

# USC Price

## *In Sacramento Master of Public Administration*

**Instructor:** Lois Takahashi  
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 weekly Zoom sessions  
**Contact Info:**  
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 (instructor will respond  
 within 48 hours)

### Course Description

PPD 546, the capstone experience for the Master of Public Administration, engages you in the integration and application of skills learned in the program through a real-time organizational consultation project. Through your work in the capstone project, you will hone and demonstrate these abilities that are identified as universal competencies for all accredited schools of public affairs and administration:

1. to lead and manage in the public interest;
2. to participate in, and contribute to, the policy process;
3. to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
4. to articulate, apply, and advance a public service perspective; and
5. to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

As the capstone course for the MPA, this course assumes that you have completed most of your core courses and management competencies. You should ordinarily be in or close to the final semester of your coursework. The emphasis will be on a practical application of theory, as you will work together with other students on a structured inquiry undertaken on behalf of a client organization identified and recruited by the course instructor.

**PPD 546, The Professional Practice of Public  
 Administration – MPA Capstone Course**  
**No spring break, but 5 wellness days (March 12, 23; April  
 7, 22, 30) where there is no class meeting, no classwork,  
 and no assignments**  
**4 units, Spring 2021**  
**Revised 1.25.21**

Class Contact Elements	Contact Hours
<ul style="list-style-type: none"> <li>• Three “live” online meetings with clients during three Friday, Saturday, Sunday weekends (see Blackboard group link for meeting schedule)</li> </ul>	4
<ul style="list-style-type: none"> <li>• “Live” online sessions during three three-day weekends (Zoom-powered sessions on Friday (6-8 pm Pacific), Saturday/Sunday (9 am-12 pm Pacific))</li> </ul>	20
<ul style="list-style-type: none"> <li>• Weekly “live” online sessions during weeks without weekend sessions, which will be recorded (Zoom-powered sessions on Wednesdays, 6 – 7 pm Pacific)</li> </ul>	7
<ul style="list-style-type: none"> <li>• Asynchronous activities (e.g., curated videos, instructor recordings, Journal entries and Discussion Board posts via Blackboard course page)</li> </ul>	20
<ul style="list-style-type: none"> <li>• Zoom-powered team check-ins (30-60 minute Zoom meetings for feedback, to be scheduled)</li> </ul>	5
Total contact hours	56

In the course, you will work individually and collectively to scope the problem facing the client, identify an appropriate study methodology, conduct research and collect data, analyze information collected, and develop findings and recommendations. You will produce a number of interim individual products all of which will contribute to development of a group project report that will be written in stages, with several revisions in response to instructor comment. You will meet periodically with the client, and deliver a final presentation of the capstone project to the client and any guests.

### **Learning Objectives**

By the end of this course, you will have honed these skills and gained these experiences:

- *Professional practice in public administration.* In a professionally written report, you will integrate the core competencies listed above in solving an organizational or management challenge for a client. Specific elements of integration include:
  - Assessing public service values. You will frame the problem with attention to public service values and the interests expressed by organizational and external stakeholders.
  - Mapping the organizational context. You will analyze the political, fiscal, and organizational context to identify constraints and opportunities for leadership in public/nonprofit governance.
  - Establishing analytic integrity and reasoning critically. You will design and implement a feasible and valid research approach and produce a report with analytic integrity and defensible findings.
- *Project management and teamwork.* You will polish project management skills to interact productively in complex and diverse organizational environments. You will manage teamwork and promote a constructive consulting relationship with the client. You will maintain appropriate contact with the client, working with the instructor, to communicate the team's findings and adapt to changes in the organizational and political environment within which the client operates. You will collaborate with other students to get the work done in an efficacious and fair manner.
- *Tradecraft.* You will apply and polish skills required for effective practice, including professional writing and briefing. You will write the final report iteratively, producing intermediate products and drafts. In addition, you will be required to present the results in a professional setting to the client.

**Prerequisites:** PPD 540 and PPD 545, and either PPD 542 or PPD 557

**Co-Requisite(s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** none

**Requirements:** completion of USC Waiver and Release of Liability Form (insert "PPD 546 course" as "the Event"), **signed, scanned, and submit via Blackboard course link by January 21 by 11:59 pm** – form is available at:

<http://risk.usc.edu/Portals/3/FORM%20WAIVER%20and%20RELEASE%20AGREEMENT.pdf?ver=2016-10-25-111648-067>

## Course Notes

Due to the continuing COVID-19 crisis, the class will be conducted online. The three, three-day (Friday, Saturday, Sunday) sessions in the months of February, March, and April will be used for scheduling 1-1.5 hour meetings with the team's client and for "live" course sessions via Zoom. There will also be live 1-hr weekly sessions online during the weeks without weekend sessions. All online class sessions except client meetings and office hours will be recorded and available on the Blackboard course page via the "USC Zoom Pro Meeting" link and the "Cloud Recordings" tab.

### *Team Project Fundamentals*

#### Recruitment of Clients and Assignment of Teams

You have been assigned to a project team that is charged with completing a public administration consultation project for an organizational client recruited by the instructor. The recruitment of clients and assignment of students to project teams mirrors how project assignment might proceed in a consulting organization or governmental evaluation agency. The instructor, acting in effect as the "principal," is responsible for initial project identification and composition of the consultation team. The instructor identifies a range of project opportunities that are broadly reflective of student specializations, however, there is no guarantee that you will be placed with a client in your specialization.

Once project assignments are made, you are expected to work with your team and the client. Your team should decide on one team member who will act as the liaison with the client, and only that client liaison should interact with the client. Should project workability or client issues arise, please contact the instructor as soon as possible. We will work out necessary adaptations, maintaining the integrity of the project and the project team. In extreme circumstances, or violations of academic integrity, or individual non-performance (lack of course or project progress) or when attempts to address workability issues do not succeed, the instructor reserves the right to reorganize teams and re-assign individuals in a way that will allow the project to proceed as well as possible.

Blackboard will serve as the primary online platform for the course with information, resources, links to video recordings of the "live" online course sessions, and lecture notes, and will be updated routinely. You are highly encouraged to monitor this site and contribute your own thoughts, ideas, readings and insights via the Journal Entries and Discussion Board posts. Course questions can be posted via the Zoom chat function during "live" sessions for rapid response by student colleagues or the instructor during the weekly Zoom sessions or via email for response by the instructor.

You are individually responsible for keeping up to date with the assignments and teamwork in accordance with the assignment instructions in this syllabus and on the Blackboard course site. Individual and team notes, documents, files, drafts, feedback, graphics and other course deliverables must be maintained in an orderly and comprehensive manner within each project on Blackboard or other project management platform, and may be reviewed by the instructor for evaluation (if you use a different project management platform than Blackboard, such as Google Docs, Basecamp, Microsoft Teams, etc, **please provide access to the instructor**).

**Please do not provide drafts/information to the client without advance approval from the instructor for any and all releases. Please do not share any information about the project (including project materials, team deliverables, or any other information) with anyone outside of the project team or client without express written consent by the client and instructor. Maintaining the integrity of the project and specifically, the client's confidentiality, by members of the student team is a critical term of agreement of this consultancy.** Failure to do so will constitute a breach of this course's requirements.

#### *Human Subjects Compliance and Review:*

You are expected to pursue your research ethically and in compliance with the university's codes regarding human subject protections. The USC University Park Institutional Review Board (USC IRB) is the review and compliance body formed to protect human subjects in biomedical and social science research at USC. It is empowered to review all research proposals, funded or not, which are conducted by the faculty, staff, graduate or undergraduate students, which involve the use of human subjects. Human subjects are defined as any living individuals about whom an investigator conducting research obtains (a) data through intervention or interaction with the individuals, or (b) identifiable private information. See the full description of the USC IRB at <https://oprs.usc.edu/irb-review/>. The mission of the Office of Culture, Ethics, and Compliance is accessed at <https://ooc.usc.edu/>.

The instructor is developing projects that will be defined as "not human subjects research" by the USC Institutional Review Board. For example, any interactions with individuals are expected to consist of expert interviews intended to collect information about organizations and other processes, not information about the respondent/person you interview or their personal opinions. Should you identify data collection methods that you choose to use that come under Institutional Review Board purview as human subjects research (e.g., asking about personal opinions), you will be expected to follow USC IRB review procedures under the supervision of the instructor.

