



Public Policy & Administration

PPPA 6001 Introduction to Public Administration & Public Service
Spring 2024

Wednesdays 6:10 -8pm in MON room 350

Dr. Rachel Emas (pronounced Ray-Chul E-Miss) (she/her)

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Student hours: by [appointment](#)

- This time is made available for me to talk with students individually. Please feel free to make an appointment to discuss any questions, concerns, or challenges you have in the course or degree program, talk at length about challenges with a topic or issue in your area of interest, or seek advice generally. These meetings are driven by the student's needs, so please bring specific questions or concerns to the discussion.

Why are you here?

Welcome to our MPA program! You are here because you want to contribute to the world. We are here to try to help you do that. You will need a professional toolbox that contains more than technical skills. You will need to be skilled in perception, responsive adaptation, critical thinking, questioning assumptions, navigating ambiguity, & practical reasoning. You will need a basis for problem-solving & communicating solutions. Importantly, you will need a way to seek out what you don't know you don't know so you can continue to develop your professional thinking long after this course is over. Finally, you will need a way to think about your own place in the field.

There is very little that is clear-cut in public service. This course addresses how we can begin to make some sense of the ambiguous & take informed & justifiable decisions & actions within what Heidi Schreck calls "the penumbra"—the only partially illuminated spaces surrounding the Constitution, & by extension, our formal mandates as public servants. As a discipline, Public Administration (PA) has a standard canon— a generally agreed upon collection of writings that outlines the field. We will use much of that, *along with materials that challenge, counter, & contest it*, to consider, understand, make, & communicate decisions around public problems. You will do this individually & in teams.

Bulletin Course Description

Introduction to the discipline of public administration. The intellectual traditions & theoretical frames of reference that inform public administration as a field of professional practice & study. Current & continuing challenges & controversies.

What will this course be like?

To make the most of this course, we must create together a rigorous exchange of ideas. Speaking freely & knowing that you will be heard is crucial. We must approach our discussions with empathy & mutual respect, regardless of ideology, political views, or identity. We want this kind of community because it permits intellectual, personal, & professional exploration & growth.

Because we all have different learning styles, I have included a variety of formats & modalities: readings, videos, podcasts, discussions, case applications, group activities & presentations. In-class activities cannot be made up. In addition to preparing for class, there are team & individual written assignments. Budget your time carefully. Students should expect to spend about 113 hours on this course. This includes, on average, about two hours per week in class sessions (about 30 hours total) & approximately 6 hours per week on average (about 83 hours total) on out-of-class activities, including but not limited to reading, group work, class preparation, & assignments.

What will you get from this course?

We designed this course to socialize you into the profession of public service & its oath, sometimes implicit, to uphold democratic values (& the governance system that supports these); & to strive for efficiency, effectiveness, equity, & citizen responsiveness. This course will also begin to prepare you for a career with impact.

My goals for you in this course are that you will:

- Gain a sophisticated understanding of & think strategically about how to navigate the complex contexts of public service & PA.
- Assess the meaning & contributions of PA & public service as a field of both study & practice.
- Appreciate the importance of human behavior, identity, & relationships in creating impactful & sustainable public service outcomes.
- Think beyond obvious technical solutions to focus on interventions that are feasible & sustainable;
- Develop the baseline skills for successful professional careers: professional writing & working in teams.

What will you learn?

As a result of completing this course, you will be able to:

- Identify & describe frameworks that define the roles & objectives of democratic PA.
- Select & apply the appropriate guiding frameworks to understand the contextual opportunities & constraints you will face in a particular PA challenge, including those related to the broader governance system, organization structure & policies, & human behavior.
- Commit to & effectively work in a team.

- Identify your preferences & work styles & situate yourself within the identity of a public administrator.
- Understand & analyze the complexities of the field, the people who work in it, & those we serve.
- Write & present as a manager/leader, succinctly making & supporting arguments, individually & in teams.

How will I know you are learning?

These assignments flow directly from the course objectives & will help me understand your learning.

Course Participation 10 pts.

Class participation helps you understand the complexities of the field & provides you the opportunity to clarify your own thinking & adaptive reasoning & contribute to the learning of others. Class participation is both in & out of class. It includes commenting, questioning, circulating articles, identifying useful resources for the class, etc. Your participation must demonstrate that you have read/engaged with the readings, class discussions, in-class activities, outside activities, & anything else you'd like to include in a thoughtful & analytical way. Your participation must be relevant, on-point, & crafted to move along our discussion. If you miss class, you miss the opportunity to participate. In-class activities missed due to absence cannot be made up.

