



PPPA 6011 Politics & Policy Analysis Fall 2024

Professor

Elizabeth Rigby
Associate Professor @ TSPPA
George Washington University
MPA Building 601C
erigby@gwu.edu

Class Session

Tuesdays 12:45-2:35pm
MPA Building, Room 309
@ 805 21st St. NW



The facts are coming! The facts are coming!

Office Hours

In person: Tuesdays, 2:30-4:00, (MPA 601C)
Virtual: email me to schedule a mutually-agreeable time

Course Prerequisite

There is no formal prerequisite for this course. However, it assumes that students have a basic understanding of American political institutions, behaviors, and policy processes. If you would like a refresher on these topics, I recommend Andrew Rudalevige's Founding Principles video series for short reviews of key topics (e.g., Congress, public opinion, federalism). [Link to videos](#).

Course Materials

Students will need to purchase access for one multi-media case study: *Climate Resilience in New York City: the Battle over East River Park* (available [here](#) for \$6.95) for use during our December 3rd class session. All other readings, videos, and webpages are available through our class Blackboard page. During the weekly class, you should have access to the readings assigned for the particular class meeting in electronic or paper form. It is also recommended that you bring a laptop or tablet to class for in-class activities and research.

All About this Course

This course examines the role politics plays in the work undertaken by policy analysts working in a range of settings both inside and outside of government. I recognize that the realities of the American political system can often frustrate policy analysts eager to enact policy ideas grounded in research and evidence. But, I believe that understanding American political institutions and policymaking processes allows analysts to effectively navigate political challenges and – more importantly – identify and create opportunities to advance promising policy proposals.

Throughout the semester, I will introduce you to a range of theoretical frameworks and empirical research from the field of political science and ask you to apply these ideas to policy examples and scenarios, including case studies as well as one specific policy issue you choose to focus on throughout the semester. These written products will take a range of forms (including, policy memos, fact sheets, op-eds, social media posts, oral presentations, role play/simulations), to help you develop your skills in both politically-informed policy analysis and audience-focused policy communication.

We will move our discussion of politics beyond the high-profile debates usually covered in the news to examine the ways most policy actually gets formulated, decided on, and implemented: behind the scenes, over time, and within information-rich issue networks populated by policy analysts working in a range of policy analysis organizations. In the end, I hope to convince you of the value of incorporating political analysis alongside other forms of policy analysis in order to generate, synthesize, and/or communicate information that will be understood and used in real-world policy debates. I believe that is through this strategic approach to policy analysis that we can create a more evidence-based, democratic, and inclusive policymaking process—and therefore better policy outcomes .

Learning Objectives

1. Explain the key characteristics of the American political system and the ways our institutions create both barriers to and opportunities for democratic and inclusive policy change.
2. Apply a range of theoretical frameworks from political science and policy science to understand the dynamics of current policy debates and anticipate future developments.
3. Recognize the need for policy analysts to attend to the political context in order to generate, synthesize, and communicate the information that is most needed in a format in which it will be actually used.

4. Conduct quick-turn around policy analysis to identify policy alternatives, key characteristics of the political context, and policymakers' information needs--in order to inform policy debates.
5. Communicate analyses using audience-focused policy writing formats that are easily understood, used, and incorporated by policymakers.
6. Collaborate with others to analyze and explain policy and political issues, including developing proficiency in providing, receiving, and incorporating different perspectives and critiques of common approaches to policy analysis.

Course Workload & Attendance

Course Effort. For a three-credit hour course, you should expect to devote an average of eight hours per week to this class. In a typical week, this total includes about 2 hours of class, 3.5 hours devoted to assigned readings, and 3.5 hours on research and writing for course assignments.

Attendance Policy. Although life, crises, and illnesses occur, it is important that everyone plan to attend all of the course sessions in-person. Except in extreme cases or per GW policy, there will not be hybrid or virtual attendance options due to the discussion and activity-based nature of sessions. Please let me know when you will be missing a class and always feel free to contact me to discuss any challenges you are having with attendance, make-up assignments, or the course in general.

