PPPA 6019(10)

GW MPP Capstone

Spring 2018

Course Instructor

Prof. Nancy Y. Augustine
nya@gwu.edu

Class Meeting

Selected Wednesdays; 6:10-8:00pm
Phillips 217; 801 22nd St, NW
[Room available for group meetings other weeks]

Prerequisites

Prior completion of all MPP core courses, as well as completion of all degree requirements by the end of the current spring or forthcoming summer semester; otherwise, permission of both your Advisor and the instructor is required

Course Description

Congratulations on reaching the final semester of the MPP program at GW's Trachtenberg School. This capstone course is intended to be a highly integrative undertaking that serves in the place of an end-of-program comprehensive exam. The MPP program begins fairly broadly with required courses and then narrows to a more specialized field of concentration. Now, at the conclusion of the program, the capstone project asks students to integrate and synthesize many components of the curriculum by undertaking a major *pro bono* policy analysis project of value to an external client.

Student Learning Objectives

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

- *Scope* research to meet client needs and resolve analytic challenges in the face of ambiguity and competing values;
- *Identify, design,* and *apply* appropriate research methods to conduct a rigorous research project that is responsive to client needs;
- *Efficiently-manage* an intense, demanding, and collaborative research process;
- *Integrate* and *apply* knowledge and analytic skills gained in MPP courses;
- *Communicate* complex research findings effectively to both academic and policymaker audiences;
- *Provide* new information, analysis, and insight to help inform the policymaking process (defined very broadly).

Course Workload

The university has adopted a policy on contact time and independent work time required for each credit-hour earned. The policy requires me to advise you how the time will be allocated for this course. This is an intensive course that requires student teams to work efficiently and effectively to complete an ambitious policy analysis project in a semester's time. Students should expect to spend an average of two hours/week in class sessions or meeting with the course instructors, as well as approximately 8-10 hours of additional individual or team work each week beyond those sessions and meetings.

Class Standards, Structure and Schedule

Civility in the classroom: Higher education works best when it becomes 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. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

Respect for Diversity: It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I 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.

Academic integrity: I support and use GW's Code of Academic Integrity. All deliverables in this class must be your own work and conform to GW's Code as well as other GW Policies that are listed on the last page of this syllabus. You must designated material quoted from other sources as a quotation and reference appropriately or I will consider it to be plagiarized. You must provide sources for facts used in the report.

Class Sessions. Unlike a regular TSPPPA course, the Capstone class will not meet every week. Instead, it will of consist regular meetings with your instructor and four class sessions throughout the semester as follows:

1| First session (1/17) to discuss the principles of research design.
2| Second session (1/24) to discuss specific research methods and principles of ethics
3| Third session (3/21) to discuss good practice in presenting research findings, conclusions and recommendations
4| Rehearsal presentation (5/1) in which each team rehearses their presentations with feedback from the instructor and classmates. These will be scheduled later in the semester
5| Final presentations to TSPPPA (5/7 - 9) in which groups present their final projects to the TSPPPA community (faculty, fellow students, alums). You are expected to attend both days of presentations. Your group presentation will be scheduled for a specific slot later in the semester.

Role of Instructor. The primary work for the course will be the design and completion of your client-based project. The instructor will guide you in this process adopting a role that blends that of a supervisor in a work setting and a professor in an academic setting. At a minimum, you should keep me updated on your group's progress and consult with me on any major decisions your group is facing. In addition, all major parts of the work project (i.e. sections of the report, research instruments, etc.) <u>must be reviewed by me before sharing it with your client</u>.

Online Instruction. Within Blackboard you will find a series of mini-lectures developed and recorded by Professor Rigby that provide fundamental instruction on the key steps of the capstone project (i.e. identifying research questions, presenting research findings). These should be viewed by each member of your team as you prepare for key milestones and assignments. Students will be held responsible for incorporating the instruction in these videos within their capstone project. In addition, a number of resources/tools/guides are stored onto Blackboard into folders that are labeled by topics. Please refer to these as needed.

Capstone Assignments and Due Dates

All assignments must be submitted through Blackboard. In the exceptional cases when you are not able to make the deadline, you should warn me as soon as possible and a minimum of 3 days in advance with a valid explanation and a reasonable alternative deadline. A detailed grading matrix is described at the end of the syllabus.