#### **Technological Proficiency and Hardware/Software Required**

You will need to be able to access USC Blackboard, TurnItIn through USC Blackboard, LinkedIn Learning through the USC website, Zoom, and YouTube. Assignments will be submitted electronically using a two-step process: (Step 1) submit through TurnItIn link via the Content folder on the Blackboard course site, and add quotation marks and full citations for highlighted text passages, and (Step 2) submit through the appropriate Blackboard assignment link. If you need a refresher, there is a tutorial for Blackboard:

<https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>.

#### *Zoom Online Course Sessions*

The instructor will deliver "live" online sessions during the 3 three-day weekend class sessions and weekly during weeks without the weekend sessions via Zoom, starting on Wednesday of Week 1 (each week starts on the previous Friday). For the weekly online class sessions, you may view the recorded lecture anytime during the week after Wednesday. The Zoom recording is available via the Blackboard course site (click on "USC Zoom Pro Meeting" in the week's Content folder, or via the Tools link; click on "Cloud Recordings"). Please join the "live" weekend or weekly sessions online on your computer, tablet, or smartphone using the Zoom link available on the Blackboard course page;

computers are preferable so that you can view slides and documents shared onscreen, and participate in discussions.

You should follow the university's guidelines for appropriate use and handling of any course materials, including recordings (please see existing SCampus policies regarding class notes (<https://policy.usc.edu/files/2020/07/SCampus-Part-C-1.pdf>):

*“Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other usual non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.”*

In other words, please do not share any recordings of class sessions made by you or via Zoom with anyone outside of the class. Please do not share any recordings of team work. Violations of these policies will be met with the appropriate disciplinary sanction.

### **Required Readings and Supplementary Materials**

Please see complete course schedule for required readings and supplementary materials.

### **(N)etiquette**

This class will engage current events, and possibly controversial policies and sensitive topics, during the student consultation project. We will work to engage sensitive topics by (1) articulating our own political, ideological, or personal values (or “where we are coming from”) and understanding and clarifying how those frame our judgment of problems, methods, and recommendations; (2) relying on valid social scientific or scientific evidence to back up any claims we make; and (3) listening respectfully to differing viewpoints to promote understanding. Please remember to engage in all discussions with decorum and without ad hominem attacks on anyone, including class members or clients. Developing civil discussion strategies even when dealing with highly polarizing issues is a skill to develop in this class.

To help develop and hone this skill, you are required to use three steps for all questions or feedback provided by you in class discussions, with your team, via Discussion Board posts, and in interactions with your client:

- (1) identify strengths, elements you found engaging or useful in the draft, comment, or feedback provided by a team mate, class mate, or client,
- (2) provide questions you have, identify gaps you found, or show problems that you see, and
- (3) for each question, gap, and problem you identify, you MUST provide at least one solution (if you provide a question, gaps, or problem but not solution, you will have points deducted, and more importantly, you are not developing your engagement skills!).



## Description and Assessment of Assignments

- **Asynchronous Tasks:** Asynchronous tasks are those that do not take place with others present, or “live” with the instructor. These tasks can be completed at any time during the week for submission by the due date. There are two types of asynchronous tasks that are graded in this class: Journal Entries and Discussion Board posts.
  - **Journal Entries (Variable due dates via Blackboard Discussion Groups; see Course Schedule, 10% of the final course grade):** Journal entries are individual non-public reflections of the week’s readings, lectures, and assignments (only you and the instructor can see these entries). They provide a way for you to document your thinking about the issues, the skills you are learning, and questions that emerge as the class and project proceed. This also gives you the opportunity to let the instructor know of any issues and challenges during the class, including with your team; the instructor will provide feedback to weekly journal entries.
    - **Step 1: review the prompt on the lecture notes/syllabus/weekly recording for the week’s journal entry as a way to start thinking about your journal entry and consider the following questions: what are you learning?, what is confusing?, what is surprising?, how is the class working for you?, how is the team working together?**
    - **Step 2: write a draft journal entry in a word processing program that addresses your thinking from Step 1**
    - **Step 3: check the draft journal entry for spelling and grammatical errors and read the entry aloud to yourself to make sure that it makes sense**
    - **Step 4: submit your journal entry to the link “Weekly journal entries on the readings, lectures, and assignments” on the Blackboard course page, and use the “create new journal entry” button; do not forget to “submit” (do not submit under the “group” journal entry, that journal entry is for your team’s internal discussions)**

Name Journal Grading Rubric

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Topic and Reflection</b>  <b>Weight</b> <b>90.00%</b>	<b>0.00 to 79.99 %</b> * topic does not match syllabus * no reflection	<b>80.00 to 89.99 %</b> * topic somewhat matches syllabus * some reflection	<b>90.00 to 100.00 %</b> * topic matches syllabus * reflection is insightful
<b>Grammar and Spelling</b>  <b>Weight</b> <b>10.00%</b>	<b>0.00 to 79.99 %</b> * more than 1 spelling error * more than 1 grammatical error	<b>80.00 to 89.99 %</b> * 1 spelling error * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

- O **Discussion Boards (Variable due dates via Blackboard Discussion Groups; see Course Schedule, 5% of the final course grade):** Your initial posts to the Discussion Board provide a way for you to reflect on the readings, case studies, and to provide feedback on drafts submitted by other teams and students. There are three required elements for all replies/responses provided via Discussion Board posts: (1) identify strengths, elements you found engaging, useful, or interesting, (2) provide questions, identify gaps, show problems that you found, and (3) for each question, gap, and problem you identify, you MUST provide at least one solution (if you provide a question, gaps, or problem but no solution, you will have points deducted). An ideal way to submit your posts is to write them in a word processing program (please spell check and read aloud the text to yourself before submitting), and then cutting and pasting the text into the Blackboard Discussion Board course site. You should post responses or feedback and reply to questions/posts by other students in the class to your post using rational, evidence based arguments. You will also post supportive feedback, comments, and suggestions regarding other teams' PowerPoint slide decks via the Discussion Board course site.
- **Step 1: review the prompt on the syllabus/lecture recordings/Blackboard course page link as a place to start thinking about the week's Discussion Board, and provide an initial post (individual) or post the team's work (for team submissions, only one team member should post the team work on the Discussion Board on behalf of the other team members); if you are submitting a draft, you may either upload the document or cut and paste directly into the Discussion Board**
  - **Step 2: for individual posts, use a word processing program to write a draft initial post that addresses Step 1, to respectfully reply to another student's post, or to respectfully respond to another student's reply (remember to start**

with strengths, and then for every question or gap you identify, you are required to provide at least one solution/option)

- **Step 3: check the draft post, reply, or response for spelling and grammatical errors and read the post, reply, or response aloud to yourself to make sure that this makes sense**
- **Step 4: submit your initial post, respectful reply, or respectful response to the Discussion Board link for the specific week on the Blackboard course page; do not forget to “submit”**

Name Discussion Board Grading Rubric

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Complete and Supportive Replies Postings</b>  <b>Weight 90.00%</b>	<b>0.00 to 79.99 %</b> * initial post missing * reply to at least one other student's initial post missing or not supportive * response to student reply missing or not respectful	<b>80.00 to 89.99 %</b> * initial post somewhat addresses the topic in the syllabus * supportive reply without new insights to another student's initial post * respectful response to student reply lacking in detail	<b>90.00 to 100.00 %</b> * initial post that addresses the topic in the syllabus * supportive reply to at least one other student's initial post * respectful response to student reply
<b>Grammar and Spelling</b>  <b>Weight 10.00%</b>	<b>0.00 to 79.99 %</b> * more than 1 spelling error * more than 1 grammatical error	<b>80.00 to 89.99 %</b> * 1 spelling error * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

- **Team Communications and Organization Assignments (Due by Week 02, Sunday, January 24 by 11:59 pm Pacific, 10% of your final course grade. Please consolidate the two files into one Word document and submit using the two step procedure for this class (the links are in the week’s Content folder on the Blackboard course page): (step 1) submit to TurnItIn link in Blackboard Content folder, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment in the same Content folder). Your team will collectively complete two Team Documents (from the LinkedIn Learning tutorial): (1) “Is and Is Not” to bound the proposed scope of the project, and (2) “Team Charter” to outline roles and responsibilities among the team members. Format: 3 page maximum with full and complete citations, if needed.**
  - **Step 1: view the LinkedIn Learning tutorials on “Foundations of High Performing Teams”, “Essentials for Strong Team Communication”, and “Modes of Team**