How to make up missed classes. If you must miss a class session, it should be made up or a grade deduction will be applied (3% off final grade for each absence). The way to make up a missed class varies depending on what we are doing in that class. In most cases, you can make up an individual class session by emailing me a two-page response paper addressing the assigned readings. Whenever possible, please email this before class time so I can share applicable insights in class. Since you cannot really make up the more interactive class sessions (9/3 and 12/3), so if you must miss those sessions, please exchange your memo/case response with another student and meet to talk about the case and provide each other with feedback.

Description of Assignments

Class Preparation and Engagement (20%). This is a participation-based course in which all students are expected to prepare for class by reading the assigned material, attending class regularly, and actively participating in class. Active engagement requires completing required work before class sessions and coming to class with an open mind and willingness to be challenged and learn from others' perspectives, as well as the courage necessary to raise challenging issues, overlooked perspectives, and critiques of assumptions made by other students, the professor, and authors of course readings. Your class engagement will be assessed through self-assessment, peer-feedback, and instructor assessment of the degree to which students' engagement reflects these norms, evidence of careful preparation for class and analytic thinking in which course material is applied to policy cases, current issues, as well as students' work, interests, or lived experience.

MPP Career Panel or Interview (5%). You should attend one (or both) of the MPP-focused career panels offered this semester. There is one on policy analysis careers on Wednesday September 18th and another on MPP careers in different sectors (e.g., government, non-profit, for-profit) on Thursday November 14th. Both

sessions will be held via zoom from noon-1pm with an additional 30 minute debrief for our class only. Please sign up for the panel you plan to attend in Handshake through TSPPPA career services to receive the zoom link. If you are not able to attend either session, you can make-up this activity by interviewing a policy analyst (defined broadly) about their work and emailing me a short summary (1-2 pgs) of who you talked to, what you learned, and what questions you still have.

Weekly Assignments (15%). In prep for most class sessions, you will have a short assignment designed to help students apply the lessons from the weekly class readings. In many cases, these will focus on a policy issue (and ultimately a specific policy proposal) of your choosing. You are welcome to narrow/broaden (or even change) your topic during the semester, but it is easiest to focus on the same issue so you have more insight on the topic of your final policy portfolio (described below).

Case Study Memos (30%). Two sessions will focus on specific case studies. In preparation for each, read or view the applicable case study and follow instructions posted in Blackboard to prepare a memo that should be submitted at least 12 hours before our class session. There are three memos you will write in the class. In preparation for the September 3rd class, please read the case study and prepare a memo focused on the organization head that you were assigned to advise in class. Turn this in at least 12 hours before our class session via Blackboard. Following the September 3rd class session where we will engage in a role play, you should prepare a second memo for a different organizational head that incorporates what you have learned in the role play. Only the second memo will receive a letter grade, with the first graded as complete/incomplete only. For the 12/3 session, we will discuss another case. In preparation, you will need to purchase access to the multi-media case study, read/watch the case study, and prepare a short briefing memo as described in Blackboard. That should be submitted at least 12 hours before the 12/3 class session and the memos will receive a letter grade.

End-of-Semester Policy Portfolio (30%). To demonstrate your skills in policy communication, as well as practice and hone those skills, you will be expected to prepare a policy portfolio with different forms of writing related to the same policy topic (e.g., assault weapon ban, flat tax, ceasefire agreement, minimum wage, or any other topic of your choosing). Specifically, you should include three pieces of policy writing:

- Infographic: a 1-2 page document that provides key information on a policy problem or specific policy solution. If you would like a template, I recommend using [Canva's free infographic maker](#).
- Trade-off analysis: a 1 page trade-off matrix, with a 1 page cover page that explains the matrix and what it tells us about the advantages, limitations, and trade-offs of different policy alternatives for addressing a policy problem (or different policy design options for the same policy idea).
- Memo to legislative champion: a 1-2 page memo to a policymaker already supportive of your policy proposal. Use this memo to communicate an assessment of the political feasibility of the policy proposal and make specific recommendations for this policymaker to take to capitalize on an opportunity, address a barrier, or otherwise advocate to enact this policy.