The schedule for class meetings, assignments, due dates, and grade composition are below. Note that course participation, preparation, teamwork are an additional 10% of your grade.

Date (Weds)	Topic	Associated online mini-lectures	Assignment due Sun at 11:59pm	Pct of grade
TBD	First week of class meet with course Instructor – bring one-page description of client and project			
	IRB ethics training requirement; individual – due Wednesday, January 17 at 6:00pm. *One percentage pt deduction for not completing on time*			
1/17	1st Class session: Research Design, Questions & Literature review	• Client- Consultant Relationship • Identifying Key/Guiding Literature	Jan 21: Initial project plan (including IRB certification)	10%
1/24	2nd Class session: Forms of Evidence & Research Methods; Ethics in Research	• Policy Problems- Research Questions • Research Ethics	-	
1/31	Team meeting with instructor – to be scheduled	• Research Design	Feb 4: Research design proposal for client	10%
2/7			-	
2/14		• Working with (all kinds of) Data	Feb 18: Review of all research instruments	10%
2/21			Feb 25: Peer Review #1	
2/28			-	
3/7			Mar 11: Draft report sections (1)	10%
3/14	No class (Spring Break)			
3/21	3rd Class session: Communicating findings and recommendations	• Policy Report Writing	Mar ??: Online survey on MPP program	
3/28	Team meeting with instructor – to be scheduled		Apr 1: Draft report sections (2)	10%
4/4			-	
4/11			Apr 15: Peer Review #2	
4/17			Apr 22: Draft report sections (3) - FULL DRAFT	10%
4/24				
5/1	4th Class Session: Practice presentations			
5/9	TSPPPA Presentations			20%
5/10			May 10 Final report due	10%
TBD	Client Presentations		Final report and materials to client due	

Plan ahead: Easter is Sunday, April 1, 2018. Passover begins on the evening of Friday, March 30. The university policy on accommodations for religious holidays is on the last page of this syllabus. I urge you to plan around the holidays.Project scheduling and organization

To help you get organized and keep your project on track your team may want to develop this type of Gantt chart to set milestones for your team and client.

	Nov Dec	Jan				February				March				April				May		
	Wk	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Remainder
Assemble team; Get client																				
Ethics certification																				
Lit review w/bibliography																				
Craft research questions and design																				
Develop data collection and analysis tools																				
Conduct data collection																				
Conduct data analysis																				
Outline findings, conclusions and recommendations																				
Prepare final project report																				
Prepare final project presentation																				
Revise report/PPT																				

Detailed Description of Capstone Assignments

Capstone Participation and Communication

Ongoing assessment. A successful capstone hinges on sustained engagement from start to finish. To be specific:

- Attendance at all of the capstone class sessions, team meetings, and both days of final presentations;
- Reliable, effective contributions to the team capstone project;
- Regular communication with your Instructor who should be engaged to review all written material and prepared presentations, as well as when making decisions regarding the scope and design of your project;
- Meeting all team and class deadlines.
- Thoughtful assessment of other group members through the two peer assessments.

10% of grade.

Preliminary meeting and one-page description of client - week of January 15

During the first week of class, your team must have a preliminary meeting with me. The majority of team members should be present for this meeting. Consider whether you can arrange for additional team members to participate by telephone. Your team should come to this meeting with a one-page summary that includes the following information:

- Your client
- The research question/policy problem/issue your client wants you to analyze
- What you know about the larger decision context (i.e. Why does your client want you to analyze this question? How will they likely use the information you provide?)
- Any concerns your group has about the project
- Ethical issues that you need to consider and incorporate in your project

IRB Ethics Training Requirement; *individual* – due January 17 at 6:00pm

Federal regulations now require researchers to undergo ethics training and certification for research projects they undertake. Because the research projects for this course are considered "professional training" and are not ordinarily published, IRB ethics certification is not legally required for these projects. (If publication is pursued later, IRB approval will be required.)

High ethical standards are always an integral part of the Trachtenberg curriculum and these federal requirements certainly will be pertinent to careers as policy analysts. Understanding the principles and basics of these regulations is important.

