

PAd 209 Public Administration and Management: Part III
PPOL 215 Capstone Seminar: The Ethics and Practice of Public Policy
Fall, 2007

SYLLABUS
September 10, 2007

Instructors:

Nancy Y. Augustine, PhD, principal faculty	nya@gwu.edu	MPA 614	202-994-5170
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Class meeting: Mondays, 6:10pm – 8:00 pm
 Monroe (2115 G St. NW), room 115

1. Course Description and Objective:

Students will work in teams to design and analyze a substantive policy issue and present findings in response to a project scope of work developed by one of the clients and selected by the instructor.

This course is a capstone of your professional education and an introduction into the professional practice of public policy analysis. During this semester, you will draw on the tools and expertise garnered from prior coursework to analyze one or more important public policy problems. On the basis of that analysis, you will then develop recommendations for dealing with those problems to a client official or agency. All projects available for this semester are for real clients, addressing real policy and/or administration issues. You will be expected to complete the project on time and demonstrating high professional standards.

You can expect to apply and demonstrate skills in problem definition, issue framing, collection of data and information, interviewing, selection and analyses of alternatives, presentation of findings and recommendations, design of implementation tools and administrative procedures and organizations, report writing and oral presentation to policymakers, and appreciation of practical and ethical issues in the content of policy and the process of making and implementing it.

If you are **not** in your final semester of course work towards a Master's Degree, contact Dr. Augustine immediately to discuss whether you have had enough classes and experience to benefit fully from the class and to succeed in it. In this instance, your advisor will have to agree to your enrollment in the course.

2. Grading and Class Assignments

Your grade in the course will be based on three assignments.

A. ASSIGNMENT: Completion of On-Line Test on Protocols for Treatment of Human Subjects (10 percent)

Over the past several decades, there has been growing interest and pressures to ensure that researchers treat human subjects in an appropriate and ethical manner. Though much of this concern was originally directed toward medical research, a number of highly-publicized cases in the 1970s and 1980s have led to the development of both guidelines for ethical treatment of human subjects in social science research and a now-mandatory process that universities, think-tanks, and other associations engaged in social science research must follow to ensure that such guidelines are followed. Many of you will encounter what is now commonly referred to as the “IRB process” (where IRB stands for Institutional Review Board) in your professional work, and even when not subject to the IRB process, will still be called upon to act ethically when working with human subjects. To familiarize yourselves with what this is all about, you will each be required to take and pass an on-line test on ethical treatment of human subjects in the social and behavioral sciences, and to meet and discuss issues in the process of taking that test in a class session. Details of how to take and complete the test are posted on the Blackboard website.

B. Review and “Mini-Critique” of Past Capstone Projects (10 percent)

In order to give you an idea of what other students have accomplished in the capstone, and to exercise your own critical and analytical faculties, each of you will choose one of several past capstone projects that will be posted on the Blackboard website. Read the report as a policy or administration professional who is about to embark on a similar project for another client. Prepare a short review of the study, no more than 3 pages, single-spaced in length.

- a. Summarize the issues and/or problems addressed in the report (no more than half a page).
- b. Is there enough background to orient you to the issue? What else should it have covered?
- c. Does the text establish why the issue is important and why the research is important? Is it clear how the research was intended to help the client to address the issue?
- d. What other strengths and weaknesses struck you as you read it? Describe some key characteristics, rather than attempting to present a comprehensive assessment of the study.

C. Capstone Project (80 Percent)

The major assignment will be to work on one of several capstone projects for a client who has requested our expertise. Details of the project are provided below. The project grade will be based on (a) the overall strength and quality of the report (75 percent of project grade, equivalent to 60 percent of class grade); and your individual contribution to the team effort (25 percent of the project grade, equivalent to 20 percent of class grade). The latter grade will be based both on the faculty advisor’s assessment and on the evaluation of your contribution to the project from your fellow team members.

3. Projects and Project Assignments:

Study teams, each consisting of approximately five students, will each undertake a project for a client that has been selected by the instructor. At the first class meeting, students will have the opportunity to *request* assignment to a specific project. All project assignments will be made by the instructor. Project assignments will be made considering individual students’ interests and expertise, as well as the needs of the project. Teams are likely to consist of members with varied backgrounds. Each member will be expected to bring his or her own perspective to the project. Each team will work with a faculty advisor, either Prof. Augustine or Prof. Friedman.