The pieces you select for your portfolio may be extensions of weekly assignments and/or in-class activities, but should remain short, focused, pieces of policy writing. It is easy to think that short writing assignments are easy and do not take much time. But, to produce high-quality policy writing, you will need to devote significant

time to thinking about the policy issue you are working on, reading/researching background information, outlining/revising your writing, getting feedback, and further revising these pieces so they represent your best work. Our November 19th class will consist of a writing workshop to help you develop your policy portfolio. Please bring a strong draft of at least one of the three parts of your portfolio to that class for peer review. In addition, I am happy to review any part/all of your portfolio submission – for this review, include whatever you would like me to review in one word document and email it to me by December 1st. Full portfolios are due December 10th and should be uploaded to Blackboard.

Assessment & Grading

This course is designed to be work-intensive and intellectually challenging, but not too hard for students who complete readings and assignments and engage in class discussion. If you get stuck, reach out to another student or the professor, or try using ChatGPT as a Tutor to talk through your problem/issue/question. Most importantly, if the course seems too easy, it is a clear sign that you need to challenge yourself to think harder, incorporate greater detail/complexity on the policy at hand, and further refine your writing and communication skills. These are learning tasks that never end and represent life-long effort and professional development for any policy analyst/researcher (including me!). The assignments in this course fall into three categories:

Assignment of Final Grades. Your final grade will reflect the following standard for assessing written work, oral presentation, and contribution to class discussion:

- **A Excellent:** Exceptional work for a graduate student. Work at this level is extremely thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of-professional quality and reflects mastery of the theory and frameworks introduced in class.
- **A- Very Good:** Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate theoretical and analytical approaches, is thorough and well-reasoned, and meets professional standards and reflects thorough understanding of theory and frameworks introduced in this class..
- **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 for the assignment/course and can apply the theory/frameworks from the class. .
- **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 underdeveloped and/or the student misunderstands key concepts from the course.
- **B- Borderline:** Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete.

COURSE SCHEDULE

August 27th: Why Politics?

- Paul Cairney (2023). "The Politics of Policy Analysis: Theoretical Insights into Real World Problems." *European Journal of Public Policy*, 30(9):1820–1838 .[**Note:** you only need to read the first 11 pages – before he begins talking about the special issue the paper is introducing]
- Susan Iott (2010), "Policy Sciences and Congressional Research: Making Sense of the Research Question." *Policy Sciences*. 43, 3:289-300. [**Note:** just skim over this description of a policy analysis project to get a feel for the work]
- Nancy Shulock (1999). "The Paradox of Policy Analysis: If it is Not Used, Why do we Produce so Much of it?." *Journal of Policy Analysis and Management* 18(2):226-244.

September 3rd: Engaging in the Policy Process – A Case Study

- Read case study posted in Blackboard
- **MEMO 1 Due (9/2):** At least 12 hours before class: Write a two-page memo to the head of the organization you were assigned (in class) to work for.
- **MEMO 2 Due (9/10):** Following class role play: choose another stakeholder group and write a memo preparing them for the same meeting (incorporating what you learned in the role play)

September 10th: Governing Institutions: Fragmentation

- Guy Peters (2010). Chapter 2 "The Structure of Policymaking in American Government." From *American Public Policy*, 8th Edition. [**Note:** focus on the three different forms of fragmentation]
- Suzanne Mettler (2016). The Polyscape and the Challenges of Contemporary Politics to Policy Maintenance. *Perspectives on Politics*, 14(2):369-390. [**Note:** read enough to understand what Mettler's polyscape refers to and why it is important for politics and policymaking]
- Huber Project Video: "[Policy Field Analysis](#)"

ASSIGNMENT (bring to class) - Choose policy area that interests you and begin a policy field analysis

MEMO DUE: Memo #2 to Blackboard by 9/10

September 17th: Governing Institutions: Constitutional Design

- Library of Congress video: [Overview of legislative process](#)
- Theo Dicharry (2024). [State Legislatures v. Congress: 4 Differences](#). *Legistorm*.
- Dan Baltz (2023). [American democracy is cracking. These ideas could help repair it](#). *Washington Post*:
- Q&A with [Larry Sabato re: A More Perfect Constitution](#): and read over his [proposals](#).

