

PPPA 8197: Qualitative Methods

Fall 2026

Instructor: Dr. Mary Tschirhart, S. J. Trachtenberg Professor in Public Service, (Tschirhart pronounced share-heart) marytschirhart@gwu.edu, text or phone: 315-256-7477

Class meetings: Thursday, 6:10-8:00pm, Monroe B36

Student meetings: email marytschirhart@gwu.edu for phone, zoom, or in-person appointment.

Please feel free to make an appointment to discuss any questions, concerns, or challenges you have related to the course, a research topic or issue, or other matter. Your needs will be the focus for the meeting. In addition to your proactively making an appointment, the instructor may ask for a meeting specifically related to the PPPA 8197 course.

Course Description and Objectives

This course allows you to hone your knowledge and skills related to qualitative methods. We will focus on breadth rather than depth in qualitative methods discussed. For some assignments, students will be able to advance their specific research interests. As a class, we will consider and engage with:

- Opportunities and challenges of a range of qualitative methods approaches
- Philosophical assumptions and effectiveness criteria that inform qualitative methods
- Participant observation, interviewing, focus groups, and other qualitative data collection options
- Qualitative research process from idea inception to presentation of findings
- Coding and analysis approaches and tools

This course is designed to give students enough competence and guidance to effectively choose and begin pursuing a qualitative methods project. The textbook and additional readings offer terminology, tools, and examples useful for doing qualitative research. Given the wide breadth in qualitative methods the course covers, our class sessions and required readings will not provide sufficient depth for every possible research project. For most assignments, students will use their own research ideas and qualitative method choices to engage in a deeper literature dive to complement required readings.

Required Books

Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 3rd Edition (2024). Sarah J. Tracy ISBN: 978-1-119-98867-0, Wiley-Blackwell, 480 pages

Available on Wiley website (\$51 e-book and \$64 print) and on Amazon (\$53 paperback and \$51 Kindle)

Doing Qualitative Data Analysis with NVivo (2025) Dimitri Mortelmans ISBN: 3031660137, Springer

Nature, 280 pages Available free online through the GW library as Download or in PDF Viewer

<https://library.oapen.org/handle/20.500.12657/96073>

Resources, Technological Requirements, Workload

The Blackboard website has key resources, optional materials, assignment details and submission instructions. Instructor feedback and grades are given through the site. Additional feedback is available in meetings outside of class with the Professor. The University and other sources provide free technological resources helpful for qualitative methods. Advice on how to use an analysis tool is available through the GW library, GW Division of Information Technology (202-994-4948), and other experts. You will need a reliable, high-speed internet connection and computer or laptop for this course. You should expect to spend an average of 2 hours per week either in class sessions or meetings related to the course in addition to an average of 9 hours of additional work each week. If you cannot complete an assignment by the deadline, contact the Professor as soon as possible.

Course Grading

	% OF TOTAL	DEADLINE
Student-Led Discussion	15%	varies
Autobiographical Statement (AKA positionality or subjectivity statement for your project)	5%	Sept 17
Initial Research Questions Paper (question + data collection choice(s) + lit review)	20%	Oct 1
Qualitative Method w/Justification Paper (sampling + data collection + analysis approach)	20%	Oct 15
Qualitative Data Coding Exercise	20%	Nov 5
Presentation of Your Qualitative Research Project Idea	10%	varies
Class Participation including Class Exercises	10%	classes

STUDENT-LED DISCUSSIONS (all articles in Electronic Reserves along with other course readings)

The student leader provides questions related to their article, guides discussion, and closes the discussion with a summary of the ideas that emerged during discussion. Also, the student leader is expected to encourage use of course terminology and concepts and provide reminders of what they mean if needed.