Communication” available at <https://www.linkedin.com/learning/communication-within-teams/establish-a-team-charter?u=76870426>

- **Step 1a:** for additional hints please see Becoming an Active Listener: <https://www.linkedin.com/learning/coaching-and-developing-employees-4/becoming-an-active-listener?u=76870426> (e.g., think about “WAIT — Why Am I Talking?”)
- **Step 1b:** for additional hints please see Managing Difficult Personalities: <https://www.linkedin.com/learning/managing-teams-3/managing-difficult-personalities-on-your-team?u=76870426> (e.g., “empathize” and “keep your emotions in check”)
- **Step 2:** decide on a team working platform (e.g., Google Docs, Microsoft Teams, Box, Dropbox, etc) so that everyone on the team has access to all team documents; please provide access to the platform to the instructor (lmtakaha@usc.edu)
- **Step 3:** work with your team to complete the “Is and Is Not” document (available via the LinkedIn Learning site as a download, or via the Blackboard course site in the week’s Content folder), using the description of the project available on the Blackboard course site and publicly available information on the organization, its mission, and any other relevant information, and your meeting with the client
- **Step 4:** work with your team to complete the “Team Charter” (available via the LinkedIn Learning site as a download) by discussing as a team the ways you will communicate with one another, the roles and responsibilities for each team member (please identify a client liaison for the team), and procedures for conflict resolution
- **Step 5:** consolidate the two documents into one Word document, and check the draft for spelling and grammatical errors, read the document aloud to yourself to make sure that the document makes sense
- **Step 6:** submit the document to the TurnItIn link available in the week’s Content folder, review the similarity index and highlighted text, make sure that all highlighted text (except for any citations) have quotation marks and a full citation including page numbers
- **Step 7:** submit the corrected document via the Assignment link available in the week’s Content folder on the Blackboard course page

Name Team Communications and Organization

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b> <b>Weight</b> <b>80.00%</b>	<b>0.00 to 69.99 %</b> * scope of project does not align with client project description * roles and responsibilities not defined	<b>70.00 to 89.99 %</b> * scope of project aligns mostly with client project description * roles and responsibilities defined, but could be strengthened	<b>90.00 to 100.00 %</b> * scope of project builds on client project description * roles and responsibilities clearly defined
<b>Spelling and Grammar</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * more than 1 spelling error * more than 1 grammatical error	<b>70.00 to 89.99 %</b> * 1 spelling error * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

- **Individual Literature Review Memo (Due by Week 03, ~~Sunday, January 31~~ **Wednesday, February 3** by 11:59 pm Pacific, 20% of your final course grade. Please submit using the two step procedure for this class (the links are in the week's Content folder on the Blackboard course page): (step 1) submit to TurnItIn link in this week's Content folder, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link in the same Content folder). In this individual memo, you will work with your team to identify a list of relevant research publications (i.e., articles from peer-reviewed research journals, technical reports from research "think-tanks" or government agencies, or widely cited research books). Please do NOT use popular media sources (e.g., news or newspapers, magazines, Wikipedia, or other non-peer-reviewed sources, including reports or briefs from advocacy organizations). The team should organize the list by theme/topic/issue/methods, and distribute the list among the team members, so that each member has at least 10 research publications to review. The individual literature review memo should NOT be an annotated bibliography (an annotated bibliography is a list of sources with separate summaries).<sup>1</sup> Your individual literature review should synthesize the 10 sources, and the narrative should identify common themes across the sources. Format: 2 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, memo format, with full and complete citations.**

<sup>1</sup> Examples of annotated bibliographies (your literature review should NOT look like this): [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

- **Step 1:** review the “Is/Is Not” document and the description of the client project; review notes from the first client meeting to identify 2-3 possible problem/issue foci/themes
- **Step 2:** use USC Library (<https://libraries.usc.edu/databases>) or Google Scholar to search for research studies on the identified problem/issue focuses; identify highly cited research studies relevant for the identified problem/issue foci from Step 1
  - **Step 2a:** organize the research studies by theme or topic or category before assigning/volunteering team members for themes/topics/categories
  - **Step 2b:** divide up the list of research studies among the team members to reduce duplication and overlap, so that each team member has at least 10 research publications to review (no team member should have fewer than 10 publications)
- **Step 3:** review the 10+ articles/reports/books assigned to you by your team, and be sure to create a complete citation list in the appendix (which does not count for your page limit); Endnote is available for all USC students, and can be used to link with Word to automate citation listings (go to this link for information about how to use the online version of Endnote, which can be linked to Word: <https://libguides.usc.edu/c.php?g=293768&p=1956921>); I have also uploaded a brief tutorial on how to use Endnote online
- **Step 4:** use the themes identified in Step 1 and in your review of the publications to summarize the relevant arguments, empirical findings, or results across the 10 sources assigned to you by your team; each theme section should include results and/or arguments across the 10+ sources (i.e., do NOT list articles/sources in each theme section)
- **Step 5:** put these sections (summaries by theme) into the memo format (for a sample memo format, see [https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/memos/sample\\_memo.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html))
  - **Step 5a:** use descriptive subheadings for each section
  - **Step 5b:** make sure to include quotation marks for text that you have taken from existing sources and provide a complete citation as a footnote or endnote
- **Step 6:** write an Executive Summary that summarizes the most important “takeaways” of the memo (hint: the reader should be able to understand the most important findings from your review of these sources from the Executive Summary) and insert as the first section after the “To: “ section; write a subject line to the memo that summarizes the Executive Summary (hint: the reader should be able to read the subject line and the Executive Summary and understand exactly what you are proposing without reading the rest of the memo)
- **Step 7:** check the draft memo for spelling and grammatical errors and read the memo aloud to yourself to make sure that the memo makes sense
- **Step 8:** submit the memo to the TurnItIn link available in the week’s Content folder on the Blackboard course page, review the similarity index and highlighted text, make sure that all highlighted text (except for any citations) have quotation marks and a full citation including page numbers

- o **Step 9: submit the corrected memo via the link available in the week's Content folder on the Blackboard course page; you must complete both steps to fully submit your memo**

Name Literature Review Memo

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b> <b>Weight</b> <b>60.00%</b>	<b>0.00 to 69.99 %</b> * fewer than 8 research sources are reviewed * memo does not provide description of research * executive summary includes only background of problem	<b>70.00 to 89.99 %</b> * 8-9 research sources are reviewed * memo is descriptive (reports findings by source and not by theme) * executive summary includes some "takeaways"	<b>90.00 to 100.00 %</b> * 10 research sources are reviewed * memo is evaluative and reports findings by theme (is NOT an annotated bibliography) * executive summary includes most important "takeaways"
<b>Memo Format</b> <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * some required elements are missing * subheadings are not used consistently * citations are incomplete or inconsistent in style	<b>70.00 to 89.99 %</b> * most required elements are included * subheadings are used, but could be more descriptive * citations are mostly complete and consistent in style	<b>90.00 to 100.00 %</b> * all required elements are included * subheadings are effectively used * citations are complete and consistent in style
<b>Spelling and Grammar</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * more than 1 spelling error * more than 1 grammatical error	<b>70.00 to 89.99 %</b> * 1 spelling error * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

