

PPPA 6042 – Managing State and Local Government Fall, 2014

Syllabus, August 28, 2014

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Office Hours: Thursdays, 5:00 – 5:45; available for appointments most weekdays

Class meeting: Thursdays, August 28 – December 4 6:10 – 8:00 MPA 305

Required texts:

State and Local Government: The Essentials, 6th Edition [B&K]
Ann O'M. Bowman and Richard C. Kearney; Cengage Learning

Course Description

Examination of state and local governmental structures and functions, their place within the federal system, their revenue sources, their limitations, and the alternatives available to encourage more effective administration to meet public and private demands.

We will look at a wide range of state and local policy decisions, with an emphasis on understanding the factors that lead to different policy decisions in different places.

Student Learning Objectives

At the end of the course, you will be able to

1. Characterize relationships between state and local governments, as well as states and the federal government.
2. Explain how variations in these relationships influence policy decisions.
3. Analyze and explain the intergovernmental dimensions of specific policy problems.
4. Recognize when and how collaborative processes can be a useful approach to achieve better intergovernmental program management and results.

Prerequisites

There are no prerequisites for this course, but I assume that you have a basic understanding of U.S. political institutions and the policymaking process. Check Blackboard for a supplementary reading designed to give you the needed foundation.

Method of Instruction, Classroom Policies, and Communication

I see my role as a combination lecturer and facilitator. I will spend part of class time conveying information to you. But deeper learning takes place when students themselves make the connections, apply concepts, discuss implications, ask questions, and consider options. I use a variety of techniques to make that happen.

I see your role as an active contributor to the learning process. You will have opportunities to participate through in-class discussions and group activities. Read the assigned materials before class, each week, take notes, and be prepared to discuss. The required readings will be a launching point for lectures and discussions, not a substitute.

Attendance is required, but I realize that this might not always be possible. Contact me early in the week before you know that you will be absent.

I use Blackboard extensively. Please check it regularly. I will use the Announcements and the discussion board for non-time sensitive notices, new materials, and discussion. An area of the course home page is supposed to alert you to new content, upcoming due dates, and posting of grades.

I have set up a discussion board for your questions and comments about class. Help me keep class email straight by asking questions or making comments through the discussion board on Blackboard. Bonus, everyone gets to benefit from the answer. Feel free to start a new thread or add to somebody else's. Email me directly about an upcoming absence or other personal matters.

Most days of the week, I am in **my office on campus.** You are welcome to stop by any time that my door is open. I am also available for appointments or you can come during office hours.

Laptops and similar devices are allowed, with conditions. I want you to be able to consult the textbook during class (if you have an electronic version) and take notes, and from time to time our discussions warrant looking something up on the internet. At the same time, technology can be a distraction to you, to the students around you, and to me. When you are engaged with your device, you create a dead zone in the class. Therefore, I invite you to use such devices, but only for activities that contribute to your or others' learning experience in the class. By using your device, you are tacitly promising to me that you are using it for class-related purposes. If you are not able to make such a commitment, do not use these devices in class.

Grading and Assignments

Assignments are designed to give students a broad background in state and local management.

1. Active contributions to learning process	10 points
2. Student teaching unit presentation	20 points
3. Student teaching unit paper	35 points
3. Final exam	35 points
TOTAL	100 points

Active contributions to the learning process

Contribute to the learning of all students through general discussions and group work. Class discussions will center on readings, lectures, and student teaching units. Group work assignments will be provided in class and will not require work outside of class, although we may use required readings as the foundation for group activities.

Student teaching unit

You will select and research a topic and then teach it to the class on the assigned day. You will also write a paper that explore the topic in greater depth and applies it to course content.

Learning objectives for this assignment:

- Use research to create and convey knowledge in oral and written form.
- Contribute to the learning of all students in the class.
- Apply the principles laid out in our readings to real examples.
- Develop expertise in a specific topic area.
- Identify and analyze the key elements of actual scenarios.
- Account for different decisions, outcomes, and implementation strategies across cities and states.
- Analyze features of state and local government.