Citation for Article	Student Leader	Date
Weick, K. E. (1993) The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster. <i>Administrative Science Quarterly</i> , 38(4), 628–652.		Sept 3
Leach, R. B., Zanin, A. C., Tracy, S. J., & Adame, E. A. (2024) Collective Compassion: Responding to Structural Barriers to Compassion With Agentic Action in Healthcare Organizations. <i>Management Communication Quarterly</i> , 38(3), 477–503.		Sept 10
Althaus, C. & O'Faircheallaigh, C. (2022) Bureaucratic Representation, Accountability, and Democracy: A Qualitative Study of Indigenous Bureaucrats in Australia and Canada. <i>Public Administration Review</i> , 82: 646-659.		Sept 17
Tracy, S. J. (2000) Becoming a Character for Commerce: Emotion Labor, Self-Subordination, and Discursive Construction of Identity in a Total Institution. <i>Management Communication Quarterly</i> , 14(1), 90–128		Sept 24
Trip H, Whitehead L, Crowe M, Mirfin-Veitch B, Daffue C. (2019) Aging With Intellectual Disabilities in Families: Navigating Ever-Changing Seas-A Theoretical Model. <i>Qualitative Health Research</i> , Sep;29(11):1595-1610.		Oct 1
Malvini Redden, S., & Scarduzio, J. A. (2024) Mysteries, Battles, and Games: Exploring Agency in Metaphors About Sexual Harassment. <i>Management Communication Quarterly</i> , 38(1), 117–146		Oct 8
Goodrum, S., Slepicka, J., Woodward, W., & Kingston, B. (2022) Learning from Error in Violence Prevention: A School Shooting as an Organizational Accident. <i>Sociology of Education</i> , 95(4), 257–275		Oct 15
LeGreco, M. (2012) Working with Policy: Restructuring Healthy Eating Practices and the Circuit of Policy Communication. <i>Journal of Applied Communication Research</i> , 40:1, 44-64		Oct 22
Chance, N. L. (2022) Resilient Leadership: A Phenomenological Exploration into How Black Women in Higher Education Leadership Navigate Cultural Adversity. <i>Journal of Humanistic Psychology</i> , 62(1), 44–78.		Oct 22
Pratt, M., Sonenshein, S., & Feldman, M. S. (2022) Moving Beyond Templates: A Bricolage Approach to Conducting Trustworthy Qualitative Research. <i>Organizational Research Methods</i> , 25(2), 211–238		Oct 29
Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology. <i>Organizational Research Methods</i>		Oct 29
Tapscott, R., & Moxon, S. (2026) Vulnerability in procedural ethics: A study of 44 national research ethics guidelines. <i>Qualitative Research</i> , 26(3), 513-538.		Nov 5
Majic, S., & Ditmore, M. (2026) Re-thinking vulnerability: Research fraud and bureaucratic harm in community-engaged online research. <i>Qualitative Research</i> , 26(3), 539-560.		Nov 5
Beddes, L. A. (2026) The Importance of Reflection for Transformative Learning: A Portrait of Service Learning. <i>American Journal of Qualitative Research</i> , 10(3), 75-94		Nov 12
Solebello, N., Tschirhart, M., & Leiter, J. (2016) The paradox of inclusion and exclusion in membership associations. <i>Human Relations</i> (New York), 69(2), 439–460.		Nov 12

AUTOBIOGRAPHICAL (POSITIONING) STATEMENT (See examples in Electronic Reserves) Each student will submit a self-reflective statement that complements their Initial Research Questions Paper. Positioning

statements reflect on what the researcher brings to the project through lived experience such as work and cultural exposures. In addition to covering how your identity attributes may affect your research project, your statement may cover what you hope to gain from the research and how the research may influence you. What you say about yourself in Exercise #2 may be relevant to this statement. Your grade for this assignment will be based on the depth of your self-reflexivity—for example if you only say you are a white female with no connection to what that means for the research you are proposing, that would not be enough for a good grade. You need to delve deeper into, generally, how who you are influences 1) your access to research data, 2) engagement with study participants and data, 3) interpretation of the data, and 4) your choices in sharing what you learn from your research.