- **Team Prospectus Memo (Due by Week 05, Sunday, February 14 by 11:59 pm Pacific, 10% of your final grade. Please submit using the two step procedure for this class (the links are in the week's Content folder on the Blackboard course page): (step 1) submit to TurnItIn link in the week's Content folder, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link in the same Content folder).** In this team memo, you and your team will provide a problem statement, preliminary study design (including proposed data to be collected and analysis plan) that will be used to address the problem/resolve the issue, and a work plan/timeline that identifies specific tasks required to produce the final products (final report, 3-4 page briefer, PowerPoint/PPT slide deck, final client presentation). After receiving comments from the instructor, the team will revise the team prospectus, and the team liaison will share the prospectus with the client for feedback and revisions. The date that the prospectus is emailed to the client will depend on the revisions identified by the instructor. The client may also ask for revisions to the prospectus, which the team should complete, and then share the revised final prospectus with the instructor before returning to the client for final approval. Format: 5 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, memo format, with full and complete citations.
  - **Step 1: use the Team Charter to devise plan for collecting information and writing the prospectus**
  - **Step 2: with your team, generate a clear and concise problem statement that addresses the client's needs; consolidate the best parts of the individual literature reviews to write the background section for the problem statement**
  - **Step 3: using your previous course work in PPD 542 or PPD 557, generate a project study design that directly addresses the problem statement and includes: measures or metrics of outcomes of interest, data collection tools or existing data sources, how you will collect or obtain/validate the data, how the data will be analyzed**
  - **Step 4: create a timeline and chart for project completion, also called a Gantt chart, these can be created in Excel:**
    - **Use "Create Gantt Chart" button:**  
<https://www.linkedin.com/learning/search?keywords=gantt%20chart%20excel&u=76870426>
    - **Use "Set up a basic Gantt chart in Excel" button:**  
<https://www.linkedin.com/learning/search?keywords=gantt%20chart%20excel&u=76870426>
    - **The collaboration platform Miro has a Gantt Chart template:**  
<https://miro.com/templates/gantt-chart/>
  - **Step 5: put these sections (problem statement, background, preliminary study design, project timeline) into the memo format; use descriptive subheadings for each section; include the Gantt chart in the appendix; make sure to include quotation marks for text that you have taken from existing sources and provide a complete citation as a footnote or endnote**
  - **Step 6: write an Executive Summary that summarizes the most important "takeaways" of the memo (hint: the reader should be able to understand the most important findings from the Executive Summary) and insert as the first section after the "To: " section; write a subject line to the memo that summarizes the Executive**

**Summary (hint: the reader should be able to read the subject line and the Executive Summary and understand exactly what you are proposing without reading the rest of the memo)**

- **Step 7: check the draft memo for spelling and grammatical errors and read the memo aloud to yourself to make sure that the memo makes sense**
- **Step 8: submit the document to the TurnItIn link available in the week's Content folder, review the similarity index and highlighted text, make sure that all highlighted text (except for references) have quotation marks and a full citation including page numbers**
- **Step 9: submit the corrected document via the link available in the week's Content folder**
- **Step 10: after receiving instructor feedback, and making any corrections, email to the client (and cc instructor) for any client feedback/comments**
- **Step 11: after receiving client feedback, make final corrections, and email to the client (and cc instructor) for final client approval of the prospectus**

Name Team Prospectus Memo

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b> <b>Weight</b> <b>60.00%</b>	<b>0.00 to 69.99 %</b> * problem statement is unclear or confusing * literature review is not linked well to problem statement or study design * study design does not directly address problem statement or is difficult to understand * timeline for project completion is too ambitious * executive summary includes only background of problem	<b>70.00 to 89.99 %</b> * problem statement is solid but could be more clearly defined * literature review is informative but does not motivate study design * study design is mostly appropriate to the problem statement and mostly easy to understand * timeline for project completion is mostly feasible * executive summary includes some "takeaways"	<b>90.00 to 100.00 %</b> * concise problem statement * literature review is concise and relevant * study design is appropriate to the problem statement and easy to understand * timeline for project completion is feasible * executive summary includes most important "takeaways"
<b>Memo Format</b> <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * some required elements are missing * subheadings are not used consistently * citations are incomplete or inconsistent in style	<b>70.00 to 89.99 %</b> * most required elements are included * subheadings are used, but could be more descriptive * citations are mostly complete and consistent in style	<b>90.00 to 100.00 %</b> * all required elements are included * subheadings are effectively used * citations are complete and consistent in style
<b>Spelling and Grammar</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * more than 1 spelling error * more than 1 grammatical error	<b>70.00 to 89.99 %</b> * 1 spelling error * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

- **Individual Preliminary Data Collection and Analysis memo (Due by Week 09, Monday, March 15 by 11:59 pm Pacific, 20% of your final grade. Please submit using the two step procedure for this class (the links are in the week’s Content folder on the Blackboard course page): (step 1) submit to TurnItIn link in Content folder, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link in the same Content folder).** In this individual memo, you will use your study design to organize an update on the data you have collected, a preliminary analysis of the data collected, and an update on any challenges encountered and strategies engaged to address the challenges. Format: 2 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, memo format, with full and complete citations.
  - **Step 1: summarize the study design from your team prospectus; using this design, summarize the progress you have made compared to your prospectus timeline/Gantt chart (are you on schedule?), and team roles and responsibilities (are you engaging with your team in the ways you all agreed?)**
    - **Step 1a: describe the data you have collected, and describe what data still need to be collected**
    - **Step 1b: describe any preliminary analysis you have conducted, and describe the analysis that still needs to be completed**
  - **Step 2: put these sections (data collection, analysis, timeline) into the memo format; use descriptive subheadings for each section; make sure to include quotation marks for text that you have taken from existing sources and provide a complete citation as a footnote or endnote**
  - **Step 3: write an Executive Summary that summarizes the most important “takeaways” of the memo (hint: the reader should be able to understand the most important findings from the Executive Summary) and insert as the first section after the “To: “ section (hint: the reader should be able to read the subject line and the Executive Summary and understand exactly what you are proposing without reading the rest of the memo)**
  - **Step 4: check the draft memo for spelling and grammatical errors and read the memo aloud to yourself to make sure that the memo makes sense**
  - **Step 5: submit the document to the TurnItIn link available in the week’s Content folder, review the similarity index and highlighted text, make sure that all highlighted text (except for any citations) have quotation marks and a full citation including page numbers**
  - **Step 6: submit the corrected document via the Assignment link available in the week’s Content folder**

Name Preliminary Data Collection and Analysis Memo

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b> <b>Weight</b> <b>60.00%</b>	<b>0.00 to 69.99 %</b> * study design description should be summarized for most important elements * data collection and analysis summary is confusing * executive summary includes only background of problem	<b>70.00 to 89.99 %</b> * study design description is informative but could be shortened * data collection and analysis summary is mostly clear * executive summary includes some "takeaways"	<b>90.00 to 100.00 %</b> * study design description is concise * data collection and analysis summary is clear * executive summary includes most important "takeaways"
<b>Memo Format</b> <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * some required elements are missing * subheadings are not used consistently * citations are incomplete or inconsistent in style	<b>70.00 to 89.99 %</b> * most required elements are included * subheadings are used, but could be more descriptive * citations are mostly complete and consistent in style	<b>90.00 to 100.00 %</b> * all required elements are included * subheadings are effectively used * citations are complete and consistent in style
<b>Spelling and Grammar</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * more than 1 spelling error * more than 1 grammatical error	<b>70.00 to 89.99 %</b> * 1 spelling error * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

- **Team Outlines of Three Final Deliverables (Due by Week 12, Sunday, April 4 by 11:59 pm Pacific, 10% of your final grade. Please submit using the two step procedure for this class (the links are in the week's Content folder on the Blackboard course page): (step 1) submit to TurnItIn link in Content folder, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link in the same Content folder). In these team outlines, you and your team will provide outlines/frameworks for the three final products (final report, 3-4 page briefer, PowerPoint/PPT slide deck, final client presentation). Format: final report: please see sample**

reports for sample format (there are no page limits on the final report), briefer: 4 page maximum, slide deck: 10 slide maximum with full and complete citations.