Specific subject matter expertise is not required for assignment to any project. In previous semesters, some students have specifically requested projects outside of their area of expertise. Policy and management professionals are expected to be generalists, able to apply their analytical competencies to a wide range of policy, administration, and political problems.

When making your project request, consider not only the subject matter but also the tasks that are involved in the project. Notice that some projects will require more initial work with the client to better define the scope of work; some students appreciate the flexibility that this allows, while other students prefer more detailed work plans.

4. Project Process: Design and Execution

Each study team should contact their clients immediately following project assignment to set up a kick-off meeting. Aim to meet with the client during the second or third week of the semester.

Meet as a group prior to the meeting in order to develop a common understanding of the project, and to get a feel for the range of skills and expertise among team members. Use this opportunity to plan for the kick-off meeting. Identify a single team member who will serve as the contact with the client during the semester. In previous capstones, some groups have found it helpful to read and discuss some readings related to the project prior to meeting with the client. Contact your faculty advisor if you need help identifying appropriate materials.

At the kick-off meeting, you should ask the client to elaborate on the policy or administration “problem,” provide any needed background on the organization or program, and discuss available data or resources. During this meeting, you should also find out how much the client wishes to participate in project development, and how he/she prefers to be contacted.

Following the initial meeting, you should refine the scope of work, identify the tasks involved, a timetable for their completion, and allocate responsibilities among team members.

The team will collect information, frame and analyze issues, prepare a report, including examples or drafts of any legislative instructions or administrative instruments necessary to implement recommendations, and develop strategy for moving the policy proposal through the appropriate policy making and implementation bodies. At the end of the semester, each team will present its work in written, graphic, and oral forms.

The faculty advisors will be available for consultation throughout the study period. Having to explain and defend decisions to the advisor is a valuable exercise that forces team members to think clearly and thoroughly. The advisor can also help study teams to navigate complex details, identify viable analytical strategies, understand and manage the client’s needs, and organize work to make maximum use of study team members’ time.

The work will be organized into the following (somewhat overlapping) phases:

1. Problem definition, issue framing, fact-finding on problem and its causes
2. Study design and adjustment to scope of work, if needed
3. Collection and analysis of data and information and identification of policy options.
4. Analysis of data and information to assess alternative policy options or approaches
5. Development of findings and recommendations.
6. Design of implementation strategy.
7. Drafting of the report, including appropriate graphics

8. Review and revision for the final report.
9. “Mock” presentation to the class and a panel of additional instructors
10. Formal presentation to clients

Presentation of the report will be made in a PowerPoint presentation to the client and other experts, sitting as a “jury,” to critique both the substance of the work and its presentation. Unless the client requests otherwise, plan for a 15-minute presentation, followed by 45 minutes of question and answer. This presentation should be structured so that each member of the team has a role. Note that this does *not* mean that every member of the team should participate in the initial, 15-minute presentation. On the contrary, switching speakers frequently during a short presentation can be distracting.

5. Team Member Evaluation

Near the end of the semester, the instructor will distribute an evaluation form. Every student will be asked to evaluate the other members of his or her team on the basis of the following criteria:

- Attendance at team meetings
- Timely written work
- Quality of contributions
- Leadership
- Problem solving
- Fairness
- Consideration of others’ views
- Creativity
- Decisiveness

6. Class Schedule

The class will only meet during five of the scheduled class times:

Week #	Week of Monday...	
1	September 10	Meet as a class on Monday, September 10. Introduction and class overview.
2-3	September 17, 24	No class. Meet as a group and meet with the client, subject to the client's availability. Commence project design, background research, and refinement of scope of work. Meet with faculty advisor as needed.
4	October 1	Meet as a class on Monday, October 1, to discuss ethics in social science research. Submit certification of successful completion of On-Line Test on Protocols for Treatment of Human Subjects. Read <i>NYU IRB Guidelines for Capstone Students</i> ; the link is posted on Blackboard. During the week, continue project work.
5	October 8	No class. Continue project work, and meet with faculty advisor as needed. Submit mini-critique of past capstone project.
6-8	October 15, 22, 29	Execute project design. Meet with the instructor as needed. Draft a working outline and make revisions as necessary.
	Friday, November 2	Submit a working outline of the project report for review by the faculty advisor
9	November 5	Schedule a meeting this week with your faculty advisor to receive comments on the working outline and discuss progress.
10-14	November 12, 19, 26; December 3, 10	Develop draft report and start planning for the oral presentation for the client MOCK PRESENTATIONS: Meet as a class on Monday, December 10 and Tuesday, December 11. Groups will be asked to select one night or the other for their mock presentation. You only have to attend the night on which your group is presenting. Schedule a final presentation with the client. Meet with the instructor as needed to finalize the report and prepare the oral presentation. Note the following dates: <i>THANKSGIVING BREAK: Thursday and Friday, November 22 – 23</i> Last day of classes: Monday, December 10 Final exams: Thursday, December 13 – Friday, December 21