ASSIGNMENT: choose one proposal to improve American political institutions or processes and find three facts to support your position (include citations to where you found evidence)

Wednesday September 18th: What does it mean to be a policy analysis career panel

*****IMPORTANT NOTE: this class session meets on a Wednesday via zoom from 12-1:30pm**

- Students should attend at least one of the two MPP career panels this semester (other is Thursday November 14th noon-1:30pm).
- If you are not able to attend either session, you can make-up this activity by interviewing a policy analyst (defined broadly) about their work and emailing me a short summary (1-2 pgs) of who you talked to, what you learned, and what questions you still have.

September 24th: Governing Institutions: Partisanship & Bipartisanship

- Drew DeSilver (2022). [The Polarization in Today's Congress Has Roots That Go Back Decades](#). *Pew Charitable Trust*.
- Judge Glock (2024). [The Mismeasurement of Polarization](#). *National Affairs*, Volume 60.
- James Curry and Frances Lee. (2019). "Non-Party Government: Bipartisan Lawmaking and Party Power in Congress." *Perspectives on Politics*, 17(1): 47-65.
- Alison Craig, (2023). [The Collaborative Congress : Reaching Common Ground in a Polarized House](#).
Note: read two chapters – 1 (Collaboration in Congress) & 7 (The Future of Collaboration)

ASSIGNMENT: Search congress.gov for a pending bill on a topic of your choosing (choose one that has at one co-sponsor). In one paragraph or a few bullets, describe the partisan make-up of the bill's sponsor and co-sponsors. Is any other similarity obvious to you? **Note:** here are tips on [how to find a bill](#) and [how to explore a bill](#) on congress.gov.

October 1st: Policy Design

- Anne L. Schneider and Helen Ingram (2008). Policy Design. In *Encyclopedia of Public Administration and Public Policy, Second Edition*, 1: 1, 1477 — 1481.
- Lester Salamon (2002), "Basic Analytics" excerpt (p. 19-41) from *The Tools of Government: A Guide to the New Governance*. Oxford University Press.
- Anne Schneider and Helen M. Ingram (2019). "Social constructions, anticipatory feedback strategies, and deceptive public policy." *Policy Studies Journal* 47(2): 206-236.

ASSIGNMENT: identify 3-5 different policy tools in use in the policy area you are interested in? What are the advantages and limitations of each?

October 8th: Policy Analysis—Mapping Policy Trade-offs

- Beryl Radin (2019). Chapter 7: Criteria and Values, In *Policy Analysis in the 21st Century*.
- Michael C. Munger (2000), “The Process of Policy Analysis” (re: tradeoff matrix), p. 6-14 in *Analyzing Policy: Choices, Conflicts and Practices*. New York: W.W. Norton.
- Review the two examples of capstone posters with trade-off matrices (posted in Blackboard) and consider why the teams choose to use this tool, what it tells us, and what it cannot tell us.

ASSIGNMENT: Begin drafting trade-off matrix for your policy proposal and its alternatives

October 15th: Policy Analysis—Evaluating for Equity

- Caroline Criado Perez (2019). *Invisible Women: Data Bias in a World Designed for Men*. **Note:** Read two chapters: 1: Can Snow Clearing be Sexist? & 12: A Costless Resource to Exploit.
- Cathy O’Neil (2017). *Weapons of Math Destruction*. **Note:** [skim this excerpt](#)
- K. Steven Brown, Kilolo Kijakazi, Charmaine Runes, and Margery Austin Turner (2019). [Confronting Structural Racism in Research and Policy Analysis](#). Washington, DC: Urban Institute.
- Race Forward. [Overview of Racial Equity Impact Analysis](#),

ASSIGNMENT: Read about the work of the [D.C.’s Council Office of Racial Equity \(CORE\)](#) that produces racial equity impact assessments for all legislation that gets to the mark-up stage and choose one completed REIA to read.