INITIAL RESEARCH QUESTIONS PAPER This assignment lays out your starting primary and sub-research questions, and what you expect to use for your data collection. Your questions may evolve as the research progresses so they should be treated as subject to change. To brainstorm ideas and choose the best among them, consider the following questions, adapted from Denhart and colleagues (2025):

- What are you curious about? What are researchable issues connected to this curiosity?
- What others share your curiosity and/or might find value in your discoveries?
- Where and with whom do you want to conduct the research? How is this complementary to your theoretical, practical, and professional interests?
- How does your background, physicality, identity, and experience (positioning) affect your access to the context or people you would hope to engage with your research?
- What are ethical issues you might encounter and are they insurmountable?
- What different types of data might you piece together to answer your questions?
- How might you use a mixture of inductive, deductive, and/or abductive approaches?

This paper incorporates a literature review on your topic to help you explain what you hope to contribute beyond what is already available in the literature. You should explain what you found in the literature on your topic that uses qualitative, quantitative, or mixed method research. What seems to be the dominant type of research? Consider discussing any patterns or practices you found in the literature helpful for framing your research. Also, see if anyone has used your chosen data collection approach (e.g., interview, observation, archival analysis...) to address your topic. Provide a brief overview of the data collection approaches you found and what that means for the ease and value of your research. You should not cover your specific methods in this paper, just write about the overall approach to data collection. The assignment will be graded based on the clarity and strength of your argument for your research based on 1) your understanding of your positionality, consistent with your earlier autobiography, but now specific to your chosen research questions, 2) your use of existing literature to help justify your research questions and approach to them, and 3) your ability to distinguish your main research question from sub-questions.

QUALITATIVE METHOD WITH JUSTIFICATION PAPER. This assignment gives you the opportunity to share and justify your plans related to sampling, specific data collection approach (for example, case study, ethnography, phenomenology, participatory action research, focus group), and analysis approach such as coding type(s) and use of any specialized software. Be sure to include the learning objectives for your research; this can be done, most simply, by providing your research question(s) and why answering them would be helpful. You also can help justify your approach by explaining how it fits to a timeline, budget, or other restrictions or requirements you have. You do not need to have complete data collection protocols, such as detailed interview questions and probes or finished codebooks, but the more you provide, the more instructor feedback you can get. You will be graded on 1) how much your plans seem useful in meeting your objectives and making the contribution you want to make, and 2) whether the research you propose seems feasible (for example, would it likely pass IRB scrutiny).

QUALITATIVE DATA CODING EXERCISE This assignment enables you to practice coding using software. Students may select their own document(s) for coding or use a document option from those on Blackboard. For example, you could spend at least four hours conducting fieldwork as a silent observer in a site context of your choice and take fieldnotes. The fieldnotes are your raw data (with time markings, thick description, behaviors observed, and dialogue heard) and for this assignment option you would code your fieldnotes to identify first order, secondary, and other themes. Another option is to conduct a one-on-one interview or focus group of at least one hour, get a transcript of it and code the transcript. Instead, you could code a video clip of 45 to 60 minutes – you might watch it several times to capture all you feel is important to code. Turn in the original source data (archived document, video, transcript, or fieldnotes), the codebook you applied, and the outcome of your coding displayed visually. You will be graded on the 1) depth in use of raw data to come up with coded themes/categories, 2) clarity of codes to an outsider (instructor as reader) through your code definitions and application of them, and 3) visual representation of the coding outcome. Ideally, you will use qualitative data analysis software (QDAS) and explain your use of software in your assignment submission. You have a choice of software -- I recommend NVivo. GW offers NVivo and experts to help with it. We will be reading a book on how to use NVivo. Other options with links are listed in the Tracy book (p. 63) such as Atlas.ti.