To ensure familiarity with these regulations, the online CITI Training Program must be completed with a score of 80% or higher. To get started, please follow these steps:

- Register as a new user at www.citiprogram.org
- Institution: George Washington University (ignore others)
- Be sure to remember your user name and password.
- Then answer questions 2 through 4.
- For step 5, Q1, check "no"; Q2, "no" is fine.
- Next page only requires: GW email; Department=Trachtenberg School; and Role=Student researcher–graduate level
- Next page, check only "Human Subjects Research Training"
- Next page, click "no" to go to "CITI Basic Course"
- Next page, check only "Social and Behavioral Sciences"
- Next "no" for HIPS; "no" for GCP, click Finalize Registration

- Click “Social & Behavioral Research” under “George Washington University Courses” to start the nine modules.

Once you complete the CITI program, you will be provided a certification document. Upload to Blackboard. Be sure to also keep a copy for your own records. *One percentage point deduction for not completing on time.*

Initial Project Plan – due January 21 at 11:59pm

Using feedback received at the preliminary meeting, develop and submit a project plan that includes four components (each described in more detail below):

1. Description of client and their request (what are their research needs);
2. DRAFT client charter;
3. Annotated bibliography of 8-10 key readings/reports that will guide your project (at least three of these should be drawn from the MPP curriculum and the others from the broader literature).

These three items should be uploaded to Blackboard. Only after you have received my comments on the assignment and you have obtained a green light on the client charter, you can have the client charter signed by your client. Send me a copy of the signed charter for records. *10% of grade.*

1. Description of Client

Provide a short (less than 1 page) description of your client, the client’s preliminary question(s), and your understanding of their decision context (i.e. Why do they want this question answered? What will they hope to do with the analysis you provide to them?)

2. Client Charter

Rather than a Statement of Work (SOW) which might imply a legal contractual obligation, the term “Client Charter” has a more informal sound but still defines an important joint commitment. Fairly early in the discussions with a client, mention that the research really begins after the instructor has approved and they have signed a short client charter.

For your reference, a model Client charter is posted on Blackboard. As you will see, the Charter should exclude entirely intra-GW steps (such as our class presentations) and include the following:

- Objectives / major research questions
- Research design plan (basic layout of methodology, noted as the likely and expected approach)
- Planned timeline, especially major milestones with the client
    - Devising measurement instruments (client approval)
    - Collecting field data/interviews (client assistance)
    - Any other “process” dates with client involvement where specific data must be furnished
    - Final presentation(s) to the client in May
- Communications
    - Client liaison name and contact information
    - Capstone liaison name(s) and contact information
    - A polite statement of turnaround expectations
- Deliverables (products to be presented to the client)
    - Team presentation(s) in May
    - Written report the first week in May
    - Other specified materials, if any

- Research ethics (show sensitivity to the "spirit of IRB")
  - Note protection of anonymity and confidentiality
  - Note that all team members will be certified as having completed and passed GW's IRB training program for social and behavioral science research
- Signatures and dates (for client representative and team)

You must have approval for the final Client Charter text from me <u>before</u> giving it to the client. If you do not have the signed Charter ready to include in the initial project plan, you can include the unsigned version. Send along the signed Charter as soon as you get it signed by your client.

3. Annotated Bibliography

Prepare an annotated bibliography of 8-10 key readings that will guide your capstone project. These may be publications like books or journal articles, but may also be policy reports or summaries of governmental statistics. In your annotated bibliography, each source should be referenced (as you would cite it in your final report) and also include a short paragraph explaining its significance to your project.

Some readings may be drawn from a review of the MPP core courses. As discussed in the course description, the capstone's "integrative experience" is an occasion for a fresh look at the array of foundational courses taken for the MPP degree. With that goal in mind, your team should review the following courses to identify the readings, concepts, and tools most relevant to your capstone project.

- PPPA 6011: Introduction to Public Policy (Politics & Policy Analysis)
- PPPA 6002: Research Methods and Applied Statistics
- PPPA 6013: Econometrics I (second statistics course)
- PPPA 6014: Economics in Policy Analysis
- Tools of analysis courses (select two) PPPA 6015: Benefit-Cost Analysis; PPPA 6016: Program Evaluation; PPPA 6005: Budgeting and Public Finance; PPPA 6020: Decision Modeling for Public Policy; PPPA 8022: Econometrics for Policy Research II; PPPA 8023: Mixed Methods in Research Design; PPPA 6085: Data Visualization

The additional readings should be identified during your preliminary research on your topic. Look for articles, books, reports that are regularly cited on this topic (or an aspect of the topic). In addition, look for recent literature review articles or reports on your topic, as well as previous research that asked a similar question and may provide a guide to how your team will pursue the question at hand. Finally, make sure to review the publications of your client organization so you know what they have already done/said on the issue you are studying.

