



PPPA 6060: Advocacy & Policy Change Fall 2024

Topics in Policy Formulation & Administration

PROFESSOR

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CLASS MEETING

Mondays from 5:10-7:00pm
MPA Building, Rm. 305; 805 21st St., NW
Office Hours: Arrange by email

COURSE OVERVIEW

At every stage of the policy formulation and administration process, public servants must engage in one of the greatest challenges of democratic governance—balancing competing interests and policy priorities to achieve meaningful, productive, and effective policy change. This course will prepare students to participate in this process directly or indirectly throughout their career. Students will develop a deeper understanding of the policymaking process, consider legal and ethical issues related to policy advocacy, and develop a suite of strategies for impacting the governmental agenda and shaping policy change.

As a political scientist, my lens on these topics emphasizes the role of institutions, policy design, group mobilization, ideological conflict—and most importantly power. Most of the academic studies we will discuss are drawn from the political science literature, which aims to improve our understanding of the impact of politics on policy, and therefore on the conditions in which we and others live.

This course asks students to engage with this particular perspective and literature, as well as to extend these concepts into more applied (and practical) skills commonly used by advocates, lobbyists, and other policy entrepreneurs. During the semester, we will examine advocacy and policy change from six different perspectives—each representing a common form advocacy may take: legislative advocacy, interest group advocacy, lobbying, executive branch advocacy, non-profit advocacy, and community-based advocacy. For each form of advocacy, students will read and discuss academic research on the topic to help us answer big and important questions. Then, students will participate in a mini-workshop on a related advocacy skill. These areas of focus are described below:

- ❖ **Legislative Advocacy** – *Key Questions:* How do elected officials balance competing interests and policy priorities when making decisions, and what factors influence their decision-making process? How can advocates build productive relationships with elected officials and their staff, and what strategies are most effective for engaging with policymakers to achieve positive policy change? *Advocacy Skills:* Targeting elected officials; reading legislative text.
- ❖ **Interest Groups**—*Key Questions:* What factors contribute to the success or failure of interest groups in achieving their policy goals, and how can advocates effectively leverage the strengths and weaknesses of interest groups in their own advocacy efforts? How do interest groups engage in grassroots organizing and mobilization, and what are the most effective strategies for building and sustaining momentum around specific policy issues? *Advocacy Skills:* Identifying and engaging allies, Grassroots mobilization
- ❖ **Lobbying**—*Key Questions:* How do professional lobbyists work to influence policy decisions, and what are the most effective tactics and strategies that they use to achieve their policy goals? What are the ethical considerations and potential conflicts of interest involved in lobbying, and how can lobbyists ensure transparency and accountability in their advocacy efforts? *Advocacy Skill:* Negotiation Strategies
- ❖ **Executive Branch Advocacy** – *Key Questions:* How does the executive branch influence policy-making, and what role do executive agencies play in shaping and implementing public policy? What are the major avenues through which advocates can engage with the executive branch, and how can they effectively navigate the complexities of executive rule-making and administrative procedures? *Advocacy Skills:* Drafting comments on proposed regulations.
- ❖ **Non-profit Advocacy**—*Key Questions:* How can non-profit organizations use their unique strengths, resources, and connections to effectively advocate for policy change and create meaningful impact in their communities? What are common ethical considerations for non-profit organizations engaged in advocacy, and how can they ensure that their advocacy efforts align with their core values and mission? *Advocacy Skills:* Tax Compliance and Lobbying Disclosure for Nonprofit Organizations
- ❖ **Community-Based Advocacy** – *Key Questions:* How can advocates effectively mobilize and engage communities at the grassroots level? What are the most effective strategies for building coalitions and sustaining long-term community engagement? How can advocates ensure that their efforts are inclusive; and representative of the communities they serve? *Advocacy Skills:* 1:1 meetings; power mapping

By the end of this course, students will be equipped with the theoretical and practical tools necessary to navigate the complex and often opaque decision-making structures in American government and employ effective strategies for influencing policymakers and other stakeholders to secure policy change.