Student teaching unit topics

Teaching units line up with our readings and discussions, on the following schedule:

Date	Class discussion	Teaching unit topic (one or two per day)
Sep 18	Democracy and Accountability	a. E-government to promote democracy
Sep 25	The Judiciary	b. Judicial review of state laws and practices
Oct 2	State-Local Relations	c. Addressing regional issues such as the environment, transportation
Oct 9	Local Government Structure	d. Running schools
Oct 16	Local Government Services	e. Government operating more like a business OR e-government to improve services
Oct 23	Tapping Capacity Outside of Government	f. Tapping additional capacity through partnerships, contracting out, franchises, or similar
Oct 30	Taxing and Spending	g. Raising money outside of the tax system
Nov 13	Fiscal Meltdown / Great Recession	h. Hitting the fiscal wall

Topics in detail:

- a. **E-government to promote democracy (Sept 18):** Identify and present three different ways that state or local government use technology to enable or facilitate citizen participation. Do not explore innovations intended primarily to improve the efficiency of government operations through internal

communication or information technology (such as GIS, big data, emergency services transmissions). Do not explore innovations that involve one-way communication from the government to the public (such as dissemination of documents, announcement email lists). *Note contrast with item e, below.*

- b. **Judicial review of state laws and practices (Sept 25):** Identify and present three related court cases and decisions dealing with the validity of state laws. Appropriate topics could include gun control / rights, buffer zones around abortion facilities, access to abortion services, voter i.d., school funding – as long as you can find three recent court cases. We will discuss same-sex marriage in class, so this one topic is off the table. In addition to the requirements below, summarize the facts of the cases, and summarize the decisions, including the reasoning that led the justices to make those decisions. Two good sources (among many others) are www.oyez.org and www.scotusblog.com.
- c. **Addressing regional issues such as the environment, transportation (Oct 2):** Explain how one state (of your choosing) provides for regional governance of transportation, environment or other policy, as through regional councils, councils of government, or similar.
- d. **Running schools (Oct 9):** Explain how one state (of your choosing) organizes school districts. What are the geographies? Who runs them? How are they financed?
- e. **Government operating more like a business OR e-government to improve services (Oct 16):** Identify and present three specific examples of states and/or cities trying to operate more like a business OR three examples of innovations in e-government to improve the level and quality of services provided to the public. *Note contrast with item a, above.*
- f. **Tapping additional capacity through partnerships, contracting out, franchises, or similar (Oct 23):** Identify and present three examples of states and/or cities tapping external capacity through partnerships, contracting out, franchises, or similar.
- g. **Raising money outside of the tax system (Oct 30):** Identify and present three examples of states using a similar non-tax revenue source, such as lottery, gambling, other.

Presentations:

Prepare a PowerPoint, Prezi, or other presentation and submit by noon of the day you are presenting.

Unless you are using PowerPoint, create a handout to distribute to class.

Plan to present for 20 minutes.

Your presentation should include the following (modified as necessary for your specific topic):

- Background, overview, history, national-level facts and figures, definitions.
- What is it? How does it work?
- Which agencies at which levels are involved?
- How did those agencies come to be involved? Is participation voluntary, designated by the state, or established according to some criteria?
- For institutions: How is it governed? How is it financed? What is its scope of operations?
- What is the geographic coverage?
- How does it serve the public? Is government better able to pursue some objectives? Does it improve democracy? Accountability?
- Compare the examples, accounting for differences and similarities.
- Explain why this topic is useful to understand within state and local management.

Cite all sources. Minimize the amount of text that you copy; when you do copy, use quotation marks. You may use news reports to supplement your research, but your main sources should be official statements or reports issued by government agencies or officials, reputable think tanks, interest groups

Papers

Develop the content of your presentation into a 2500-word paper (exclusive of citations).

Incorporate feedback from me on content.

Elaborate on the last bullet item, to explain why the this topic is useful.

Relate the topic to class readings, discussions, and/or group work.