10% of grade

Research design proposal - due February 4 at 11:59pm

Based on your review of the literature, your understanding of the questions and decision context of your client, and your delimitation of the scope of work, develop a short memo addressed to your client that describes your research design proposal. Your memo should clearly articulate the overarching research question(s) that your project will tackle, explain why these are the right research questions for the projects, and transparently lay out *how* you will answer them. Prepare 2-3 pages that describe the following: (Note this will be the basis of the methodology section of your final report)

- Research question(s)

- Research Matrix: Break-down your main research questions into sub-questions and explain how you will collect, analyze, and quality assure data to answer each question. For example, the following type of matrix can be used

Sub-research question	Method of Data collection	Source of Information	Method of data analysis	Quality assurance process
1.				
2.				
3.				
Etc.				

- Detailed description of each part of your methodology: including sampling/selection strategy, description of the tools for data collection (e.g., survey questionnaires, interview questionnaires, source of quantitative data) and analysis (e.g., case-studies, cost-benefit, econometrics, etc.). If applicable, include initial descriptive statistics, etc.
- Specific timeline and division of labor for data collection and analysis tasks: including a description of how you will sequence each task and who will be responsible for executing, reviewing, analyzing, etc.

Submit this draft memo through Blackboard for feedback. <u>After you incorporate this feedback (which may take a few rounds of revision),</u> email the memo to your client. *10% of grade.*

Research Instruments for Review - due February 18 at 11:59pm

Before beginning ANY data collection, it is essential that you think carefully about how you will be collecting data, coding documents, structuring focus groups etc. Your instructor will work with your team to identify the research instruments that need to be developed and to help you structure them to be most effective. Submit by February 18 – or earlier if you wish to start data collection earlier. *10% of grade*

Peer Reviews (individual) – due February 25 and April 15 at 11:59pm

Peer Reviews are used to gauge team interactions and the level of effort individuals contribute to the client project. **They will occur twice** during the semester. Each individual student will provide feedback to the instructor on the work of your team members <u>and yourself</u>.

The email will contain numerical teamwork ratings, and identification of strengths.

- **Identification of Strengths:** Please identify one particular <u>strength</u> of each team member, INCLUDING yourself, that has significantly facilitated the team's work.
- **Numerical Teamwork Rating:** Please <u>rate each team colleague AND yourself</u> on each criterion. (5=excellent; 4=good; 3=fair; 2=poor; 1=very poor)
  - o **Collaboration** (effective, constructive, collegial decision-making)
  - o **Contributions** (conceptualizing effective research design; conducting valuable data collection and analysis; preparing well written, well research work)
  - o **Consistency** (reliability meeting agreed target dates)
  - o **Overall** (summary evaluation of team member)

Note: You may rate a team member as a "2" or below in any of the categories, but ONLY AFTER you have raised the specific issue(s) with them personally. Any rating of "2" or below must be accompanied by an explanation of the issue(s) and what you did to try to resolve it. *One percentage point deduction for not completing on time.*

MPP Program Review - Due March (specific date TBA)

One of the requirements of the MPP program is that you provide end-of-program feedback about your experience here at the Trachtenberg School. This feedback is collected with an anonymous online survey that should take about fifteen minutes to complete. All students enrolled in the Spring 2017 sections of the capstones must complete this survey by a date in March to be announced. You cannot receive a course grade and graduate until this requirement is met.

- Survey responses will be aggregated before being shared with TSPPPA faculty, and will not be shared with faculty until after grades have been submitted. Your specific responses will not be associated with your name. The survey software will, however, track whether you've completed the survey and satisfied the requirements of your capstone course.
- You will receive an email about halfway through the Spring semester with more instructions on how to complete the survey. That email will be sent to the email address associated with your Blackboard account, so please be sure that address is correct.