Team Planning Document 3 pts.

This will help your team set a foundation for committing to the group process & working together. You will set group logistics & member responsibilities. Your team will use a template (provided on Bb) to document your first meeting at which you create & plan your team. You will be graded on how thoroughly you respond to each item.

MBTI Assignment 5 pts.

The focus of this assignment is on self-awareness & self-assessment to inform your effective practical reasoning, interpersonal relationships, & professional behavior as a public administrator.

This must be no more than four double-spaced pages. It will be graded according to whether you address each component of the questions/assignments, examples, & breadth & depth of reflection.

Note: This does not need to be structured according to the professional writing standards/format specified for the group papers—primarily because there is no literature to

which you will refer. However, the writing must be clean & clear, with an opening paragraph that includes an argument statement & road map.

First, share & discuss your results with someone close to you to get their feedback & insight on the extent to which they think your results are an accurate reflection of you.

Next, write the following paper:

Reflect on your MBTI results. Use the exercises from the MBTI workshop, temperaments (the two letter combinations), & feedback from those who know you well. Your discussion must demonstrate/confirm that you drew upon all of these sources to reflect on your type. Based on all of this, what do you see as your primary strengths & potential weaknesses as a public servant?

2 Team Papers 30 pts. total

These assignments will help you identify, describe, & apply PA frameworks to solve problems & communicate persuasively & effectively. In each paper, you will select a current event (within the past 5 years) and explain how this event connects with the readings, concepts, & theories we discuss in the course. Professional (workplace) writing is significantly different from the academic or descriptive writing you may be accustomed to.

Teams may choose to rewrite these papers once in response to professor feedback.

Note: Rewriting is a practice & a skill common to all seasoned professionals. Particularly with this assignment, initial feedback may not reflect your general writing ability as much as it reflects the process of learning a style that may be uncomfortable &/or new to you. Because I want to help you *learn* this technique, rather than test you on it, you may revise these papers once. However, be prepared: Revising a paper almost always creates new issues that must be addressed. For example, when reading a revised paper, one almost always identifies either (a) problems that existed in an earlier version but were obscured by others &/or (b) new issues that the revision created. Students are responsible for revising all. In other words, your revision may receive a higher, lower, or the same grade as the original. The idea is to produce the best paper possible, not merely to meet identified issues in a previous version.

I will assess team papers using the attached rubric. There are many elements to your writing. In the grading process, not all elements of the rubric are necessarily weighted equally. Like riding a bicycle, writing (& applying this rubric) cannot be learned solely from reading about it.

These are professional papers & must be critical, analytic, & succinct. You should make your own argument. I assume that you are in an MPA program because you want to be leaders. Leaders have opinions, make arguments, & seek to persuade others to follow them. Your personal politics may be of value to you in this class & can certainly contribute to discussions & these papers. I do not care what your politics are. I do care that you clearly make & support your argument in a way that uses course materials & is easily accessible, which is an essential skill for any professional.

The papers must be no more than three pages double-spaced, using 12-point Times New Roman font. Use parenthetical citations (author, year). Do not use footnotes or endnotes. It should be clearly structured with:

1. An introduction that
 - states a clear *argument statement*, &
 - presents a road map for the paper (introduces the structure of the paper). Another way of thinking about the “roadmap” is as a table of contents in sentence form.
2. A *brief* summary of the main arguments/ideas you will apply to your selected current event.
3. An analysis of the main ideas that builds support for your argument, presenting your own ideas about the issue. In each paper, you will select a current event (within the past 5 years) and analyze how this event connects with the readings, concepts, & theories we discuss in the course.
4. A concluding paragraph that summarizes the paper & highlights why this matters.

Develop a clear & comprehensive argument. You need to demonstrate original thinking on the issue of how to bridge theory to practice in your analysis section. There is no single correct answer or approach. Your papers will be evaluated in part on how clearly & imaginatively you develop & present your position.

2 Team Presentations of Readings 8 pts. total

These assignments support your understanding of PA frameworks & issues & help to further hone your communication skills. Your team twice will present on a reading or set of readings assigned by the instructor. Because of the collective transition to hybrid (online & in-person) learning & work, one of these will be synchronous & the other will be asynchronous. which you will be expected to present professionally, particularly in a context of a global pandemic. You will be graded on how accurately & well you convey the information, how well you relate it to the course topic, & how relevant you make it to current problems.