Technical requirements:

- Include page numbers and the submission date on every page after the first page.
- You may decide for yourself on font size and margins, just make sure it is readable.
- You may choose your citation style, just make sure it is internally consistent.
- Submit an electronic version through Blackboard by midnight on Friday, December 6, 2014.

Submission dates:

1. Submit your top three choices through Blackboard by **Tuesday, September 2 at 11:59pm.**
2. Submit a proposal for your topic by **Tuesday, September 9 at 11:59pm.**
3. Upload your presentation and handout to Blackboard by **noon on your assigned day.**
4. Submit your paper on **Friday, December 5 at 11:59pm.**

Final exam

The final exam will be take-home. You can expect to synthesize class readings, discussions, student teaching units, as well as group work. Submit through Blackboard by **Thursday, December 11 at 11:59pm.**

Letter grading will be based on percentage of points earned:

92.5+ A: Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.

90.0 – 92.4 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

88.0 - 89.9 B+: Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

86.0 - 87.9 B: Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

84.0 - 85.9 B-: Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)

82.0 - 83.9 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

80.0 - 81.9 C: Deficient – see above

78.0 - 79.9 C-: Deficient – see above

Less than 78.0 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

Brief Class Schedule

Date	Class discussion
Thurs, Aug 28	Introduction
Tues, Sep 2	Submit your top three choices for student teaching unit through Blackboard by 11:59pm.
Thurs, Sep 4	Federalism and the States
Tues, Sep 9	Submit a proposal for your topic by 11:59pm
Thurs, Sep 11	State Government
Thurs, Sep 18	Democracy and Accountability
Thurs, Sep 25	The Judiciary
Thurs, Oct 2	State-Local Relations
Thurs, Oct 9	Local Government Structure
Thurs, Oct 16	Local Government Services
Thurs, Oct 23	Tapping Capacity Outside of Government
Thurs, Oct 30	Taxing and Spending
Thurs, Nov 6	NO CLASS
Thurs, Nov 13	Fiscal Meltdown / Great Recession
Thurs, Nov 20	Wildcard I
Thurs, Nov 27	NO CLASS – Happy Thanksgiving
Thurs, Dec 4	Wildcard II
Fri, Dec 5	Submit teaching unit papers due by 11:59pm.
Thurs, Dec 11	Final exam (take-home). Submit through Blackboard by 11:59pm.

Detailed Class Schedule

Aug 28: Introduction



By the end of this section, you should be able to:

- Plan your time to meet the requirements of this course.
- Understand the importance of state and local governments in the contemporary America.
- Describe the broad framework that we will develop throughout the semester, to explain the many factors contribute to state and local policy decisions.
- Understand and apply the concept of "political culture," and how it shapes policy.
- Identify ways in which states and localities have increased their capacity, and understand how capacity shapes policy.



Readings:

- B&K, 1. New Directions for State and Local Governments
- Leckrone: "State and Local Political Culture"



What to look for as you read:

Why do states and local governments make the policy decisions that they do? The chapter in B&K provides a good starting point to answer this question. It touches on three big themes - expansion of state activities in response to federal inactivity; innovation; and intergovernmental cooperation. (We will pick up the discussion of policy diffusion next week, so keep your notes handy.)

The Leckrone essay recaps Elazar's framework for explaining political culture in somewhat more detail (compared to the chapter). It then presents an alternative developed by Richard Florida. What do you find convincing or compelling about each framework? How is Elazar's work relevant to today? Or is it?

Sep 4: Federalism and the States



By the end of this section, you should be able to:

- Describe the changing balance of formal and informal power and responsibility between the national government and the states.
- Characterize the sources of friction and conflict between federal and state government.
- Understand and apply the concept of "policy diffusion," and how it shapes policy decisions.
- Argue the pros and cons of state policymaking in the face of federal inaction.