Draft Report Sections (x3) - Due March 11, April 1, and April 22

As soon as you get approval from your client on your project proposal, you can begin writing your final report. In many cases, you will still be determining this content, but write the sections that you can based on your work to date. Your instructor will review your work to date at three points during the semester. Submit your draft report (in its latest version) March 11, April 1, and April 22. By the first due date (March 11), you should be able to turn in a draft report that includes the first three sections outlined below. By the second date, (April 1) you should have drafted your analysis of findings. By the April 22 due date, you should submit a draft of your entire report (see format information below). *Each 10% of grade.*

1. PROJECT RATIONALE
    a. Statement of the problem (why it is important and to whom)
    b. Objectives of the research (general areas of interest & specific client)
    c. Clearly-defined research question

2. BACKGROUND
    a. Summary of topic/policy/program under study (what do we already know?)
    b. Key information informing your project (why do we need to know what you propose to find out?)

3. METHODOLOGY
    a. Discussion of how prior research informed the research plan
    b. Full justification of methodological choices, and explanation of how the study was conducted (including sampling and selection, how key concepts were operationalized; data collection; the response rates; coding system; text analysis technique, etc.)
    c. Detailed discussion of data sources (to include, how the data were collected or selected, source, timing, etc. applies to both primary and secondary data).

4. ANALYSIS OF FINDINGS
    a. Descriptive analysis of data and evidence (e.g., for quantitative data: descriptive statistics, distribution., etc.; for qualitative data: categories, emerging patterns)
    b. Results of the analysis (e.g., key relationships, explanations of emerging patterns, etc.)

5. CONCLUSIONS AND RECOMMENDATIONS
    a. Interpretation of findings and key policy implications
    b. Recommendations to clients and how the findings inform them (alignment)
    c. Research limitations
    d. Next steps (e.g., in terms of research or policy)

Final Report – due May 10

Each team should prepare a final report suitable for their client. After review from your research Adviser, email both your draft and final report to both your research Advisers.

Standard Format: In most cases, the client will not specify a specific format. In those cases, use the format listed below. Otherwise, please speak with your Research Advisers about any alternative report structure.

The final capstone project report should be no more than 30 single-spaced pages, one-inch margins, and a serif font. Supplementary appendices (e.g., full text of questionnaires) do not count toward the page limit. All in-text citations (name, year, page if applicable) and the end references section should use standard APA or Chicago formats. Extra comments suitable as footnotes should be incorporated as footnotes and not endnotes.

1. Front matter (about 5 pgs.)
    a. Title page
    b. Table of Contents
    c. Acknowledgements (thanks to client, key sources, others)
    d. Executive Summary (one page)
2. Body (20-25 pgs.)
    a. Project Rationale
        i. Statement of the problem (why important and to whom)
        ii. Objectives of the research (general areas of interest & specific client)
        iii. Clearly-defined research question
    b. Background
        i. Summary of topic/policy/program under study
        ii. Review of the literature that informs your project
        iii. Other key information that informs your project
    c. Methodology
        i. Discussion of how prior research informed the research plan
        ii. Full explanation of how the study was conducted (including how key concepts were operationalized; data collection; the response rates; and so forth)
    d. Analysis of Findings
        i. Description of data
        ii. Analysis of key relationships etc.
    e. Discussion/Conclusion/Recommendations
        i. Interpretation of data presented in previous section
        ii. Acknowledgements of limits of the study's internal/external validity
3. Supplemental material (no pg. limit)
    a. References/Sources Cited
    b. Appendices
        i. Appendix A: name and contact information of the client liaison
        ii. Other appendices if needed (e.g., full text of any questionnaires).

TSPPPA Presentation

Scheduled for May 9th: At the end of the semester each team will make a formal oral presentation to the capstone class along with invited faculty and alumni. Prior to this presentation, you must do at least one practice presentation for your research Adviser in order to get feedback on your presentation style and content. In addition, please email the final PowerPoint file (or link to Prezi) at least 24 hours before the presentation to both your research Advisers.

All team members should participate in a 20-minute presentation of the project to be followed by up to ten minutes of questions and discussion. Condensing an extensive project requires carefully focusing on the most critical elements and findings, rather than attempting to communicate every detail. Consider what are the most important points that you want the audience to take away and emphasize those.