2 Team Assessments 4 pts. total

Part of committing to a team is contributing to the development of teammates & holding each other responsible. Team assessments are used to gauge team interactions & the level of effort individuals contribute to the team. Assessments will occur twice during the semester.

Each student will provide feedback to me on the work of your team members & yourself. The instructor will take this feedback into account in arriving at individual grades for “course participation.”

Submit these assessments via Blackboard. These assessments must contain numerical teamwork ratings for each member, & identification of strengths.

- *Numerical Teamwork Rating*
 - *Collaboration* (effective, constructive, collegial decision-making)
 - *Contributions* (conceptualizing effective research design; conducting valuable data collection & analysis; preparing well-written, well-researched work)
 - *Consistency* (reliability meeting agreed target dates)
 - *Overall* (summary evaluation of team member)

Please rate each team colleague & yourself on each criterion using this scale:

5=excellent; 4=good; 3=fair; 2=poor; 1=very poor

Note: You may rate a team member “2” or below in any 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 what you did to try to resolve the issue.

- *Identification of Strengths*
 - Please identify one particular strength of each team member, including yourself, that has significantly facilitated the team’s work.

Asynchronous Comments on Team Asynchronous Presentations 2.5 pts.

Part of being a good professional citizen is responding to the work of others. To support your development in this, you must comment on at least 2 other asynchronous presentations. These should be substantive responses that are relevant, on topic, & move along our thinking.

Blackboard Discussion on Representative Bureaucracy 2.5 pts.

Part of understanding the complexities of Public Administration is staying up to date on (re)emergent ideas. Representative bureaucracy is one of these. During the week on Representative Bureaucracy, you are assigned to read, listen to a podcast, & watch a video. Please (a) respond to each of my questions on each of the Blackboard discussion boards & (b)

please respond to at least two comments from your classmates. These should be substantive responses that are relevant, on topic, & move the conversation along.

Analytical Paper 35 pts.

Having taken this course & having read NAPA's Grand Challenges, your paper will answer the questions: what do you think is the biggest challenge facing PA today? Why? What are the challenges & opportunities available for addressing this challenge?

Please **use ideas from at least 2 class sessions.**

Papers must be no more than five pages (excluding title & bibliography), 12-point font & double-spaced. Remember: argument statements, roadmap, topic sentences. These must be in the professional writing standards/format specified for the group papers. The attached rubric will be used for evaluation.

How will I my grades be calculated?

Throughout the course, students will receive feedback on their performance to see how they are doing, identify places they need to apply more effort or new strategies, seek help if they are struggling, and improve throughout the semester. My hope is that all students will develop the knowledge they need to do well in this course and that all students—even those who perform well early in the term—will improve and develop greater knowledge and skills.

Team Component— total 45 points of grade

- 2 team papers; 15 points each; 30 points total of grade
- 2 Team presentations of readings; 4 points each; 8 points total of grade
- Team planning document; 3 points of total grade
- 2 Team assessments; 2 points each; 4 points total of grade

Individual Component—45 points of grade

- MBTI Assignment; 5 points of total grade
- Asynchronous comments on asynchronous team presentations; 2.5 points of total grade
- Blackboard postings & discussion on Representative Bureaucracy; 2.5 points of total grade
- Final analytical paper; 35 points of total grade

Class Participation—10 points of total grade

Grading Scale

Lowest overall grade (no rounding) for an A is 94.00; A- 90.00; B+ 87.00; B 83.00; B- 80.00; C+ 77.00; C 73.00; & C- 70.00.