- **Step 1: review samples of final reports, briefers, and slide decks on Blackboard course page under Content tab**
- **Step 2: with your team, generate an outline for the final report, draft frameworks for the briefer and slide deck using the prospectus as a guide; please use .docx file formats**
  - **Step 2a: for the final report outline, please include table of contents, table of tables, table of figures, appendix content list, as well as any draft sections, tables, figures, that are available**
  - **Step 2b: for the briefer (4 page maximum) and slide deck (10 slide maximum), please provide the subheadings/slide titles on each page, and any content that is available**
- **Step 3: check the drafts for spelling and grammatical errors**
- **Step 4: submit the documents to the TurnItIn link available in the week's Content folder, review the similarity index and highlighted text, make sure that all highlighted text (except for any citations) have quotation marks and a full citation including page numbers**
- **Step 5: submit the corrected documents via the Assignment link available in the week's Content folder**

Name Team Outlines of Three Final Deliverables

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b> <b>Weight</b> <b>60.00%</b>	<b>0.00 to 69.99 %</b> * final report outline missing many elements * * briefier and slide deck outlines missing many subheadings or slide titles on each page/slide	<b>70.00 to 89.99 %</b> * final report outline missing some elements * * briefier and slide deck outlines missing some subheadings or slide titles on each page/slide	<b>90.00 to 100.00 %</b> * final report outline includes table of contents, table of tables, table of figures, appendix content list, and any draft sections * * briefier and slide deck outlines include subheadings or slide titles on each page/slide
<b>Deliverables Format</b> <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * only 1 outline is included * * outlines and drafts show little progress on project * * citations are incomplete or inconsistent in style	<b>70.00 to 89.99 %</b> * 2 outlines are included * * outlines and drafts show some progress on project * * citations are mostly complete and consistent in style	<b>90.00 to 100.00 %</b> * all 3 outlines are included * * outlines and drafts show progress on project * * citations are complete and consistent in style
<b>Spelling and Grammar</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * more than 1 spelling error * * more than 1 grammatical error	<b>70.00 to 89.99 %</b> * 1 spelling error * * 1 grammatical error	<b>90.00 to 100.00 %</b> * no spelling errors * * no grammatical errors

- **Client Presentation and Meetings (Weeks 02, 08, 15; please see Blackboard Groups tab for meeting schedule).** Client meetings enable you to clarify any questions, receive confirmation about strategies and the plan, and to consult if there are any obstacles or changes in the prospectus. Project presentations enable you to think over the way in which you present yourself and your team’s accomplishments to an audience, consider ways in which feedback may be solicited in advance and incorporated fully in any final product, and engage your client in meaningful dialogue around substantive issues and processes. Academic review of your project and presentation allows for the comparison of styles, levels of engagement, depth of analysis and variances of research methods which influence the achievements in each project. Planning and practicing your presentation in advance, learning both respectful and appropriate ways to help

confirm you are communicating in a completely professional manner and judging your setting and audience to adjust your plans in real time for a live presentation format, help you develop stronger analytic and communications skills. All team members are required to attend, and fully participate in the presentation to the client. Format for final presentation: 10 slides maximum (with title slide with all team member names, project title, client name, date of presentation), and end page with all team member names and emails, 20 point font, footnotes on each slide can be 12 point font

- **Step 1: with the team, prepare for the meeting or the presentation**
  - **Step 1a: for client meetings, review the client statement of the problem, review the client website (mission, programs, goals/objectives, organizational structure)**
  - **Step 1a: for client presentations, with the team, use the draft outline for the PowerPoint slide deck as the starting point, and add the most important elements of the project**
- **Step 2: with the team, prepare any documents or slide decks for the meeting/presentation**
  - **Step 2a: for client meetings, prepare briefing document as memo (should be 1 page maximum) either with proposed scope of work or progress update**
  - **Step 2a: for client presentation, slide deck should include the following steps:**
    - create title page including project title, client name, date, student team member names and affiliation (USC Price School of Public Policy, Sacramento)
    - create end page with student team member names (and photos if available) and email contact information
    - content slides should provide most important concept/results using 20 point font
- **Step 3: all team members are required to present; practice using Zoom or Microsoft Teams; schedule practice session with instructor prior to client presentation**

- **Final Report, Project Briefer, Final PowerPoint Slide Deck (Due Finals Week, Wednesday, May 5 by 11:59 pm Pacific, 15% of your final grade. Please submit using the two step procedure for this class (the links are in the week's Content folder on the Blackboard course page): (step 1) submit to TurnItIn link in Content folder, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link in the same Content folder).** The team will consolidate the combined individual literature reviews, and data collection and analysis memos, and the team prospectus and outlines to create a team final report, with all sections complete (including title page, executive summary, table of contents, table of figures, table of tables, figures, tables, references, and appendices as appropriate). The team will develop the 3-4 page briefer to highlight the most important takeaways from the project, including a summary of the findings and recommendations. The team will revise if needed the PPT slide deck to incorporate any questions/feedback from the client (including correcting any errors).

- **Step 1: using comments from instructor on outlines/frameworks, and comments/feedback from client final presentation, complete final report, briefer,**

and PowerPoint slide deck; please use .docx formats for the final report and briefer and .pptx for the slide deck (to facilitate instructor feedback)

- **Step 1a:** for the final report, please make sure to include completed table of contents, table of tables, table of figures, appendix content list, in addition to report sections, tables, figures
- **Step 1b:** please remember to include an Executive Summary that highlights the most important “takeaways” from the report at the beginning of the final report document (hint: the reader should be able to understand the most important findings from the Executive Summary)
- **Step 1c:** for the briefer (4 page maximum) and slide deck (10 slide maximum), please make sure that they are in alignment with the final report content
- **Step 2:** check the documents for spelling and grammatical errors
- **Step 3:** submit the documents to the TurnItIn link available in the week’s Content folder, review the similarity index and highlighted text, make sure that all highlighted text (except for any citations) have quotation marks and a full citation including page numbers
- **Step 4:** submit the corrected documents via the Assignment link available in the week’s Content folder
- **Step 5:** the instructor will provide comments and feedback by Saturday, May 8. The team should review and revise the final deliverables to respond to the comments and feedback. After reviewing for spelling and grammatical errors, and formatting, the deliverables should be saved in PDF format. The team’s client liaison should deliver the final package in PDF format via email to the client (and cc the instructor) during the week of May 10-14, 2021.

Name Final Report, Project Briefer, PowerPoint Slide Deck

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b> <b>Weight</b> <b>60.00%</b>	<b>0.00 to 69.99 %</b> * findings do not address problem statement, and are missing elements from team prospectus * executive summary does not focus on most important project "takeaways"	<b>70.00 to 89.99 %</b> * findings mostly address problem statement, and include most elements in team prospectus * executive summary includes many elements from project, but should be focused more on most important "takeaways"	<b>90.00 to 100.00 %</b> * findings address problem statement, and include all elements in team prospectus * executive summary includes most important "takeaways" from project
<b>Format</b> <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * many elements are missing in final report, briefer, slide deck * briefer and slide deck do not align well with final report format and content * citations are incomplete and inconsistent in terms of style	<b>70.00 to 89.99 %</b> * most required elements are included in final report, briefer, slide deck * briefer and slide deck mostly align with final report format and content * citations are mostly complete and mostly consistent in terms of style	<b>90.00 to 100.00 %</b> * all required elements are included in final report, briefer, slide deck * briefer and slide deck align with final report format and content * citations are complete and consistent in terms of style
<b>Spelling and Grammar</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 to 69.99 %</b> * more than 1 spelling error per product * more than 1 grammatical error per product	<b>70.00 to 89.99 %</b> * 1 spelling error per product * 1 grammatical error per product	<b>90.00 to 100.00 %</b> * no spelling errors * no grammatical errors

## Grading Scale

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Course Format, Policies, and Expectations

Weekly assignments are structured on a Friday to Thursday format, as the spring session starts on Friday, January 15 and ends on Friday, April 30. We will have “live” online sessions via Zoom on three two-day weekends and weekly Wednesdays starting at 6 pm Pacific. You should attend the weekend Zoom sessions “live”; for the weekly “live” sessions, you may attend “live” or view the recordings once they are available as many times as needed.

Other guidelines include:

- Assignments are due no later than 11:59 p.m. in the Pacific Time zone on the day that is due, usually Sundays, except where otherwise noted in the course schedule.
- Label all files: lastname\_assignmentname.docx (e.g., takahashi\_literaturereview.docx) or teamname\_assignmentname.pptx (e.g., teamname\_finalpresentation.pptx)
- All submitted assignments should be in Microsoft Word or PowerPoint format, unless otherwise indicated.
- Memos must be single-spaced with 12 point font, with 1-inch margins, and must abide by the maximum page limits. If you are unfamiliar with memo format, please see this guidance from the USC Library: <https://libguides.usc.edu/writingguide/policymemo>.
- PowerPoint slide decks must not exceed 10 slides including title (the title page should include the title of the project, the team member names, and the name of the class) and end slide (the end slide should include email contact information), and must use at least 20 point font. Footnotes may use 12 point font.
- All written memos and final deliverables should include page numbers and proper labeling of all tables and figures.
- Please use APA style for citations; Endnote online is available for all USC students (<https://libguides.usc.edu/c.php?g=293768&p=1956921>); the USC Library has a citation tool built into the article search engine; another useful tool is the Purdue OWL site, and its citation tool: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

- Please avoid use of non-academic or non-governmental material found on the internet (e.g., Wikipedia, sites that advocate for positions without evidence, and most news sources should be avoided).
- Students who need help with grammar or style are encouraged to make use of a web-based grammar application such as Grammarly (<https://www.grammarly.com/>) or make an appointment with the USC Writing Center (<https://dornsife.usc.edu/writingcenter/individual-appointments/>).