PRESENTATION OF YOUR QUALITATIVE RESEARCH IDEA Each student will present their idea to the class to obtain additional feedback. The project presented should be the one used for previous assignments. If you wish to use a different idea for the presentation, see the professor for approval. The presentations will be 9 to 10 minutes in length followed by student feedback time. Your presentation will be graded on ability to effectively communicate your idea for a qualitative research project through your use of 1) speech, 2) visualizations (e.g., PowerPoint slides, handouts), and 3) responses to student feedback and questions received after or during the presentation.

CLASS PARTICIPATION INCLUDING CLASS EXERCISES The quality of this course is shaped by all its participants. Students are expected to actively engage in the class exercises, discussions, and assignments. Engagement includes adequate preparation for the in-person sessions, such as doing the readings and assignments on time. It also requires class attendance. If you fall behind in your preparation or need to miss a class, talk to the professor as soon as possible. Your participation will be graded on your attendance, class contributions, and support of fellow students. Your classmates will likely have varying levels of understanding and experience with qualitative methods and the course goal is to help everyone advance no matter their starting point.

Books recommended by qualitative methods instructors in case you want further optional reading

- Bloomberg, L.D. & Volpe, M. (2019) *Completing Your Qualitative Dissertation*. Sage.
- Creswell, J. W. (2024) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage
- Creswell, J. W. & Poth, C. (2018) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Sage.
- Dehnert, M., et al. (2025) *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, and Communicating Impact*, 3rd Ed. Wiley.
- Denzin N.K., Lincoln, Y. S. (2005) *The Sage Handbook of Qualitative Research*. Sage Publications.
- Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An Introduction*, Longman.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. (2006) *Analyzing Social Settings: A Guide to Qualitative Observation & Analysis*. Wadsworth.
- Seldman, I. (2006) *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*, Teachers College Press.
- Tavory, I. & Timmermans, S. (2014) *Abductive Analysis: Theorizing Qualitative Research*. University of Chicago Press.
- Taylor, S. J. & Bogdan, R. (1998) *Introduction to Qualitative Research Methods: A Guidebook and Resource*, 3rd Edition, John Wiley & Sons.

CURRENT SCHEDULE OVERVIEW (may be adapted)

DATE	DUE before Class Start	SESSION FOCUS – Student questions & comments expected in each session
Week 1 Aug 27	- Get access to textbooks: <i>Qualitative Research Methods</i>, 3rd Edition (2024) by Tracy <i>Doing Qualitative Data Analysis with NVivo</i> (2025) by Mortelmans - Start thinking of a qualitative research idea to pursue	- Introduction to course and participants Class Exercise #1: Qualitative Research Ideas - Instructions for and assignment of article discussion leading
Week 2 Sept 3	- Skim Tracy Preface - Read Tracy Chapter 1 - Skim Mortelmans Preface FOR DISCUSSION Read Weick, K. E. (1993). The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster - Skim Goundar, P. R. (2025). Researcher Positionality: Ways to Include it in a Qualitative Research Design	15 Minute Student-led Discussion - Central to qualitative project: self-reflexivity, context, thick description - First and Second-order interpretations - Qualitative Research Questions (scaffolding, revisions, “map”, ROC...) - Finalization of assignments for article leading by students
Week 3 Sept 10	- Read Tracy Chapters 2 and 3 FOR DISCUSSION Read Leach, R. B. et. al (2024). Collective Compassion: Responding to Structural Barriers to Compassion with Agentic Action in Healthcare Organizations - Read Mortelmans, pp. 1-23. - Begin your literature review on topic idea(s) - Start process of choosing a data source to code	15 Minute Student-led Discussion - PIQDA (Phronetic Iterative Qualitative Data Analysis) - Vocabulary and contrasts relevant to qualitative research (phronetic, praxis-based, emic vs. etic, deductive vs. inductive vs. abductive, bricolage, gestalt, paradigmatic approaches) - Nvivo and use in Coding Assignment Class Exercise #2: Bio & Autobiographical Statements/Narratives
Week 4 Sept 17	- Read Tracy Chapter 4 - Read Mortelmans, pp. 25-48 FOR DISCUSSION Read Althaus, C. & O’Faircheallaigh, C. (2022), Bureaucratic Representation, Accountability, and Democracy: A Qualitative Study of Indigenous Bureaucrats in Australia and Canada. - Skim Maxwell, J. A. (2019) The Value of Qualitative Inquiry for Public Policy Deadline for Autobiographical (Positioning) Statement	15 Minute Student-led Discussion - Sampling Plan - Witnessing - Textual Analysis - Visual Materials Analysis - Ethics and IRB - Qualitative research proposal components
Week 5 Sept 24	- Read Tracy Chapter 5 and 6 - Read Mortelmans, pp. 49-55 - Consider reading Mortelmans’ <i>Chapter 21 Doing a Literature Review with NVivo</i> if you want to try it for lit review assignment FOR DISCUSSION Read Tracy, S. J. (2000). Becoming a Character for Commerce: Emotion Labor, Self-Subordination, and Discursive Construction of Identity in a Total Institution.	15 Minute Student-led Discussion - Access and Consent - Exploratory Scene Scoping - Fieldwork and field roles - Field notes Class Exercise #3