Rubric for Written Work

Category	Unacceptable	Marginal	Acceptable	<i>Good If your assignment satisfactorily meets requirements & expectations, you can except to fall here.</i>	Outstanding
Demonstrated Understanding of the Issues	No apparent understanding of the issue(s)	Limited understanding of the issue(s) displayed by vague, unclear language	Developing some understanding of the issue(s) & responding to the question posed	Suggests an understanding of the issue(s) & responds to the question, but language & ideas may not be fully developed	Clear understanding of issue(s); clear, concrete language; complex ideas that directly address question
Argument Statement	Addresses the topic but no clear argument statement.	Focused on topic; implies but does not specifically state an argument &/or the argument does not reflect course content	States an argument but with vague language &/or weak evidence (oversimplified or obvious argument)	Clearly stated argument demonstrating creative application of course concepts/author ideas	Clearly argument. Innovative thinking, clear insight, thoughtful synthesis of ideas; connects clearly to author ideas/course content
Analysis	Few to no solid supporting ideas or evidence for the analysis	Some supporting ideas &/or evidence for the analysis	Analysis is adequate but lacks specificity & is not well synthesized	Analysis is logically developed & adequately synthesized	Specific, developed details; superior support & evidence in analysis
Structure & Organization	Lacks logical progression of ideas	Brief skeleton (introduction, body, conclusion) but content does not reflect &/or mixes heading content	Includes logical progression of ideas; minimal overlap between sections & transitions are lacking. Includes at least an implicit roadmap.	Includes logical presentation of ideas. Argument builds through distinct sections, supported by clear transitions. Clearly stated roadmap. Author & student ideas are clearly identifiable.	Argument logically builds with mutually supporting sections; clear implications in conclusion. Clearly stated road map; literature review distinct from student's analysis.
Mechanics	Frequent errors in spelling, grammar, & punctuation; run-on &/or	Errors in spelling, grammar, & punctuation; but few run-on	Some grammatical errors & questionable word choice;	Few grammatical errors or questionable word choice; all sentences &	Error-free; clear understanding & proofreading; each paragraph fully develops one idea representing a

	incomplete sentences & paragraphs	&/or incomplete sentences & paragraphs	almost all sentences & paragraphs are well-structured	paragraphs are well-structured	logical progression of the argument
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Course Schedule

1/17	How can I set myself up for success?
	Edwards (2000). "How to Read a Book, v5.0". School of Information at the University of Michigan. From www.pne.people.si.umich.edu/PDF/howtoread.pdf Jennifer Brinkerhoff, "Teams & Team Building" narrated PowerPoint

*****MBTI Assessment due 1/22*** MBTI Assessment due 1/22*** MBTI Assessment due 1/22*****
[Link to access & complete the MBTI.](#) (Paid for by Trachtenberg School)

1/24	What is PA? Why am I here? How can I succeed?
	Podcast: "The Shadow of the Constitution" (46 min) Janet Denhardt & Robert Denhardt. 2015. "New Public Service Revisited." <i>Public Administration Review</i> 75(5): 664-672 <u>New Public Service</u> : O.C. McSwite. "Theory Competency for MPA-Educated Practitioners." <i>Public Administration Review</i> , 61(1): 111-115

1/31	What do I & others bring to the table? (session via zoom)
	Virtual, Synchronous Meeting: Denise Fowler, TSPPPA's Director of Career Services; MBTI Workshop. Access workshop as this week's class session HERE. MBTI is a framework for understanding individual preferences that affect interactions in & out of the workplace. All MPA students are required to complete the assessment attend this session as part of this course. You MUST complete the MBTI assessment by January 22 to prepare for the zoom class session. Link to access & complete the MBTI by 1/22. (Paid for by Trachtenberg School)

2/7	What contexts do I have to navigate?
	TEAM PLAN DOCUMENT DUE Video: Michael Rushton on Lindblom's "The Science of Muddling Through." (12 min)

	<p>Don Kettl. "Managing Across Boundaries." <i>Public Administration Review</i>. 66(10-19)</p> <p>Nuri Heckler & John Ronquillo. 2019. "Racist Fake News in United States' History: Lessons for Public Administration." <i>Public Integrity</i>: 21(5): 1-14</p>
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2/14	What PA history do I need to know?
	<p style="text-align: center;">***MBTI ASSIGNMENT DUE***</p> <p>Woodrow Wilson. 1887. "The Study of Administration." <i>Political Science Quarterly</i>. 1-16</p> <p>Dick Lehr. 2015. "The Racist Legacy of Woodrow Wilson." <i>The Atlantic</i>. 1-9</p> <p>Camilla Stivers. 2008. "Significance of the Administrative State" <i>Public Administration Review</i> 53-56.</p> <p>Alasdair Roberts. 2020 "American Empire & the Origin of PA." <i>Perspectives on Public Management & Governance</i> 185-194</p> <p>David Rosenbloom. 1983. "Public Administrative Theory & the Separation of Powers." <i>Public Administration Review</i> 43 (3): 219-227</p> <p>Caitlin Rosenthal. 2019. <i>Accounting for Slavery</i>. Cambridge: Harvard University Press. "Conclusion" & "Postscript: Forward to Scientific Management." 187-204</p>