Readings:

- B&K, 2. Federalism and the States
- Conlan and Posner, "Inflection Point? Federalism and the Obama Administration" *Publius: The Journal of Federalism* volume 41 number 3, pp. 421-446. Stop at the middle of page 430.
- Shipan and Volden, "Policy Diffusion: Seven Lessons for Scholars and Practitioners" *Public Administration Review* Volume 72, Issue 6, pages 788-796, November / December 2012.
- Arizona Immigration Law (National Conference of State Legislatures) – read before class for an in-class exercise



What to look for as you read:

B&K, chapter 2, you don't need to know the history of federalism (for this class), but you should understand the nature of the variations and how the history shapes where we are today. The early history in particular offers insight on the different postures that some states take vis-à-vis the federal government. Be prepared to discuss the appropriateness of state-centered federalism versus nation-centered federalism. Also, be prepared to discuss the advantages and disadvantages of handling policy at higher or lower levels.

The Conlan and Posner piece discusses federalism during the first Obama administration. The section that we are reading focuses on the stimulus and its brand of federalism. In what ways was the stimulus a departure from earlier modes of federalism? How was it the same? The rest of the article is very good; not assigned only because we are not going to get to those topics.

The third article is a literature review and overview of policy diffusion, presenting another perspective on the factors that shape state and local decisions.

We will discuss the Arizona immigration law during class. Traditionally, the federal government has regulated immigration. But in the absence of comprehensive reform, Arizona initiated its own solution to its growing problem with illegal immigration.

Sep 11: State Government



By the end of this section, you should be able to:

- Compare the origins, evolution, and purposes of state constitutions.
- Explain how state constitutions have evolved to meet the challenges of modern governance, and how they have not.
- Contrast state constitutions to the U.S. Constitution.
- Describe the formal and informal methods for changing state constitutions.
- Differentiate the roles of state legislatures and governors, and describe how both relate to the bureaucracy.



Readings:

- B&K, 3. State Constitutions, stop on p 61 (just before "Methods for Constitutional Change")
- B&K, 6. State Legislatures, read only "Relationship with the Executive Branch" and "Legislatures and Capacity," p138-142
- B&K, 7. Governors: stop at the bottom of p 165
- We will have an in-class exercise on state constitutions, posted on Blackboard.



What to look for as you read:

All states operate in the same legal structure of the U.S. Constitution and U.S. laws, and they have many important commonalities – a governor is the chief executive, responsible for carrying out laws, a legislature makes laws, and the courts interpret the laws. In ways, the states have evolved into fifty unique entities. State constitutions and government structures reflect the traditions, history and values of the state. They also comprise the mechanisms for states to shape governance into the future. Recognizing differences across states helps us understand why states make different decisions and why federal policy plays out differently in different places.

Sep 18: Democracy and Accountability



By the end of this section, you should be able to:

- Identify the various ways in which citizens and interest groups can participate in government.
- Critique the mechanisms of direct democracy.
- Assess the role of the Internet and social media in connecting the public with government.



Readings:

- B&K, 4. Citizen Participation and Elections: p69-75 (stop at Elections); p81-end
- B&K, 5. Political Parties, Interest Groups, and Campaigns: p100-108 (we are not doing political parties or political campaigns)
- Kettl, "Accountability" chap 1 in *Politics of the Administrative Process*.



What to look for as you read:

Citizens and interest groups exert influence on policy decisions, including decisions related to implementation. How good is government at receiving their input and their feedback?



Student teaching unit: innovations in e-government to improve democracy and accountability

Sep 25: The Judiciary



By the end of this section, you should be able to:

- Differentiate the functions of the two tiers of state courts.
- Discuss the pros and cons of electing judges, among other methods of selection.
- Recognize some of the factors that influence judicial decision making.
- Understand that judicial federalism is related to increased capability and judicial activism in many state courts.
- Understand judicial review of state laws and practices.
- Assess variation in decisions made by different courts on similar cases.



Readings:

- B&K, 9. The Judiciary; stop at the top of p 226 (just before Administrative and Organizational Improvements)
- "From a diverse group of judges, a unanimous opinion on same-sex marriage" by Robert Barnes, *Washington Post*, May 26, 2014; http://www.washingtonpost.com/politics/from-a-diverse-group-of-judges-a-unanimous-opinion-on-same-sex-marriage/2014/05/26/9790b1b8-e1f1-11e3-9743-bb9b59cde7b9_story.html



What to look for as you read:

In public policy and public administration, we don't often spend time on the judicial branch of government, even though administering the law is an important function of government. The chapter focuses on internal arrangements for the judiciary, as well as the hierarchy of courts beyond the state. In class, we will talk about how state laws are heard (no reading on this, unfortunately; I could not find anything concise enough), with a focus on an issue working its way through the courts at many levels – same-sex marriage.