Presentations should include the following:

1. The identity of the client
2. Central research questions, plus their importance to the client
3. Background on the topic—highlighting why this study was needed
4. A brief explanation of the methodology—highlighting all that you did
5. A short summary of any challenges and how they were addressed
6. Findings and lessons learned
7. Recommendations to the client

These two basic criteria will again be used: (1) Style: aiming for an engrossing, lively, focused talk, supplemented with uncluttered, attractive, informative visual aids. (2) Substance: achieving a tightly edited, logically developed, effectively analyzed, and convincingly argued report of the research. Most importantly, you want to leave the audience with an understanding of how your project is: important, rigorous, and useful (to your client).

Client Presentation and delivery of final report

After receiving feedback on your TSPPPA presentation and final report, budget time to then revise them for the client. In particular, this presentation ought to be specially tailored for the client. Most clients prefer an emphasis on the findings and recommendations with less time devoted to the methodology (and even less to background on the policy issue/problem). Do not be surprised if clients also ask for comments on the broader implications of your findings far beyond the actual recommendations in your report. This presentation is not graded, but required for completion of the project. Please note that TSPPPA may contact clients for their critiques of teams' performances in developing, conducting, and communicating the research.

PPPA 6019 MPP Capstone Spring 2018 Seminar

Feedback on Final Report and Report Sections – Grading Matrix

Research Paper	***Excellent***: Thorough, well-reasoned, creative, sophisticated, well written (with no errors), exceptional scholarly or practical quality. **A**	***Very good***: Signs of creativity and a strong understanding of material, analytical approaches, etc. Thorough and well-reasoned and meets professional standards. **A-**	***Good***: Sound work; well-reasoned and thorough, without *serious* analytical shortcomings. Report fully accomplishes basic objectives for the assignment for this course. **B+**	***Adequate***: Competent work with some weaknesses. Demonstrates competency but understanding or application of some important concepts (or the like) is less than complete. **B**	***Borderline***: Weak but meets minimal expectations. Understanding, analysis or application is incomplete. **B-**	***Deficient***: Inadequate work; Does not meet minimal expectations. Work is poorly developed and flawed by errors and misunderstanding of important issues. **C**	***Unacceptable:*** Work fails to meet minimal expectations for credit. Weaknesses and limitations are pervasive. **F**
Overall organization of paper							
Clarity of writing							
Responsiveness to client needs/request							
Project Rationale - Statement of the problem - Objectives of the research - Research questions							
Background - Summary of the topic/policy/program - Key information for project							
Methodology - Prior research informing research plan/design							

- Detailed explanation of how study was conducted, justification for choices - Results of analysis							
Analysis of findings - Description of data - Findings (key relationships, case studies, etc.)							
Recommendations and Conclusion - Interpretation of the findings/key implications - Recommendations to client and how the findings inform them (alignment) - Research limitations - Next steps							

Relevant Trachtenberg School Policies

1. 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.
2. Late or Missed Class: Attendance is required. Any unexcused absence will 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.
3. Incompletes: A student must consult with the instructor to obtain a grade of "I" (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit https://columbian.gwu.edu/sites/columbian.gwu.edu/files/downloads/Incomplete%20Contract.pdf for the complete CCAS policy on incompletes.
4. Submission of Written Work Products Outside of the Classroom:
   It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
5. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
6. Changing Grades after Completion of the Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.The Syllabus: This syllabus is a guide to the course for students. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation from the Office of Disability Support Services, Marvin Center 436 (202-994-8250). Accommodations will be made based upon the recommendations of the DSS Office.
8. 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, and an explanation of your rights as a student, see: https://studentconduct.gwu.edu.
9. University Policy on Religious Holidays: Respect for diversity is one of GW's core values, extending to all aspects of our community. In keeping with this value, the university has adopted guidelines, recommended by the Faculty Senate, that ensure students and faculty may observe religious holidays without academic penalty:
   - That students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
   - That faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
   - That faculty who intend to observe a religious holiday arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities;
   - That, prior to each semester, the administration circulate to faculty a schedule of religious holidays most frequently observed by GW students;
   - That student members of other religious groups are also entitled to the same courtesies and accommodations; and
   - That the administration conveys this policy to students by including it in the schedule of classes and other places deemed appropriate.