7. Projects

A. *DC Children and Youth Investment Trust Corporation (CYITC)*

Client: Jose Dominguez, Director of Grants Administration
DC Children and Youth Investment Trust Corporation
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jdominguez@cyitc.org
<http://www.cyitc.org/cyitc/>

The DC Children and Youth Investment Trust Corporation was formed in June 1999 as a 501(c)(3) organization to link public and private resources, creativity and commitment to address strategically, the long term needs of children, youth and families in the District of Columbia.

Our Values

...that each child in the District of Columbia is given every opportunity to develop and grow into a healthy, caring and productive adult.

Our Mission

...to design strategies that consistently promote the importance of investing in our children and youth;

...to support the development of strategic alliances to strengthen the quality, quantity and accessibility of services and opportunities which foster the healthy development of children and youth;

...to create an evaluation framework designed to measure the effectiveness of individual programs and youth serving agencies throughout the District of Columbia.

Our Goals

...to create alliances that foster strategic and effective investment in children and youth;

...to ensure high quality programs and services for every child in DC;

...to create mechanisms to evaluate the effectiveness of our efforts.

Our Values

...public and private sectors in the community committed to invest in its children and youth;

...high quality programs and services available to children, youth and families;

...the existence of a "community of learning" throughout the city;

...parents and caregivers equipped and supported to be advocates and teachers for their children;

...the input and involvement of youth in all matters that concern them.

Research Problem

The Trust has been funding programs since 1999.

- Is our funding method an approach the most effective?
- Are we promoting good management practice with our funding approach? Are we helping the organizations that are providing the services or activities “plan, develop and improve” their programs or activities?
- Are we assisting organizations in setting clear outcomes and performance targets?
- Are we providing enough support around what it will about take to achieve those targets?
- Are we providing enough flexibility so that an organization can adjust or amend the targets/timetable/methods if their experience and learning demonstrate that to do so would be the right thing to do?
- Have we established a system of keeping the community of organizations informed positively about progress and learning?
- What are some of the “Best Practices” in the field around philosophy of investment?

The Trust plans to use the recommendations included in the final report to develop a new approach to funding.

Available background materials and data including past proposals, grant applications, and board minutes. The study team will have access to program staff and existing grantees to assist with the research process.

B. Department of Homeland Security

Client: Gary S. Becker, Senior Economist
Private Sector Office, Department of Homeland Security
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Gary.Becker@dhs.gov

The number of illegal aliens appearing in the labor force is one metric to measure how well our immigration policies are working. Other metrics include the number of people apprehended or detained. We can also use metrics to determine the efficiency of our operations.

Examining economic performance aspects is even a broader perspective and entails measuring the economic benefits of immigration and subtracting the costs of social services over the short and long runs.

A third area is to determine whether a company or group of companies are supporting and complying with national security requirements and that a company complying with these security requirements relating to border protection.

Rulemakings and economic analyses:

The Department of Homeland Security has proposed and implemented many rules that are designed to ensure the security of the Nation, while still being cost beneficial. Is the implementation of these numerous and varied measures demonstrations of success? Are there ways to measure the successes of these rulemakings? If so, what are they?

Budgetary Matters:

Given its appropriations, we can determine success by how effectively the Department is spending its money. How is it allocating its funding towards personnel, training, resources, and technology? Does this lead to a Department which functions on an increasingly coordinated and skilled fashion?

Privacy/Civil Liberties:

In addition to securing the homeland, the Department is also responsible for protecting the privacy and civil liberties of American citizens.

Since the USA PATRIOT Act became law, there has been increasing concern over these issues. How successful has the Department of Homeland Security been with protecting the rights of citizens while also ensuring that terrorists do not gain admission into the country?