Student teaching unit: three related court cases and decisions, dealing with the validity of state law or practice.

Oct 2: State-Local Relations



By the end of this section, you should be able to:

- Characterize state-local relationship and its variations.
- Explain how states limit local autonomy.
- Evaluate the various forms of regionalism.
- Differentiate local, regional, and state issues.



Readings:

- B&K, 10. State-Local Relations
- Bowman, "Are U.S. Cities Losing Power and Authority? Perceptions of Local Government Actors" p528 – 533 (top); p539 (bottom) - end
- "Outdated Municipal Structures" of New York State – read for an in-class exercise



What to look for as you read:

While all 50 states are subject to (essentially) the same rules of the federalism game, the nation's localities are subject to one of 50 sets of arrangements established by their states. States and localities have complex, interdependent, and sometimes antagonistic relationships with each other. Think about the main variations, and impact of those variations on policy implementation.

The Bowman article addresses local autonomy. I'm having you skip the data and analysis to go straight to the implications.



One or two student teaching units: How one state provides for regional governance, as through regional councils, councils of government, or similar.

Oct 9: Local Government Structure



By the end of this section, you should be able to:

- Classify local government into five types: counties, municipalities, towns and townships, special districts, and school districts.
- Evaluate the functions of each type of local government.
- Compare different types of local executives and the challenges they face.
- Articulate why localities need leadership.

**Readings:**

- B&K, 11. Local Government: Structure and Leadership
- “Metropoliticks: The Hole Problem of Government,” chap 12 in *Governing States and Localities*, 4th edition.

**What to look for as you read:**

The reading in B&K gives a thorough overview of the organization of local government, including built-in limitations. Focus on the ways in which local arrangements are and are not parallel to arrangements at the state level. How might we account for those differences? And why does the structure of local government matter? On the one hand, we can surmise that there is no single best way to run a local government – is that right? Why do we see differences? What are the advantages and disadvantages of each set of arrangements?



One or two student teaching units: How one state organizes school districts.

Oct 16: Local Government Efficiency and Accountability

**By the end of this section, you should be able to:**

- Understand the role of bureaucrats in public policymaking.
- Describe new public management and its strategies, including privatization and e-gov.
- Apply our understanding of legal and structural arrangements to the question of efficiency in government.
- Differentiate "old" public administration from New Public Management and New Public Service.
- Confront the tradeoffs between efficiency and accountability, and consider whether we can achieve both.

**Readings:**

- B&K 8. Public Administration: Budgeting and Service Delivery, p193 (“The Politics of Bureaucracy”) – end
- Denhardt and Denhardt, "The New Public Service: Serving Rather than Steering" *Public Administration Review*, Vol. 60, No. 6 (Nov. - Dec., 2000), pp. 549-559

**What to look for as you read:**

This week, we will look at more of the mechanics of operating government. Why can't we run government more like a business? In earlier weeks, we have discussed several principles of government that can get in the way of efficient, more business-like operations.



Student teaching unit: three examples of states and/or cities trying to operate more like a business OR three case studies, innovations in e-government to improve the level and quality of services provided to the public

Oct 23: Tapping Capacity Outside of Government



By the end of this section, you should be able to:

- Describe the three major challenges of indirect government.
- Identify the skills needed to manage outsourcing effectively.
- Assess the challenges of various forms of outsourcing.



Readings:

- *Tools of Government*, chap 16 – Kettl, "Managing Indirect Government"
- "Service Delivery Alternatives" by Gordon P. Whitaker chap 16 in *Managing Local Government Services: A Practical Guide*" (ICMA, 2007)



What to look for as you read:

State and local governments have implemented a wide range of techniques to tap external capacity. We will focus on how the techniques vary in financial arrangements (and risk) and decision-making. We will continue our inquiry into implications for democracy.