October 22nd: Policy Analysis—Designing for Implementation

- Kent Weaver (2010). [But Will it Work? Implementation Analysis to Improve Government Performance](#). *Issues in Governance Studies*, 32. Brookings Institution.
- Jennifer Pahlkah (2021) on the Ezra Klein Podcast titled: [The book I wish every policymaker would read](#), available here: **Note:** this interview is more than an hour, please listen to as much of it as you can prior to our class discussion.
- Richard Matland (1995). Synthesizing the implementation literature: The ambiguity-conflict model of policy implementation. *Journal of public administration research and theory* 5(2):145-174. Matland

ASSIGNMENT: Decide where you would classify your policy proposal in ambiguity-conflict matrix, what would be the implications for the implementation phase?

October 29th: Policy Analysis—Considering Political Feasibility

- Charles Lindblom (1959), “The Science of Muddling Through.” *Public Admin. Review* 19(2): 79-88.
- Excerpt from *Drawing Lessons from Policy Theory*—sections on Multiple Streams Theory & Punctuated Equilibrium Theory

ASSIGNMENT: Choose one aspect of these theories to apply to your policy proposal and answer the questions listed for that concept as they apply to your policy area.

November 5th: No School – Election Day

November 12th: The Work of a Policy Analyst

- Beryl A. Radin (2018). “The Evolution of the Policy Analysis Profession in the United States.” In *Policy Analysis in the United States*, edited by John A. Hird, 1st ed., 31–54. Bristol Univ. Press.
- Deborah Stone (2017). “Policy Analysis and Think Tanks”. In *Rutledge Handbook of Public Policy*.
- Beryl Radin (2013). Chapter 4 on Policy Analysis Organizations, in *Beyond Machivelli: Policy Analysis Comes of Age (2nd edition)*. Washington, DC: Georgetown University Press.
- David L. Weimer and Aidan R. Vining (2005). Chapter 3: Toward Professional Ethics, in *Policy Analysis: Concepts and Practice*. Upper Saddle River, NJ: Pearson/Prentice Hall].

ASSIGNMENT: Among the organizations profiled in Radin’s chapter 4, which two organizations would you most want to work for? Why?

November 14th: MPP Alums—Multi-Section Career Options

*****IMPORTANT NOTE: this class session meets on a Thursday via zoom from 12-1:30pm**

- Students should attend at least one of the two MPP career panels this semester (other is Wednesday September 18th, noon-1:30pm).
- If you are not able to attend either session, you can make-up this requirement by interviewing a policy analyst (defined broadly) about their work and emailing me a short summary (1-2 pgs) of who you talked to, what you learned, and what questions you still have.

November 19th: Policy Writing Workshop

- David Bromell, (2017). Effective Communication, In *The Art and Craft of Policy Advising*. Springer Press., available here:
- Andrew Pennock, (2023). Chapter 1. Audiences and audience-centered writing in public policy in the *CQ Guide to Writing for Public Policy*. CQ Press.
- Bring to class a draft of at least one of the parts of your Policy Proposal Package. Note: for your final policy proposal package, you will turn in the following three pieces:
 - Info sheet or infographic on your preferred policy proposal (1-2 pages)
 - Trade-off matrix with <1pg description
 - Memo to legislative champion (2pg to policymaker)
- **Note:** following this class session. If you would like to receive feedback on any part of your final assignment, you can submit a polished draft for review – please include everything you want me to review in one word document and email it to me by December 1st.

November 26th: No class – Indigenous People’s Day/Thanksgiving Day

December 3rd: Case Study

- Justin de Benedictis-Kessner (2023). *Climate Resilience in New York City: The Battle over East River Park*. Kennedy School of Government, case: #2272.0.
- **Note:** You will need to purchase the case for \$6.95 at: <https://case.hks.harvard.edu/climate-resilience-in-new-york-city-the-battle-over-east-river-park/>; Go through multi-media case online [You can do this in small groups as long as everyone can see the text and videos on the screen.]
- **DUE MEMO 3:** Prepare 1-2 page briefing memo based on scenario posted in Blackboard and upload to Blackboard at least 12 hours before class.