Communications & Coordination:

When the Department was created, it marked the largest Federal reorganization since the creation of the Department of Defense. Another measure of success involves determining how effectively the Department can communicate between its components as well as other Federal entities. In this same vein, standards could be established to measure how successful the DHS has been in communicating and coordinating with State and local government as well as the private sector.

We encourage you to develop as much information as possible which may include more than the above listed items. Please feel free to use your logical and creative judgment in the development of this project. We hope that this mission will prove to be both challenging and rewarding.

The Department of Homeland Security is grateful to you for your efforts and ideas in helping make the United States of America a safer place for us all.

C. *Manna (nonprofit developer of affordable housing for homeownership)*

Client: Ryan Juskus, Advocacy Coordinator
Manna, DC
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rjuskus@mannadc.org
<http://www.mannadc.org/>

Manna's mission is to empower individuals, strengthen families and foster sustainable communities in Washington, DC by collaborating with stakeholders to create quality affordable housing for lower-income families, to support and train families both before and after they purchase their homes, and to foster community and economic development activities.

Manna:

- Renovates and builds affordable homes
- Educates first-time homebuyers
- Trains first-time homeowners to become community leaders
- Advocates for city/federal policies that support low-income families
- Manages affordable multi-family properties
- Provides mortgage counseling and services

Project Objective: Conduct research focusing on Manna homebuyers from the past 25 years and how they have used/not used the home equity that they've built.

Purpose: To understand/assess the impact of homeownership, particularly home equity, on the low-income persons Manna has served over the years. The findings will (hopefully) be used to support the Manna@25 campaign, a publicity and capital campaign celebrating Manna's 25th year in existence, by providing evidence that homeownership has given low-income families the opportunity to build assets and achieve greater financial stability.

Methodology: Locate and contact Manna homebuyers from the past 25 years. Ask them to fill out a simple questionnaire and/or conduct an interview to provide narrative. The ideal research project would balance quantitative statistical analysis with qualitative research/personal narrative that paints a picture of the true benefits of affordable homeownership.

Support for the researcher: The intern will be assisted by a Manna staff person who will provide guidance, background information and accountability to deadlines. The intern will have a basic knowledge of statistical analysis and/or survey work as well as the social sciences. A preliminary target number of surveys to be distributed is 425 and interviews to be conducted is 20. The survey will have a limited number of open-ended questions and a Manna staff person will assist with survey analysis.

Background: This study will elaborate on a study conducted in 2003 that showed that Manna-developed properties, as a whole, allowed owners to create \$50 million in home equity since Manna's inception. Over 850 homeowners have purchased Manna properties in the District of Columbia. Unless they have moved, all reside within the District.

D. National Council for Public-Private Partnerships, NCPPP

Client: Parker Williams
National Council for Public-Private Partnerships
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www.ncppp.org

Background

"Public-Private Partnerships" (PPP) refer to contractual agreements formed between a public agency and private sector entity that allow for greater private sector participation in the delivery of transportation projects.

Traditionally, private sector participation has been limited to separate planning, design or construction contracts on a fee for service basis – based on the public agency’s specifications.

Expanding the private sector role allows the public agencies to tap private sector technical, management and financial resources in new ways to achieve certain public agency objectives such as greater cost and schedule certainty, supplementing in-house staff, innovative technology applications, specialized expertise or access to private capital.

The National Council for Public-Private Partnerships (www.ncppp.org) advocates and facilitates the formation of public-private partnerships at the federal, state and local level to raise awareness of the means by which government and private industry can work together to provide the public with quality facilities and services in a cost effective manner.

NCPPP has requested a study of the provision of transportation infrastructure through public-private partnerships. Prof. Augustine has approached Prof. Jed Kee, who is teaching a course on public-private partnerships in Fall 07 for input on the approach to this project and to explore the possibility of offering students enrolled in both courses to pursue a joint project. Additional information should be available on the first night on class.

E. Environmental Engagement and Civic Engagement: Measuring Success

Client: T. Allan Comp, Ph.D., Director
U.S. Office of Surface Mining Clean Streams Program and the Appalachian Coal Country Watershed Team
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tcomp@osmre.gov
www.accwt.org

Problem: The ACCWT has 40+ full-time VISTA positions working with volunteer watershed groups in eight states. These groups are often the “action agents” in their small communities and their engagement in environmental cleanup often seems to lead to broader civic engagement in other issues in their community. Unfortunately, our evidence is all anecdotal. We need to search the literature, develop an approach to the appropriate questions and produce a clear public policy document that assists the ACCWT in strengthening the work of the team and its connections with other public agencies. The questions of the interface between citizens and their governments, how it’s done, and why they’re successful, are something we need to seriously explore.