DATE	DUE before Class Start	SESSION FOCUS Student questions & comments expected
Week 6 Oct 1	• Read Tracy Chapter 7 and 8 • DEPENDING on what you are choosing to use for your assignments (data collection method and data source for the coding exercise), you may wish to read one of the following Mortelmans' chapters: ◦ <i>Using Nvivo in Focus Group Research Chapter 15</i> ◦ <i>Using Multimedia Material Chapter 16</i> ◦ <i>Using Social Media in NVivo Chapter 17</i> • FOR DISCUSSION Read Trip, H., Whitehead, L., Crowe, M., Mirfin-Veitch, B., & Daffue, C. (2019). Aging With Intellectual Disabilities in Families: Navigating Ever-Changing Seas—A Theoretical Model. • Read Gesch-Karamanlidis, E. (2015) Reflecting on Novice Qualitative Interviewer Mistakes • Skim DISM Tip Sheet – Qualitative Interviewing	• 15 Minute Student-led Discussion • Interviewing • Interview Types • Transcribing • Class Exercise #4
Week 7 Oct 8	• Read Tracy Chapter 9 • Read Mortelmans, pp. 57-87 • FOR DISCUSSION Read Malvini Redden, S., & Scarduzio, J. A. (2024). Mysteries, Battles, and Games: Exploring Agency in Metaphors About Sexual Harassment. • Deadline for submitting Initial Research Questions Paper (question + data collection choice(s) + lit review)	• 15 Minute Student-led Discussion • Primary-cycle, first-level, in vivo codes = tied to empirical data • Secondary-cycle, second-level analytic, axial, hierarchical codes= interpretive, reassembled, or categorical • Theoretical concepts as second-level code = theory application attempt • Connecting codes (intersectionality, power distribution...) • Further explanation of Graded Coding Assignment
Week 8 Oct 15	• Read Tracy Chapter 10 • Read Mortelmans, pp. 89-113 • FOR DISCUSSION Read Goodrum, S., Slepicka, J., Woodward, W., & Kingston, B. (2022). Learning from Error in Violence Prevention: A School Shooting as an Organizational Accident.	• 15 Minute Student-led Discussion • Interpretation Aids • Exemplars, Vignettes, Typologies • Narrative and Metaphor Analysis • Dramatistic Strategy • Discourse Tracing
Week 9 Oct 22	• Read Tracy Chapter 11 and 12 • Read Mortelmans, pp. 115-132 • FOR DISCUSSION Read Chance, N. L. (2022) Resilient Leadership: A Phenomenological Exploration into How Black Women in Higher Education Leadership Navigate Cultural Adversity • FOR DISCUSSION Read LeGreco, M. (2012) Working with Policy: Restructuring Healthy Eating Practices and the Circuit of Policy Communication • Deadline for Qualitative Method with Justification Paper (sampling + data collection + analysis approach)	• TWO 15 Minute Student-led Discussions • Criteria for effective qualitative research • Writing • Data coding using software • Visualization choices