December 10th – Final Assignment Due: Policy Portfolio

- Upload to Blackboard

POLICIES AND RESOURCES FOR STUDENTS

COVID Protocol

We will be following all the GW COVID policies in effect at the time. These university policies determine whether class meets virtually or in person, as well as masking and testing requirements. If any student must quarantine during a week with an in-person class meeting, they should contact the professor before the class session to arrange alternative ways to get course content. The class won't be recorded to protect everyone's confidentiality. Similarly, the course will not be offered in hybrid format, unless the university provides that option and/or the professor or multiple students must quarantine. If a student contracts COVID, they should focus on treating any symptoms and healing, as well as contact the Professor as soon as they are feeling well enough to engage in asynchronous classwork.

Inclusion & Equity

Equity Objective

The Trachtenberg School is committed to the long-term transformation necessary to provide an inclusive environment that recognizes and values a diverse range of identities and experiences, areas of expertise, and opinions. In fact, it is only through this equity objective that we can provide an enriching educational environment for everyone in our community, as well as fully-prepare future public servants to be effective stewards of our government, organizations, and democracy. I welcome feedback from students on ways to make my classroom and interactions more inclusive. This can be provided to me directly, or indirectly if you would prefer to speak with the MPP Program Director or Chair of the DEI Committee. I will not view you as going over my head if you choose that option or if you choose to report concerns directly to the GW Office of Diversity and Equity through their Bias Reporting system, available here: <https://diversity.gwu.edu/report-bias-incident-online>

Disability Services

Any student who may need an accommodation based on the impact of a disability should contact the [Office of Disability Support Services](#) (DSS) to inquire about the documentation necessary to establish eligibility, and to coordinate a plan of reasonable and appropriate accommodations. DSS is located in Rome Hall, Suite 102. For additional information, please call DSS at 202-994-8250, or consult <https://disabilitysupport.gwu.edu>.

Accommodation Beyond Disability

Everyone has different needs for learning. If you don't have a documented disability but feel that you would benefit from learning support for other reasons, please don't hesitate to talk to me. In addition, if you have substantial non-academic obligations or other concerns (e.g., work, childcare, athletic commitments, language barriers, financial issues, technology access, commuting, etc.) that make learning difficult, please contact me. I'll keep this information confidential (except as required by sexual assault policy below), and together, we can brainstorm ways to meet your needs.

Observance of Religious Holidays

In accordance with University policy, 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. For details and policy, see: provost.gwu.edu/policies-procedures-and-guidelines

Sexual Harassment and Assault

The George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at titleix@gwu.edu or learn more by visiting titleix.gwu.edu.

Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office Of Advocacy and Support at 202-994-0443 or at oas@gwu.edu.

Resources for Students

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

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, or access other academic support resources at academiccommons.gwu.edu. For assistance contact academiccommons@gwu.edu.

GW's Colonial Health Center offers medical, counseling and psychological services, and psychiatric care to GW students. Their approach is to support physical and mental health by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. To access these services call (202) 994-5300 or go to healthcenter.gwu.edu/counseling-and-psychological-services

Academic Policies

Syllabus

This syllabus is a guide to the course. Sound educational practice requires flexibility and the instructor may therefore, at her discretion, change content and requirements at any time.

Incompletes

A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes of the 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 the website for the complete CCAS policy on incompletes.

Grade Changes

No changes can be made to grades after the conclusion of the semester, other than in cases of clerical error.

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. Contact information: rights@gwu.edu or 202-994-6757.

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/shooterprep. Also see, Stay informed: safety.gwu.edu/stay-informed

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

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

- **Shelter:** Protection from a specific hazard, such as tornado, earthquake, hazardous material spill, or another environmental emergency. Specific safety guidance will be shared on a case-by-case basis.
 - **Action:** Follow safety guidance for the hazard.
- **Evacuate:** Need to move people from one location to another. Students and staff should be prepared to follow specific instructions given by first responders and University officials.
 - **Actions:** Evacuate to a designated location, leave belongings behind, and follow additional instructions from first responders.
- **Secure:** Threat or hazard outside of buildings or around campus. Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.
 - **Action:** Go inside and stay inside (activities inside may continue).
- **Lockdown:** Threat or hazard with the potential to impact individuals inside buildings. Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.
 - **Actions:** Locks, lights, out of sight and consider Run, Hide, Fight