Tasks: We might consider how to define success in these cases (a major challenge), what role leadership, or leadership development plays, and both if any, and what, mechanisms the communities have in place for formal or continued learning. Additionally, do they find inroads into working with a city manager or other government administrators? Does success in working with one agency lead to efforts to work with others? Is that opportunity there, and if it is, how do they find their way to those people? The contexts of these communities and their development are important so we can understand how rural community-based groups who felt ignored by other institutions overcame that challenge to mobilize and connect with the administrative structures of their place.

1. Initial literature survey
2. Thorough examination of the Quarterly Reports of watershed groups to the ACCWT, which begin in July of 03.
3. Detailed problem scoping and framing
4. Contacting informants and conducting survey or interviews
5. Presentation of concise and rigorous research results to client

What is the Appalachian Coal Country Watershed Team?

The Appalachian Coal Country Watershed Team was founded in 2002 by a partnership between VISTA and the Office of Surface Mining Clean Streams Program to *fight poverty and provide citizens with the assistance they need to make their own rural coal mining watershed community a cleaner, healthier, and safer place to live and work*. We coordinate and train up to 55 VISTA volunteers in eight states (AL, KY, MD, OH, PA, TN, VA, WV) who work with grassroots watershed groups to foster social and environmental change within their community. VISTA (Volunteers in Service to America), “the domestic Peace Corps,” provides full-time volunteers to community organizations to create and expand programs that ultimately bring low-income

individuals and communities out of poverty. To date, Watershed Team volunteers have recruited thousands of community volunteers who have collectively served over 90,000 hours. Together they have generated \$5.2 million in in-kind donations and more than \$3.3 million in grants and donations for host organizations across Appalachia. In addition, we provide regional training on capacity-building issues and accurate water quality monitoring.

Appalachian Coal Country encompasses eight primary states (AL, KY, MD, OH, PA, TN, VA, WV). Due to similarities in geography, geology, and history, the rural mountainous areas of these states share characteristics of economic hardship, environmental devastation, and cultural malaise. Watershed Team volunteers serve in areas with a history of pre-regulatory coal mining, where water pollutants such as Acid Mine Drainage and improper sewage disposal plague communities with poverty levels that average close to 14%. Our work within these communities is focused on 1) assisting host watershed groups with capacity building; 2) organizing watershed research and assisting with related project development; 3) facilitating watershed community education and outreach; and 4) supporting projects focused on economic development and/or cultural and historical celebration. In 2004, we were recognized with the Department of the Interior's Environmental Achievement Award for our work and were most recently awarded a National Summit of Mining Communities award for modeling outstanding partnership with governmental agencies. Additionally, our Director, T. Allan Comp, PhD, was recently honored with an esteemed Purpose Prize Fellowship.

F. DC Chamber of Commerce

Client: Janene D. Jackson, Esq., Senior Vice President, External Affairs
DC Chamber of Commerce
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Many workers in DC and elsewhere have no paid sick leave. As a result, they lose pay and risk being fired when caring for themselves or their family or they go to work sick or neglect the illness of a family member. An effort to provide relieve through legislation has gained support both nationally and locally. Legislation currently introduced to the Council of the District of Columbia, Bill 17-197, would require employers of the District of Columbia to provide up to 10 days sick leave to employees for physical and mental illness, preventive medical care, parental care of ill children, and absences due to domestic or sexual violence. The legislation is co-signed by all 13 members of the Council, but has not yet been through Committee-markup. Similar legislation has been introduced nationally and adopted in San Francisco.

The paid sick days bill would impose new costs on some D.C. businesses, as they start providing paid leave. Some national research shows that giving workers paid sick days also has financial benefits because workers are more productive there is less risk that other employees will get ill.

The D.C. Chamber of Commerce has asked for our assistance in analyzing the proposal. Their interests are two-fold: the impact on member businesses and the impact on the labor force that these businesses require. Many advocates are now pressing for passage of the legislation.

8. Guidelines for Report Writing and Presentation

The final report should be 30-40 pages in length, double-spaced (7,500 to 10,000 words), exclusive of attached tables, graphs and other appendix material.