DATE	DUE before Class Start	SESSION FOCUS Student questions & comments expected
Week 10 Oct 29	• Read Tracy Chapter 13 • Skim Mortelmans, pp. 133-164 • FOR DISCUSSION Read Pratt, M. G., Sonenshein, S., & Feldman, M. S. (2022). Moving Beyond Templates: A Bricolage Approach to Conducting Trustworthy Qualitative Research. • FOR DISCUSSION Read Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology. Organizational Research Methods, 16(1), 15–31.	• TWO 15 Minute Student-led Discussions • Writing • Publishing • Bricolage
Week 11 Nov 5	• Read Tracy Chapter 14 • Read Mortelmans, pp. 165—183 (will give you visualization ideas for your Coding Assignment along with instructions for showing your codebook) • FOR DISCUSSION Read Tapscott, R., & Moxon, S. (2026). Vulnerability in procedural ethics: A study of 44 national research ethics guidelines. • FOR DISCUSSION Read Majic, S., & Ditmore, M. (2026). Re-thinking vulnerability: Research fraud and bureaucratic harm in community-engaged online research.	• TWO 15 Minute Student-led Discussion • Data coding using software • Visualization choices
Week 12 Nov 12	• FOR DISCUSSION Read Beddes, L. A. (2026) The Importance of Reflection for Transformative Learning: A Portrait of Service Learning. • FOR DISCUSSION Read Solebello, N., Tschirhart, M., & Leiter, J. (2016). The paradox of inclusion and exclusion in membership associations. • Deadline for submitting Qualitative Data Coding Exercise • Re-Read “Eight ‘big tent’ criteria for excellent qualitative research (Tracy, p. 288-308)	• TWO 15 Minute Student-led Discussion • Debrief on coding exercise • Presentation Feedback Tips, for example, effectiveness criteria: worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethical, and meaningful coherence
Week 13 Nov 19	Student Presentations	• Five student Presentations
Week 15	Thanksgiving Break	No Class Meeting
Week 16 Dec 3	Student Presentations	• Five Student Presentations
Week 17 Dec 10	Student Presentations	• Five Student Presentations • Celebrate our Progress!

Standards

Respect in the Classroom: Higher education works best as a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. All of us should approach the course with empathy and respect for others, irrespective of ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because respect permits intellectual exploration and growth.

Respect for Diversity: It's our intent that students from all backgrounds and perspectives are well-served by this course, students' learning needs are addressed both in and out of class, and the diversity that students bring to this class is viewed as a resource, strength, and benefit. We strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions are encouraged and appreciated. TSPPPA recognizes, values, and actively promotes the vital importance of developing public service professionals who can successfully operate and create results in a diverse and inclusive twenty-first century environment. Governance within the United States and abroad requires intentional engagement with issues of individual, social, economic, geographic, and historical differences. The Trachtenberg School is dedicated to developing public policy leaders and public administrators who understand and influence domestic and international affairs by actively promoting diversity and inclusion within the academic environment, the workplace and public policy decision-making.

AI Policy: Students may use generative AI tools only for limited, clearly defined tasks: basic data cleaning (such as formatting, deduplication, or variable labeling), grammar and clarity improvements in own writing, and the generation or formatting of reference lists from references chosen and vetted by the student. AI tools **may not** be used to give decisions related to data analysis, interpretation, or coding decisions that influence findings, or the production of original analytical content. However, it may be used to present options and questions for your decision-making. Any use of AI must be documented in the relevant assignment submission(s). Students must ask for and receive permission before using AI tools in any other way.