***There is a required two-step submission process for all written assignments in this course:***

**Step 1. Submit your individual or team assignment via the TurnItIn link in the week's Content folder:**

- TurnItIn will highlight text that has been found to be drawn from another source.
- Please make sure that text highlighted by the TurnItIn tool has quotation marks at the beginning and end of the text passage and that you provide a full and complete citation (please include page numbers; please use APA format).
- If there is text highlighted by TurnItIn for which you do not provide quotation marks (this includes lists that you have taken from existing sources), then the assignment will be considered to be a potential instance of plagiarism/academic dishonesty and will be reported to the main campus (see more on academic dishonesty at the end of the syllabus).

**Step 2. Submit your corrected individual or team assignment via the Blackboard Assignments link for that specific assignment in the same Content folder:**

- Please make sure to allow sufficient time to submit in the event of any issues with the online platform (in other words, do not wait until 11:55 pm on the due date to submit!).
- Submitting early is recommended!

### **Grading Timeline**

Assignments will be reviewed and graded by the Wednesday following the due date, except for the final deliverables, which will be graded during finals week after the presentation to the client.

### **Grading Policies**

#### *Late Assignments*

**NO assignments are accepted after their due dates.**

It is ASSUMED that all students will work toward an early completion of internal, group components in furtherance of the completed assignment being turned in on time. **Repeated and/or egregious individual failures to meet internal team deadlines for component assignments will be judged by the instructor as an incomplete assignment by the individual.**

In some rare instances, including the demands of participating in a USC Price School International Laboratory during overseas travel periods or documented Active Duty military deployments, individual students have had trouble providing on time contributions to team assignments. Please be aware that outside demands on a team member's time commitment, which may affect the Capstone project, should be shared in a transparent manner with the team and instructor well in advance. If the team cannot accommodate small periods of absence (less than one week) from group work, then the missing individual's contributions will be deemed incomplete.

If an assignment is not completed, the student receives zero points for it. **There can be no exceptions to this policy except with written permission granted by the instructor PRIOR to the original due date.** Please make sure to allocate sufficient time in your schedule to complete all of your assignments.

#### *Individual Grading for Team Assignments*

The assignment of grades for a team submission generally will be consistent among team members, however, the instructor reserves the right to grade team assignments with individual scores reflecting the timeliness, accuracy and relevance of individual contributions to each assignment or project component. Group grades for team assignments, projects and presentations should not be assumed to be universal and may be individualized for the team member and/or assignment at the discretion of the instructor.

#### *Project and Team Assignments for Individual Students*

Project assignments will be made by the instructor, who will construct the teams. Once project assignments are made, you will be expected to work with the team and the client. Should project workability or client issues arise, the instructor will work out necessary adaptations, maintaining the integrity of the project and the project team. In extreme circumstances, or violations of academic integrity, or individual non-performance (lack of course or project progress), or when attempts to address workability issues do not succeed, the instructor reserves the right to reorganize teams and re-assign individual coursework in a way that will allow the project to proceed as well as possible.

**Week 01: January 15-21 (January 18 is MLK Day holiday)**  
**Zoom online session: Introductions and Overview**  
**Learning Objective: Project Management and Teamwork**

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Syllabus (available at Blackboard course page under Syllabus)</p>	Tuesday, January 19	~
<p>Week 01 Instructional Media:</p> <ul style="list-style-type: none"> <li>Recording: overview of syllabus</li> <li>Memo format and content: <a href="https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html">https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html</a></li> <li>Watch Communication within Teams – watch introduction and Section 1 (Foundations of High Performance Teams): <a href="https://www.linkedin.com/learning/communication-within-teams/establish-a-team-charter?u=76870426">https://www.linkedin.com/learning/communication-within-teams/establish-a-team-charter?u=76870426</a></li> <li>Watch Becoming an Active Listener -- <a href="https://www.linkedin.com/learning/coaching-and-developing-employees-4/becoming-an-active-listener?u=76870426">https://www.linkedin.com/learning/coaching-and-developing-employees-4/becoming-an-active-listener?u=76870426</a> (e.g., think about “WAIT — Why Am I Talking?”)</li> <li>Watch Managing Difficult Personalities -- <a href="https://www.linkedin.com/learning/managing-teams-3/managing-difficult-personalities-on-your-team?u=76870426">https://www.linkedin.com/learning/managing-teams-3/managing-difficult-personalities-on-your-team?u=76870426</a> (e.g., “empathize” and “keeping your emotions in check”)</li> </ul>	Tuesday, January 19	~
<p>Week 01 Zoom session (will be recorded): Overview on applied research; preparing for client meetings (review project description, agency/organization website and any publicly available relevant information; develop list of questions to clarify and narrow scope of project)</p>	Wednesday, January 20 starting at 6 pm Pacific	~
<p>Week 01 Individual Assignment (links in Week 01 Content folder):</p> <ul style="list-style-type: none"> <li>USC Waiver and Release of Liability Form: <a href="http://risk.usc.edu/Portals/3/FORM%20WAIVER%20AND%20RELEASE%20AGREEMENT.pdf?ver=2016-10-25-111648-067">http://risk.usc.edu/Portals/3/FORM%20WAIVER%20AND%20RELEASE%20AGREEMENT.pdf?ver=2016-10-25-111648-067</a></li> <li>Discussion Board: Self introductions and course expectations</li> <li>Complete course baseline student survey</li> </ul>	Thursday, January 21 by 11:59 pm Pacific	~ 1 ~

**Week 02: January 22-28**  
**Zoom “live” class sessions:**  
**Friday January 22 (6-8 pm), Saturday/Sunday, January 23-24 (9 am-12 pm)**  
**What is a Literature Review?**  
**Learning Objective: Tradecraft**

Learning Activity	Due Date	Point Value
<p><i>Reading:</i>            Tutorial on literature reviews:  <a href="http://libguides.usc.edu/writingguide/literaturereview">libguides.usc.edu/writingguide/literaturereview</a></p> <p>Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. <i>Human resource development review</i>, 4(3), 356-367.  <a href="https://doi.org/10.1177/1534484305278283">https://doi.org/10.1177/1534484305278283</a></p> <p>Baumeister, R. F., &amp; Leary, M. R. (1997). Writing narrative literature reviews. <i>Review of general psychology</i>, 1(3), 311-320.  <a href="https://doi.org/10.1037/1089-2680.1.3.311">https://doi.org/10.1037/1089-2680.1.3.311</a></p>	Monday, January 25	~
Week 02 “live” Zoom sessions: Overview on literature reviews and hints on Endnote online; team organization; debrief on client meetings	Friday, January 22 – Sunday, January 24	~
Initial client meetings (Friday, Saturday, or Sunday, see Blackboard Group link for meeting schedule): preparation for client meeting: review project description, agency/organization website, any publicly available relevant information; develop list of questions to clarify and narrow scope of project	Friday, January 22 – Sunday, January 24	~
<p>Week 02 Individual Assignment:</p> <ul style="list-style-type: none"> <li>Journal Entry: Complete entry on reflections on literature reviews, client meeting, and team work</li> </ul>	Sunday, January 24 by 11:59 pm Pacific	2
<p>Week 02 Team Assignment:</p> <ul style="list-style-type: none"> <li>Consolidated Team Documents: (1) “is and is not” (given your project scoping with the client); (2) “team charter” (LinkedIn Learning exercise files, also on Blackboard course resources) – consolidate into one document</li> </ul>	Sunday, January 24 by 11:59 pm Pacific	10