1. *Identify your audience.* It is usually layered: The client is a decision maker or decision-making body. There is usually a staff audience as well. There may also be other audiences of peers of the client, media, and general public. Any document prepared for a public official must be assumed to be in the public domain. It is important to understand the client's/audience's technical competence level, how they may apply the information conveyed, and the institutional and policy/political context within which they work.
2. *Identify key messages and get your message straight.* It is important to focus on a few key points, targeted to the identified audience.
3. *Simplify your words – present in simple, non-technical language, which is free of scientific jargon.* Strip away everything that isn't essential in order to make the point as clearly as possible.
4. *Get the facts straight.* Spell names and things correctly. Organize evidence in a logical sequence. Double-check the accuracy of figures (especially those derived by calculation) and other information. Know where you're the sources of your data and other information. Exercise due diligence as to their credibility.
5. *Understand the importance of graphics -- photos, charts, illustrations.* In presenting data, especially in briefing papers or executive summaries, simplify tables and graphics to convey the essential message. Details can go into appendices. For each table or graphic, include a complete and accurate caption. Coordinate your report's text with the table or graphic to which it refers. Graphs and tables should tell a story in a way that makes it possible for the reader to quickly grasp its point without having had two semesters of advanced econometrics.
6. *Use academic citations sparingly.* "For Further Information" may be a useful appendix.
7. *Structure the report to help the reader follow your logic.* Use numbers and/or letters for headings and sub-headings to help the reader to understand the logical flow of your report. Include a table of contents and a list of figures or tables. (Note that Microsoft Word automates numbering of headings and headings, and the creation of tables of contents and lists of figures. If you have not learned how to use this functionality, this is a good time to do so.)
8. *Keep all pages identified.* Include page numbers on every page, as well as the final submission date and project title. Documents have a way of taking on a life all their own, and individual pages can become separated from the rest of the document.

The report should be organized (with some variations to fit the situation) as follows:

1. **The Executive Summary or Briefing Paper**

Busy clients will read the executive summary of a report or a briefing paper based on it, and if it is compelling, may read the entire report. So these documents should be brief, clearly written and free of jargon; and organized to present:

- The central problem that has been addressed, and its importance;
- Major recommendations, with
 - i. concise statements of the supporting findings and
 - ii. the reasoning behind each of them.

The executive summary or briefing paper should be able to “stand alone” as a basis for decisions.

It also provides the basis for the PowerPoint presentation, which should take approximately 15 minutes and 10-12 frames.

2. Introduction (The Problem)

This section orients the reader to the problem by providing background, describing the key characteristics of the institutional / environmental / legal / historical / other context, and describing and characterizing the problem. Explain why the client has asked for the research, and how the client could use the research to pursue the organization’s objectives. This may entail brief descriptions of any applicable laws, regulation, policy or management issues that are involved or have contributed to any of its dimensions. Remember, how the problem is framed greatly affects the kinds of responses that can be fashioned for it.

This section may also be used to describe how the study was conducted and provide a brief synopsis of the organization of the report.

3. Sections, as needed, to discuss salient aspects of the problem, findings and recommendations with respect to each.

These sections of the report provide the detailed analyses that support the executive summary’s findings and recommendations, which should be stated at the conclusion of each sub-section. The number of sections has to be tailored to fit the subject matter. The use of sub-headings and tables or graphics should be used where possible to provide appropriate historical or comparative information, and to simplify the presentation.

- a. *Establish the relevance of the research.* What could happen as a result of this research? It may be helpful to think about what would happen if this research were *not* performed. Why has the client asked for this research now? Why is it now on the organization’s agenda?
- b. *Describe the implications.* Explain the relevance of your research, focusing on how your research provides insight into the issue or can help the client to address the issue.

4. Appendices

Detailed descriptions of methodology, references, and tables containing large amounts of data should be placed in appendices unless they are essential to the discussion in the body of the report. Appendices may also contain acknowledgements, copies of relevant statutes, regulations, MOUs, etc., and drafts of new policy or management instruments designed to implement the recommendations.

9. Instructor Bios

Nancy Y. Augustine, Ph.D., is Senior Research Associate with the George Washington Institute of Public Policy at George Washington University. Her research interests focus on public finance, economic development, and a wide range of state and local economic policy and governance issues. Her main responsibilities are to assist policy research conducted through GWIPP, and pursue additional research and funding opportunities for herself and other researchers affiliated with GWIPP.

