. If you do not feel comfortable discussing the issue in a large group setting, feel free to bring have a conversation with your team advisor or course instructor one-on-one.

Classroom Behavior
Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. We can disagree and be respectful of one another.

Prohibited Discrimination and Harassment Reporting
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the Employee Responsibilities section of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Paperwork
Sign or waive the following forms:
- Assumption of Risk/Release & Indemnification of All Claims/Covenant Not to Sue
- Consent for Disclosure of Education Record Course Blog and Social Media Participation
- Family Educational Rights and Privacy Act (FERPA) Release Form (Photos & Written Work)

Longitudinal competencies that the MPA program tracks in Capstone

<u>Capstone Report</u>
- Explain a policy or management problem or question
- Synthesize and summarize previous studies
- Carry out a quantitative, qualitative or mixed analysis
- Research alternative measurement or policy approaches
- Write a detailed and well-organized report
- Recommend actions by clients or other agencies

<u>Scope of Work/Research Plan</u>
- Appraise existing research and information
- Develop specific research questions and plans
- Obtain necessary information on policies and practices
- Respond appropriately to feedback and suggestions
- Develop a budget and a timeline for project completion

<u>Presentations</u>
- Create organized and visually compelling slides
- Describe policies in a clear and compelling fashion
- Answer questions from peers and supervisors
- Demonstrate professional speaking and manner

<u>Team Process</u>
- Make collaborative decisions about plans and tasks
- Adopt and implement a problem resolution framework
- Supervise student employees or fellow team members
- Manage the distribution of tasks across team members

<u>Interactions with Client Organizations</u>
- Communicate clearly and tactfully orally and in writing
- Communicate with proper spelling, grammar, and tone

Winter Course Schedule (any changes will be announced in class & #Syllabus Slack Channel)

Week	Date	Topic/Activity	Assignments Due
1	1/7/20	Introduction	
	1/9/20	Writing your Scope of Work	
	1/10/20	Scope of Work	StengthQuest Due; Draft Scope
2	1/14/20	Team dynamics (StrengthQuest)	
	1/16/20	Refine Scopes of Work	
	1/17/20	Group Work	Final Scope of Work
3	1/21/20	About Meetings	
	1/23/20	Timelines	
	1/24/20	Group Work	Project Timelines
4	1/28/20	Research Methods	
	1/30/20	Research Methods	
	1/31/20	Group Work	
5	2/4/20	Check in Week--Teams Meet with Ben	
	2/6/20	Check in Week--Teams Meet with Ben	
	2/7/20	Group Work	
6	2/11/20	Preparing for your Job Search	
	2/13/20	Focus Groups & Interviews—Guest Star Bethany	
	2/14/20	Group Work	
7	2/18/20	Focus Groups & Interviews	
	2/20/20	No Class	
	2/21/20	Group Work	
8	2/25/20	Presentation Skills	
	2/27/20	Data Visualization—moving this to next term	
	2/28/20	Group Work	
9	3/3/20	Mid-Project Progress Presentations	
	3/5/20	Mid-Project Progress Presentations	
	3/6/20	Mid-Project Progress Presentations	Background & Methodology Reports
10	3/10/20	Individual meetings scheduled with project advisor--No Classes	
	3/12/20	Individual meetings scheduled with project advisor--No Classes	
	3/13/20	Individual meetings scheduled with project advisor--No Classes	
11	3/17/20	No Final Exam (no class)	

Spring Course Schedule (**very tentative** & subject to changes)

Week	Date	Topic/Activity	Assignments Due
1	3/31/20	New Term Check in	
	4/2/20	Group Work	
	4/3/20	Group Work	
2	4/7/20	Technical Writing	
	4/9/20	Group Work	
	4/10/20	Writing up Results	
3	4/14/20	Data Visualization	Data Synthesis Report
	4/16/20	Group Work	
	4/17/20	Group Work	
4	4/21/20	Writing up Results from Quant Work	
	4/23/20	Group Work	
	4/24/20	Group Work	
5	4/28/20	Writing up Results from Qualitative Work	
	4/30/20	Group Work	
	5/1/20	Group Work	
6	5/5/20	Group Work	
	5/7/20	Group Work	
	5/8/20	Group Work	
7	5/12/20	Group Work	
	5/14/20	Group Work	
	5/15/20	Group Work	
8	5/19/20	Group Work	Draft Report
	5/21/20	Group Work	
	5/22/20	Group Work	
9	5/26/20	Presentation Practice online	Presentation Draft
	5/28/20	Presentation Practice online	
	5/29/20	Group Work	
10	6/2/20	Presentation Week (Policy Lab Presentation Day @ Lane County—if possible 8-noon)	Performance Review
	6/4/20	Presentation Week	
	6/5/20	Presentation Week	
11	6/9/20	Group Work	Final Report; Final Presentations to clients (if they have not yet occurred)