<b>Week 03: January 29 – February 4</b> <b>Zoom online session: Ethics in project management, moving to study design</b> <b>Learning Objective: Professional practice: assessing public service values</b>		
Learning Activity	Due Date	Point Value
<p><i>Reading</i></p> <p>USC Office for the Protection of Research Subjects</p> <ul style="list-style-type: none"> <li>• <a href="https://oprs.usc.edu/policies-and-procedures/ethics/">https://oprs.usc.edu/policies-and-procedures/ethics/</a> (especially “The Belmont Report”)</li> <li>• <a href="http://oprs.usc.edu/upirb/social-behavioral/">http://oprs.usc.edu/upirb/social-behavioral/</a> (especially sections on “Informed Consent” and “Students Conducting Research”)</li> </ul>	Monday, February 1	~
<p>Week 03 Instructional Media:</p> <ul style="list-style-type: none"> <li>• LinkedIn Learning tutorial on ethics in project management: <a href="https://www.linkedin.com/learning/project-management-foundations-ethics-2/overview-project-ethical-values?u=76870426">https://www.linkedin.com/learning/project-management-foundations-ethics-2/overview-project-ethical-values?u=76870426</a> (watch section 1 on “Ethical Project Values”; focus is on business project managers, but lessons are important)</li> </ul>	Monday, February 1	~
Week 03 “live” Zoom session: ethical project management, moving from literature review to project study design	Wednesday, February 3	~
<p>Week 03 Individual Assignment:</p> <ul style="list-style-type: none"> <li>• Discussion Board: post draft literature review memo for peer feedback</li> <li>• Discussion Board: provide supportive feedback to at least one memo draft (please select a memo draft that does not already have feedback)</li> <li>• Memo Assignment: Literature Review (individual)</li> </ul>	<p><del>Friday, January 29</del>  <b>Saturday, January 30</b>            by 11:59 pm Pacific</p> <p><del>Saturday, January 30</del>  <b>Sunday, January 31</b>            by 11:59 pm Pacific</p> <p><del>Sunday, January 31</del>  <b>Wednesday, February 3</b>            by 11:59 pm Pacific</p>	<p>~</p> <p>1</p> <p>20</p>

**Week 04: February 5-11**

**Zoom online session:**

**Study Design: From our study design to a prospectus**

**Learning Objective: Professional practice: establishing analytic integrity and reasoning critically**

Learning Activity	Due Date	Point Value
<p><i>Reading</i> review PPD 542 or PPD 557 syllabus and your coursework</p> <p>Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., &amp; Sheikh, A. (2011). The case study approach. <i>BMC medical research methodology</i>, 11, 100. <a href="https://doi.org/10.1186/1471-2288-11-100">https://doi.org/10.1186/1471-2288-11-100</a></p>	Monday, February 8	~
<p>Week 04 Instructional Media:</p> <ul style="list-style-type: none"><li>• Khan Academy on types of statistical studies: <a href="https://www.youtube.com/watch?v=SaP1O0i1bdc">https://www.youtube.com/watch?v=SaP1O0i1bdc</a></li><li>• View recording on Gantt charts in Content folder</li></ul>	Monday, February 8	~
<p>Week 04 Zoom session (will be recorded): Moving from study design to the prospectus</p>	Wednesday, February 10, starting at 6 pm Pacific	~

**Week 05: February 12-18****Zoom online session:****Study Design: How do we move from a prospectus to data collection?****Learning Objective: Professional practice: establishing analytic integrity and reasoning critically**

Learning Activity	Due Date	Point Value
<i>Reading</i> none	~	~
Week 05 Instructional Media: <ul style="list-style-type: none"> <li>Paul Millerd on the strategy consulting process: <a href="https://www.youtube.com/watch?v=CJCCdBFfnbY">https://www.youtube.com/watch?v=CJCCdBFfnbY</a></li> </ul>	Monday, February 15	~
Week 05 Zoom session (will be recorded): Moving from prospectus to data collection	Wednesday, February 17, starting at 6 pm Pacific	~
Week 05 Team Assignment: <ul style="list-style-type: none"> <li>Discussion Board: one member of the team posts the prospectus draft to the Discussion Board for peer feedback</li> <li>Memo Assignment: Team Prospectus (team)</li> </ul>	Friday, February 12, by 11:59 pm Pacific Sunday, February 14, by 11:59 pm Pacific	~ 10
Week 05 Individual Assignment: <ul style="list-style-type: none"> <li>Discussion Board: post feedback to at least one team prospectus draft</li> <li>Journal: complete journal entry on reflections on the prospectus process, team work, and class so far</li> </ul>	Saturday, February 13, by 11:59 pm Pacific Sunday, February 14, by 11:59 pm Pacific	1 2
After team revises prospectus using instructor comments, team liaison will email the prospectus to the client (and cc the instructor) for any additional comments/changes; team will revise the prospectus using the client comments and email final prospectus to client (and cc the instructor)	Week of February 21	~

**Week 06: February 19-25**

**Zoom online session:**

**Study Design: How do we keep track of all the study materials, and start analysis?**

**Learning Objective: Professional practice: establishing analytic integrity and reasoning critically**

Learning Activity	Due Date	Point Value
<i>Reading</i> none	~	~
Week 06 Instructional Media: <ul style="list-style-type: none"><li>• LinkedIn Learning module on how to develop a project plan <a href="https://www.linkedin.com/learning/project-management-foundations-4/project-planning-overview-3?u=76870426">https://www.linkedin.com/learning/project-management-foundations-4/project-planning-overview-3?u=76870426</a> (focus on “What is a work breakdown structure?”, “Build a work breakdown structure”, and “Build a project schedule”)</li><li>• Revise your Gantt chart: <a href="https://www.linkedin.com/learning/search?keywords=gantt%20chart%20excel&amp;u=76870426">https://www.linkedin.com/learning/search?keywords=gantt%20chart%20excel&amp;u=76870426</a></li></ul>	Monday, February 22	~
Week 06 Zoom session (will be recorded): Organizing and tracking data, preliminary data analysis	Wednesday, February 24, starting at 6 pm Pacific	~

**Week 07: February 26 – March 4**

**Zoom online session:**

**Data collection, monitoring, and analysis**

**Learning Objective: Professional practice: establishing analytic integrity and reasoning critically**

Learning Activity	Due Date	Point Value
<i>Reading</i> none	~	~
Week 07 Instructional Media: <ul style="list-style-type: none"><li>• Brent Dykes on Data Storytelling: <a href="https://www.forbes.com/sites/brentdykes/2016/03/31/data-storytelling-the-essential-data-science-skill-everyone-needs/#17bcac2b52ad">https://www.forbes.com/sites/brentdykes/2016/03/31/data-storytelling-the-essential-data-science-skill-everyone-needs/#17bcac2b52ad</a></li><li>• Tableau on data visualization: <a href="https://www.tableau.com/learn/articles/data-visualization">https://www.tableau.com/learn/articles/data-visualization</a></li><li>• 2020-2021 Policy and Administration Lab Series: <a href="https://blackboard.usc.edu/webapps/blackboard/execute/announcement?method=search&amp;context=course_entry&amp;course_id=255287_1&amp;handle=announcements_entry&amp;mode=view">https://blackboard.usc.edu/webapps/blackboard/execute/announcement?method=search&amp;context=course_entry&amp;course_id=255287_1&amp;handle=announcements_entry&amp;mode=view</a></li></ul>	Monday, March 1	~
Week 07 Zoom session (will be recorded): Data analysis and visualization; preparing for client meeting progress update	Wednesday, March 3, starting at 6 pm Pacific	~

**Week 08: March 5-11**

**Zoom “live” class sessions: Friday March 5 (6-8 pm), Saturday/Sunday, March 6-7 (9 am-12 pm)**

**Presenting Your Findings: Thinking about the report and the presentation**

**Learning Objective: Tradecraft**

Learning Activity	Due Date	Point Value
<i>Reading</i> none	~	~
Week 08 Instructional Media: <ul style="list-style-type: none"><li>• For examples of deliverables, review capstone deliverables on Blackboard course page</li><li>• Lynda.com on structuring an effective presentation: <a href="https://www.youtube.com/watch?v=FZ0YnpL_0-k">https://www.youtube.com/watch?v=FZ0YnpL_0-k</a></li><li>• Wienot Films on how to give an effective presentation: <a href="https://www.youtube.com/watch?v=i68a6M5FFBc">https://www.youtube.com/watch?v=i68a6M5FFBc</a></li></ul>	Monday, March 8	~
Mid-project client meetings (Friday, Saturday, or Sunday, see Blackboard Group link for meeting schedule): preparation for client meeting: prepare 1 page update memo to share with the client; bring any remaining questions or issues with data collection; outline preliminary analysis; discuss timeline	Friday, March 5 – Sunday, March 7	~
Week 08 “live” Zoom sessions: Structuring the report and thinking about what and how to present; debrief on client meetings; breakout groups to discuss project and data collection	Friday, March 5 – Sunday, March 7	~
Week 08 Individual Assignment (links available via Content folder): <ul style="list-style-type: none"><li>• Journal: complete journal entry on reflections on data collection, team work, and class so far</li><li>• Mid-term course anonymous survey</li></ul>	Sunday, March 7, by 11:59 pm Pacific	2 ~