2/21	How do we know we're serving citizens?
	<p style="text-align: center;">*****GROUPS WILL PRESENT ASYNCHRONOUSLY*****</p> <p>Luther Gulick's POSDCORB. (3 min. read)</p> <p>Book Summary: David Osborne & Ted Gaebler. 1992. Reinventing Government. (pp 1-3)</p> <p>Charles Clark. 2013. "Reinventing Government—Two Decades Later" (pp 1-4)</p> <p>Muhammad Nisar. 2018. "Children of a Lesser God: Administrative Burden & Social Equity in Citizen-State Interactions." <i>Journal of Public Administration Research & Theory</i> 28(1): 104-119</p>

2/28	What is the public interest?
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	<p style="text-align: center;">*****TEAM PAPER 1 DUE*****</p> <p>Janet Denhardt & Robert Denhardt. 2015. <i>New Public Service</i>. Chapter 4, "Seek the Public Interest." New York: Routledge. 65-82</p> <p>Mohamad Alkadry, Brandi Blessett, & Valerie Patterson. 2017. "PA Diversity & the Ethic of Getting Things Done." <i>Administration & Society</i> 49(8): 1191-1218</p>
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3/6	What should our organizations look like?
	<p style="text-align: center;">*****TEAM ASSESSMENT 1 DUE*****</p> <p style="text-align: center;">*****COMMENTS ON ASYNCHRONOUS PRESENTATIONS DUE*****</p> <p>Sean Peek. 2020. "The Management Theory of Max Weber"</p> <p>Elliot Fox. 1968. "Mary Parker Follett: Enduring Contribution." <i>Public Administration Review</i> 520-528</p> <p>Consuelo Crosby, "Mary Parker Follett" video (4:39 min)</p> <p>Billie Sandberg & Erin Elliot. 2019. "Toward a Care Centered Approach for Nonprofit Managers in a Neo-Liberal Era." <i>Administrative Theory & Praxis</i> 41(3): 286-4306</p>

3/13	SPRING BREAK
	Relax and enjoy yourself

3/20	What drives human behavior?
	<p style="text-align: center;">*****TEAMS WILL PRESENT SYNCHRONOUSLY*****</p> <p>"Hawthorne Effect: Why Workers Respond to More Than Just Money." (3:17 min)</p> <p>"Mayo's Hawthorn Effect" (6:32 min)</p> <p>"Douglas McGregor's Theory X & Theory Y" (7:37 min)</p> <p>James Perry, Trent Engbers, & So Yun Jun. 2009. "Back to the Future? Performance-Related Pay, Empirical Research, & the Perils of Persistence." <i>Public Administration Review</i> 69(1): 39-51</p> <p>Laurie Paarlberg & Bob Lavigna. 2010. "Transformational Leadership & Public Service Motivation: Driving Individual & Organizational Performance." <i>Public Administration Review</i> 70(5): 710-718</p>

	Aisha Ali, Javier Fuenzalida, Margarita Gómez, & Martin Williams. 2021. "Four Lenses on People Management in the Public Sector: An Evidence Review and Synthesis." <i>Oxford Review of Economic Policy</i> 37(2): 335–366
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3/27	How does representation matter?
	<p style="text-align: center;">*****TEAM PAPER 2 DUE*****</p> <p>Norma Riccucci & Gregg Van Ryzin. 2017. "Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, & Democracy." (9:15 min audio)</p> <p>Sean Nicholson-Crotty, Jill Nicholson-Crotty, & Sergio Fernandez. 2017. "Will More Black Cops Matter?" <i>Public Administration Review</i>, 77(2), 206-216</p> <p>Alexis Kennedy, Sebawit Bishu, & Nuri Heckler, "Feminism, Masculinity, & Active Representation." <i>Administration & Society</i>, 52(7): 1101-1123.</p> <p>Domonic Bearfield. 2020. "The Myth of Representation: Identity & Workplace Expectations in Public Participation." (24 min video)</p>

4/3	Where might you serve?
	<p style="text-align: center;">*****COMMENTS ON REPRESENTATIVE BUREAUCRACY DUE*****</p> <p style="text-align: center;">CLASS SESSION as a zoom alumni panel from 6:10-7:10pm.</p> <p style="text-align: center;">Alumni from the public, private, and nonprofit sectors will engage in a panel discussion on their career trajectories, life, and work in their sectors.</p> <p>This panel will be held on zoom:</p>