Student teaching unit: three examples of states and/or cities tapping capacity outside of government

Oct 30: Taxing and Spending



By the end of this section, you should be able to:

- Categorize state and local government revenue sources.
- Evaluate the political economy of taxation.
- Explain how state and local governments manage money.
- Characterize financial relations between state and local governments.
- Recognize innovations in developing new sources of revenue.



Readings:

- B&K 12. Taxing and Spending
- "How Is Marijuana Legalization Going? The Price Of Pot Peace Looks Like A Bargain."



What to look for as you read:

Look for the biggest issues in financing state services in a political environment.

One of the arguments in favor of legalization of marijuana is the opportunity for states to collect taxes on sales. Colorado has seen a boost to revenues, but not as great as projected. Why not? Do they still have kinks in the system to work out, or is underperformance here to stay?



Student teaching unit: how three states are using a similar non-tax revenue source.

Nov 6: NO CLASS

Nov 13: Fiscal Meltdown / Great Recession



By the end of this section, you should be able to:

- Describe the impact of the Great Recession on state and local governments.
- Understand the role of state in local fiscal distress.



Readings:

- Gordon, "State and Local Governments and the Great Recession"
- Holeywell, "Emergency Financial Managers: Michigan's Unwelcome Savior"
- Pew, "The State Role in Local Government Financial Distress"



What to look for as you read:

This week, we look at relatively current issues in state and local government, including the impact of the Great Recession and the American Recovery and Reinvestment Act of 2009. Contrast with the more general readings that we looked at for last week.



Student teaching unit: hitting the fiscal wall

Nov 20: Wildcard I*

Nov 27: NO CLASS – Happy Thanksgiving

Dec 4: Wildcard II*

*Wildcards: To be determined on the basis of student teaching unit selections and student preferences:

- infrastructure
- education
- environment
- criminal justice
- homeland security
- other?

Friday, December 5: Submit teaching unit papers through Blackboard by midnight.

Thursday, December 11: Final Exam

UNIVERSITY AND CLASS POLICIES

The Syllabus: This syllabus is your guide to the course. If any questions arise, please check the syllabus before contacting me. Sound educational practice requires flexibility and I may revise content during the semester.

Late or Missed Class: Attendance is required. Any unexcused absence may result in a deduction from your grade. If you are late or absent from class, it is your responsibility to obtain all announcements, assignments, and handouts from Blackboard or from your classmates.

Submission of Written Work Products: It is your responsibility to make sure that you are able to access Blackboard to make your submissions on time. All work must be submitted by the assigned due date in order to receive full credit. Only extreme circumstances warrant exceptions. If accepted, unexcused late submissions will be marked down for each day that they are late.

Academic Honesty: All examinations and other graded work products are to be completed in conformance with the George Washington University Code of Academic Integrity. It states, in part: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." For the remainder of the code, see: <http://www.gwu.edu/~ntegrity/code.html>. You may also wish to consult the Office of Student Judicial Services web page (<http://gwired.gwu.edu/osjs/Policies/>) for more information about standards for conduct as well as your rights as a student.

Incompletes: You must consult with me to obtain an incomplete no later than the last day of classes in the semester. At that time, you will fill out the CCAS contract for incompletes for both of us to sign, and you will submit a copy to the School Director. Please visit http://www.gwu.edu/~ccas/faculty/files/Incomplete_polio.pdf for the complete CCAS policy on incompletes, and consult the TSPPPA Student Handbook.///

Changing Grades after Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

Accommodation for Students with Disabilities: If you need extra time on exams or assignments due to a disability, let me know in the first week of class. 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 Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>

University Counseling Center: The University Counseling Center (UCC), 202-994-5300, offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations; confidential assessment, counseling services (individual and small group), and referrals. <http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>.

Security: In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

University Policy on Religious Holidays: Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance; the courtesy of absence without penalty will be extended.

For other university policies on teaching, see <http://www.gwu.edu/~academic/Teaching/main.htm>.