Relevant Trachtenberg School Policies

In this course, as well as the degree programs, TSPPPA, and GWU, we work to assess and address social challenges that may include sensitive topics. In doing so, each student should be respectful of others' identities and perspectives. It is our goal that students from all backgrounds and identities be well-served by and welcomed in this course, that students' learning needs be addressed in an equitable manner, and that the diversity that we all bring to this class be viewed as a significant source of strength.

Syllabus: This syllabus is your guide to the course. Contact the instructor with any concerns or requests for accommodation. Sound educational practice requires flexibility, and the instructor may revise content during the semester. Please be generous in helping one another. This is not a grade competitive environment.

Late or Missed Class: Attendance is required as designated in the syllabus. If you are late or absent from class, obtain session materials from Blackboard or classmates. Please contact the instructor regarding any planned absences and be sure your team is informed.

Submission of Written Work: It is your responsibility to make sure that you are able to access Blackboard to make your submissions on time. All work should be submitted by the assigned due date in order to receive full credit. If you are unable to complete an assignment or engage with coursework for any reason, please let the instructor know. There is an automatic 24-hour grace period for all assignments this semester except, perhaps, for the deadline for your poster submission given the need to print it and have it available for the expo. If your work will be submitted more than 1 day late, please inform the instructor. If you continue to struggle to keep up with the course schedule, schedule a time to talk with the instructor.

Incompletes: You must request an incomplete no later than the last day of classes in the semester. You will fill out the CCAS contract for incompletes for the instructor and you to sign and then submit a copy to the School

Director. Go to <http://bulletin.gwu.edu/university-regulations/university-regulations.pdf> for the full policy on incompletes.

Accommodation for Students with Disabilities: If you need extra time on exams or assignments due to a disability, let the instructor and the Disability Support Services office know in the first week of class. We are aware that things may change throughout the term, so please reach out if you have new accommodation requests after the semester starts. We will do our best to meet your needs. These accommodations are about ensuring all students have equitable access to this course. Accommodations cannot be provided retroactively, so please inform us as early as possible. Any student who may need an accommodation based on the potential impact of a disability should also contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <https://disabilitysupport.gwu.edu/>.

GW policies

Academic Integrity Code: Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](#). If you have any questions about whether particular academic practices or resources are permitted, you should ask for clarification. If you are reported for an academic integrity violation, you should contact Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, refer to the SRR website at studentconduct.gwu.edu/academic-integrity, email rights@gwu.edu, or call 202-994-6757.

Observance of Religious Holidays: Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see provost.gwu.edu/policies-procedures-and-guidelines.

Use of Electronic Course Materials and Class Recordings: Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Academic and Other Support

Academic Commons: [Academic Commons](#) is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit go.gwu.edu/tutoring. Visit academiccommons.gwu.edu for study skills tips, finding help with research, and connecting with other campus resources. For questions email academiccommons@gwu.edu.

GW Writing Center: GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at gwu.mywconline.

Disability Support Services: (DSS) 202-994-8250: Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu to establish eligibility and to coordinate reasonable accommodations.

Student Health Center: 202-994-5300, 24/7 The Student Health Center (SHC) offers [medical](#), [counseling/psychological](#), and [psychiatric](#) services to GW students. More information about the SHC is available at healthcenter.gwu.edu. Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

GW Campus Emergency Information

GW Emergency Services 202-994-6111

For situation-specific instructions, refer to [GW's Emergency Procedures guide](#).

GW Alert

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to alert.gwu.edu. Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at safety.gwu.edu.

Protective Actions

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at safety.gwu.edu/gw-standard-emergency-statuses.

Shelter

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

Action:

- Follow safety guidance for the hazard.

Evacuate

- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

Action:

- Evacuate to a designated location.
- Leave belongings behind.
- Follow additional instructions from first responders.

Secure

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

Action:

- Go inside and stay inside.
- Activities inside may continue.

Lockdown

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

Action:

- Locks, lights, out of sight
- Consider Run, Hide, Fight