Dr. Augustine brings with her 10 years of experience as an urban planner at the local government level. Her responsibilities included intergovernmental relations, policy assessment, population forecasting, protection of environmental and cultural resources, comprehensive and strategic planning, as well as planning for immediate and future investments in transportation, parks, schools, public safety, information technology and overall capital expenditures for government operations. She has also conducted research in the areas of affordable housing, housing finance, and housing market trends. She received a Master of Urban and Environmental Planning from the University of Virginia in 1990, a Master of Arts in Economics from Georgetown University in 2000, and a Ph.D. in Public Policy (Urban Policy concentration) from the George Washington University in 2006. She also received her B.A. from George Washington.

home.gwu.edu/~nya/

Dr. Julia Friedman served as Chief Economist for the District of Columbia from December 1992 until her retirement on September 30, 2006. As Chief Economist and Deputy CFO for Revenue Analysis, she built a research program to describe and forecast the economy of the District and to forecast revenue from all tax and non-tax sources. These forecasts are the baseline for the annual budget and long-term financial plan. She also managed the preparation of hundreds of sworn testimonies and fiscal impact analyses of more than a thousand legislative proposals and special studies. As of 1996, these budgetary analyses are binding on all new legislation.

Friedman's work helped to shape D.C.'s fiscal recovery and emergence from a period of federal control that began in 1995 and lasted for 8 years. Guided by considerations of efficiency, revenue adequacy, equity, and other basic principles, her work deeply influenced the Tax Parity Act of 1999 and the GAO report of March 2003 that finds an annual "structural imbalance" in D.C. of roughly \$1 billion. And it affected many economic development policies such as Tax Increment Finance, the Way to Work legislation, the Convention Center, and the Ballpark. She received the Cafritz Award for Excellence in Government Service in 2000, the first year the award was given, and the public service award granted by the GWU chapter of Pi Alpha Alpha, graduate honorary society in Public Affairs, in 2006.

Prior to service in D.C., Dr. Friedman was assistant and associate professor of economics and department chair in the Department of Economics, Macalester College, St. Paul, Minnesota. While on leave from Macalester she served a Visiting Associate Professor at the Humphrey Institute of Public Affairs, University of Minnesota. In 1990/1991 she was the elected President of the Minnesota Economics Association. She was Visiting Assistance Professor of Economics at the University of Oregon in the 1970s.

Dr. Friedman received a Master's degree and PhD (1972) in Economics from the University of Oregon, following a BA (1965) in Mathematics from the University of Missouri. She was Vice President and a founding principal of Economic Consultants Northwest from 1974-1984.

<http://www.gwu.edu/~gwipp/faculty.htm#Friedman>

10. School of Public Policy and Public Administration Policies

The following policies have been recommended by the faculty of the School of Public Policy and Public Administration. These policies are in addition to the expectations and standards laid out in this syllabus. Please contact Prof. Augustine if you have any questions.

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director.

The grade of I (incomplete) must be changed by a date agreed on by instructor and the student but no later than the last day of the examination period for the fall or spring semester immediately following the semester or summer session in which the grade of I is assigned. An Incomplete that is not changed within this period automatically becomes an F. In cases of well-documented extenuating circumstances, an instructor and a student may jointly petition the director of the student's degree program for additional time in which to complete the work of the course. Such petitions should be submitted within the same period. The grade of I cannot be changed by reregistering for the course here or by taking its equivalent elsewhere, and remains on the student's permanent record even after the course has been successfully completed.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment.

3. Submission of Written Work Products after Due Date: Policy on Late Work

- a) It is the policy of the School that all work must be turned in by the assigned due date in order to receive full credit for that assignment, barring any extenuating circumstances.
- b) This policy does not apply to in-class examinations, which must be taken at the assigned time unless permission is received in advance from the instructor.

4. Attendance: Attendance is required. Should exceptional circumstances arise, students must contact the instructor prior to the class meeting to obtain an excused absence.

5. Academic Honesty: Please consult the "policies" section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity.

6. Changing Grades after Completion of Course: No changes can be made in grades after the conclusion of the semester.

7. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her discretion, change content and requirements at any time during the semester.

8. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 994-8250. Accommodations will be made based upon the recommendations of the DSS Office. Class sessions may be taped only in cases of documented necessity.