**Week 09: March 12-18 (March 12 – wellness day)**

**Zoom online session:**

**Credible and Persuasive Reports**

**Learning Objective: Tradecraft**

Learning Activity	Due Date	Point Value
<i>Reading</i> none	~	~
Week 09 Instructional Media: <ul style="list-style-type: none"> <li>• Harvard Business Review on telling stories with data: <a href="https://www.youtube.com/watch?v=r5_34YnCmMY">https://www.youtube.com/watch?v=r5_34YnCmMY</a></li> <li>• Hans and Ola Rosling on how not to be ignorant about the world: <a href="https://www.youtube.com/watch?v=Sm5xF-UYgdg">https://www.youtube.com/watch?v=Sm5xF-UYgdg</a></li> </ul>	Monday, March 15	~
Week 09 Zoom session (will be recorded): Discussion about how to craft your deliverables	Wednesday, March 17, starting at 6 pm Pacific	~
Week 09 Individual Assignment: <ul style="list-style-type: none"> <li>• Discussion Board: post draft of preliminary data collection and analysis memo for peer feedback</li> <li>• Discussion Board: post supportive feedback to at least one student draft memo (please select a memo draft that does not already have feedback)</li> <li>• Journal: complete journal entry on reflections on data collection, team work, and class so far</li> <li>• Memo Assignment: Preliminary Data Collection and Analysis memo (individual)</li> </ul>	Saturday, March 13 by 11:59 pm Pacific Sunday, March 14 by 11:59 pm Pacific Sunday, March 14 by 11:59 pm Pacific Monday, March 15 by 11:59 pm Pacific	~ 1 2 20

<b>Week 10: March 19-25</b> <b>Team Work and Consultation</b> <b>Learning Objective: Tradecraft</b>		
Learning Activity	Due Date	Point Value
Reading none	~	~
Week 10 Instructional Media: <ul style="list-style-type: none"> <li>Todd Dewett on avoiding burnout:  <a href="https://www.linkedin.com/learning/avoiding-burnout-3/learn-how-to-avoid-burnout?u=76870426">https://www.linkedin.com/learning/avoiding-burnout-3/learn-how-to-avoid-burnout?u=76870426</a> </li> </ul>	Monday, March 22	~
Week 10 Team consultation via Zoom (30-60 minutes); please make appointment with instructor	TBD (except March 23 – wellness day)	~

<b>Week 11: March 26 – April 1</b> <b>Team Work, Consultation, and Peer Review on Draft Outlines</b> <b>Learning Objective: Tradecraft</b>		
Learning Activity	Due Date	Point Value
Week 11 Team consultation via Zoom (30-60 minutes); please make appointment with instructor	TBD	~
Week 11 Team Assignment: <ul style="list-style-type: none"> <li>Discussion Board: one member of the team posts the drafts/outlines of the three deliverables to the Discussion Board for peer feedback – please consolidate the documents into one file</li> </ul>	Saturday, March 27, by 11:59 pm Pacific	~
Week 11 Individual Assignment: <ul style="list-style-type: none"> <li>Discussion Board: post feedback to at least one team draft/outline deliverables</li> </ul>	Sunday, March 28, by 11:59 pm Pacific	1

<b>Week 12: April 2-8 (April 7 is a wellness day)</b> <b>Drafts/Outlines</b> <b>Learning Objective: Tradecraft</b>		
Learning Activity	Due Date	Point Value
Week 12 Team consultation via Zoom (30-60 minutes); please make appointment with instructor	TBD (except for April 7 – wellness day)	~
Week 12 Team Assignment: <ul style="list-style-type: none"> <li>Drafts/Outlines of the three deliverables (Report, Briefer, PowerPoint Slide Deck) – please consolidate into one Word file</li> </ul>	Sunday, April 4, by 11:59 pm Pacific	10

<b>Week 13: April 9-15</b> <b>Team Work</b> <b>Learning Objective: Tradecraft</b>		
Learning Activity	Due Date	Point Value
Week 13 Team consultation via Zoom (30-60 minutes); please make appointment with instructor	TBD	~

<b>Week 14: April 16-22 (April 22 is a wellness day)</b> <b>Team Work and Client Presentations</b> <b>Learning Objective: Tradecraft</b>		
Learning Activity	Due Date	Point Value
Week 14 Team consultation (30-60 minutes); please make appointment with instructor	TBD (except for April 22 – wellness day)	~

**Week 15: April 23-29 (April 30 is a wellness day)**  
**Zoom “live” class sessions: Friday April 23 (6-8 pm), Saturday/Sunday, April 24-25 (9 am-12 pm)**  
**Client Presentations and Final Class Session**  
**Learning Objective: Tradecraft**

Learning Activity	Due Date	Point Value
Final client meetings (Friday, Saturday, or Sunday, see Blackboard Group link for meeting schedule): presentation of project to client and client guests	Friday, April 23 – Sunday, April 25	~
Week 15 “live” Zoom sessions: Course summary, debrief on presentations, final steps for completion of capstone	Friday, April 23 – Sunday, April 25	~
Week 15 Individual Assignment <ul style="list-style-type: none"> <li>• Online course evaluation (link was sent to you via email)</li> <li>• End of course anonymous survey</li> <li>• Journal Entry: review all journal entries over the course, and provide reflection on most important “takeaways” from the course</li> </ul>	Thursday, April 29 by 11:59 pm Pacific	~ ~ 2
Final Team Assignment: <ul style="list-style-type: none"> <li>• Final Report (.docx), Project Briefer (.docx), Final PowerPoint Slide Deck (.pptx)</li> </ul>	Wednesday, May 5, by 11:59 pm Pacific	15
Revise Final Deliverables given instructor feedback; save as PDF documents; email to Client (cc <a href="mailto:lmtakaha@usc.edu">lmtakaha@usc.edu</a> )	Week of May 10-14	~

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.<sup>2</sup> Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](https://policy.usc.edu/scientific-misconduct).

This is a link to a USC Library tutorial on avoiding plagiarism:  
<https://libraries.usc.edu/tutorial/avoiding-plagiarism>.

### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*  
[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*  
[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*  
[equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

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<sup>2</sup> Here is USC Library guidance on how to avoid plagiarism: <https://libraries.usc.edu/tutorial/avoiding-plagiarism>.

*Bias Assessment Response and Support - (213) 740-2421*  
[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*  
[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*  
[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

# ASPA Code of Ethics

<https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=feba3e2-a9dc-4fc8-a686-3446513a4533>

The American Society for Public Administration (ASPA) advances the science, art, and practice of public administration. The Society affirms its responsibility to develop the spirit of responsible professionalism within its membership and to increase awareness and commitment to ethical principles and standards among all those who work in public service in all sectors. To this end, we, the members of the Society, commit ourselves to uphold the following principles:

- 1. Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.
- 2. Uphold the Constitution and the Law.** Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.
- 3. Promote democratic participation.** Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.
- 4. Strengthen social equity.** Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society.
- 5. Fully Inform and Advise.** Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to staff members in your organization.
- 6. Demonstrate personal integrity.** Adhere to the highest standards of conduct to inspire public confidence and trust in public service.
- 7. Promote Ethical Organizations:** Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.
- 8. Advance Professional Excellence:** Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

# USC Code of Ethics

(<https://policy.usc.edu/ethics/>)

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings — whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others, which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations. Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our daycare and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

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For USC Student Code of Conduct, please see <https://sjacs.usc.edu/students/scampus/>.