4/10	What kinds of choices do we have?
	<p style="text-align: center;">*****TEAM ASSESSMENT 2 DUE*****</p> <p>de Graaf, Huberts, & Smulders. 2014. "Coping with Public Value Conflicts". <i>Administration and Society</i>. 48(9)</p> <p>James Comey. 2018. <i>A Higher Loyalty</i>. New York: Flatiron Books Chapters 10 & 11</p>

4/17	What might the future look like?
	<p>National Academy of Public Administration's Grand Challenges: https://www.napawash.org/grandchallenges</p>

The Fine Print

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 must be respectful of others' identities. If any student cannot remain respectful during the course, they will be required to talk with me, and points will be deducted from their grade.

It is my 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. In this course, I seek to present materials and activities that are respectful of diversity of gender identity, sexual orientation, ethnicity, race, nationality, socioeconomic background, disability status, religion, and age.

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. Please be generous in sharing notes with each other.

Late or Missed Class: Attendance is required. If you are late or absent from class, you must obtain all announcements, assignments, and handouts from Blackboard or classmates. Please contact me to inform me of any absences as needed.

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 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 me know that you need more time on that work and you will be granted an extension—no questions asked or explanations needed. There is an automatic 24-hour grace period for all assignments this semester. If your work will be submitted more than 1 day late, please send me an email to let me know. If you continue to struggle to keep up with the course schedule, we can schedule time to talk and figure out what solutions may be available.

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 for more information about standards for conduct as well as your rights as a student, see <https://studentconduct.gwu.edu/>). If you include content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not

limited to, ChatGPT and other large language models) in work submitted for evaluation in this course, you must document and credit your source. For example, text generated using ChatGPT-4 should include a citation such as: "ChatGPT-4. (YYYY, Month DD of query). 'Text of your query.' Generated using OpenAI. <https://chat.openai.com/>." Material generated using other tools should be cited accordingly. Failure to do so in this course constitutes failure to attribute under the George Washington University Code of Academic Integrity.

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 both of us to sign and you will submit a copy to the School Director. Go to <http://bulletin.gwu.edu/university-regulations/university-regulations.pdf> for the full policy on incompletes.

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. I am aware that things may change throughout the term, so please reach out if you have accommodations that I can provide at any point in time. I will do my 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 me 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/>.

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. <https://healthcenter.gwu.edu/counseling-and-psychological-services>.

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: 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.

Support for Students Outside the Classroom

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance & referral to address students' personal, social, career, & study skills problems. Services for students include: crisis & emergency mental health consultations confidential assessment, counseling services (individual & small group), & referrals.
counselingcenter.gwu.edu/

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

A full range of academic support is offered virtually. See coronavirus.gwu.edu/top-faqs for updates.

Tutoring and course review sessions are offered through Academic Commons in an online format.

See academiccommons.gwu.edu/tutoring

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help
Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances. See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning

Writing Center GW's 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. See gwu.mywconline.

Academic Commons provides tutoring and other academic support resources to students in many courses.

Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may

schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

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 to establish eligibility and to coordinate reasonable accommodations. disabilitysupport.gwu.edu

Counseling and Psychological Services 202-994-5300 GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services

Safety and Security

- In an emergency: call GYPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook
- In an active violence situation: Get Out, Hide Out, or Take Out. See go.gwu.edu/shooterpret
- Stay informed: safety.gwu.edu/stay-informed

Policies in Public Administration & Public Policy Courses

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 & instructor will both sign the CCAS contract for incompletes & submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit <https://tspppa.gwu.edu/documents-&-forms> for the complete CCAS policy on incompletes.

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.

Letter grading is based on a four-point scale as follows:

3.7-4.0 A: Excellent & exceptional work for a graduate student. Work at this level is *unusually* thorough, well-reasoned, creative, methodologically sophisticated, & well written. Work is of *exceptional* professional quality.

3.6-3.69 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity & strong understanding of appropriate analytical approaches, is thorough, well-reasoned, meets professional standards.

3.3-3.59 B+: Good: Sound work for a graduate student; well-reasoned & thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

3.0-3.29 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.

2.7-2.9 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.)

2.3-2.6 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors & misunderstandings.

2.0-2.29 C: Deficient – see above

1.7-1.9 C-: Deficient – see above

Less than 1.7 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 & limitations are pervasive.