COURSE DETAIL

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 (no-cost) reviews of key topics (e.g., Congress, public opinion, federalism). Link to videos:

<https://www.bowdoin.edu/founding-principles/>

Key Learning Objectives

- ❖ *Demonstrate* a nuanced understanding of the policymaking process, and the complexities involved in balancing competing interests and priorities in democratic governance;
- ❖ *Apply* advocacy strategies, such as targeting elected officials, drafting legislative text, writing public comments, power mapping, and coalition building to achieve positive policy change;
- ❖ *Analyze* the legal and ethical issues related to policy advocacy, such as transparency, accountability, legal guidelines, and conflicts of interest, in order to guide advocacy strategies;
- ❖ *Utilize* negotiation strategies and tactics to influence policy decisions and understand the potential ethical considerations and conflicts of interest involved in lobbying;
- ❖ *Understand* how non-profit organizations can use their unique strengths, resources, and connections to advocate for policy change, comply with tax regulations, and ensure their advocacy efforts align with their core values and mission
- ❖ *Critically-evaluate* academic research on advocacy and policy change, and apply insights from these studies to identify best practices and emerging trends in the field.

Course Workload and Effort

Course Credit: 3.0 credit hours.

Course Effort: Over 15 weeks, students should expect to spend 2 hours per week in class, 4-5 hours per week reading for class or preparing for case study/simulation class sessions, and another 10-20 hours at the end of the semester preparing their final assignment. This course effort should total 113 hours, or an average of 7.5 hours/week.

Course Materials

There is one book to purchase for this class:

- ❖ Frank Baumgartner, Jeffrey Berry, Marie Hojnacki, David Kimball, and Beth Leech. 2009. *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago, IL: University of Chicago Press. [Available used for \$10 or less – there are also a handful in the TSPPPA lending library]

All other readings, videos, and webpages are available through links in the syllabus or available in Blackboard. Licensing fees for KSG cases and resources have already been paid for each student in the course. Students should have access to the readings assigned for the particular class meeting in electronic or paper form. It is also recommended that students bring a laptop or tablet to class for in-class activities and assignments.

ASSIGNMENTS & GRADING

A note about attendance. Although we know that life, crises, and illnesses occur, students should plan to attend all course sessions in-person. Except in extreme cases or per GW policy, there will not be hybrid or virtual options to participate in class due to the interactive nature of class sessions. Please let the professor know when you will be missing a class and always feel free to reach out to discuss any challenges you are having with attendance, make-up assignments, or the course in general. If you miss a class session, it must 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. For class 1, you must schedule a meeting with the course instructor to discuss what you missed. For class 8 or 12, you must meet with at least one other student in the class to exchange your strategy memos and discuss the case. For the content-heavy sessions (2-7, 9-11), you should email the professor a two-page response paper addressing the assigned readings.

A note about generative AI. In this course, you are encouraged to utilize generative AI tools as part of your research and assignment process. When used in an intentional and reflective way, these tools can enhance the quality of your work by providing additional perspectives, generating ideas, and aiding in the synthesis of complex information. However, it is essential to remember that these tools should complement, not replace, your own intellectual efforts. Your submitted assignments should reflect your own analysis, synthesis of information, and original thought. AI-generated content should be clearly integrated, but the core arguments and conclusions must be your own. In addition, you should make sure to review carefully, identify, and correct biases or inaccuracies introduced by the AI model.

You should not use AI to produce assignments in their entirety, to attempt to circumvent academic honesty requirements, or in an attempt to reduce the total amount of time you spend on an assignment. Instead use generative AI to take your work further—challenging, extending, and improving your thinking, writing, and communication skills. As this is an emerging area, feel free to discuss how you are using AI with the professor at any time.

Major Assignments & Assessments

Class Engagement and Preparation (20%). This is an interactive course in which all students are expected to contribute to other students' learning by reading the assigned material before class and actively participating in class. Active engagement requires 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. Class participation will make up 20% of final grade—based on the degree to which students' engagement reflects these norms, evidence of careful reading/preparation for class and analytic thinking about that reading.

In-Class Exercises (20%). During most class sessions, students will work in small groups on activities to learn, apply, and further develop the advocacy skills related to the studies read and discussed for that week's class. These may be turned in at the end of the class period or later if additional time is needed to complete the exercise. Students can choose to turn them in individually or as part of a small group.

Reading Facilitator (10%). Each student will be assigned as facilitator for one academic journal article (marked with a +) on the syllabus. The role of the reading facilitator is to help other students understand the topic of the study, its specific focus, its strengths and limitations, and its implications for advocacy and policy change. For this role, the reading facilitator should read the paper carefully (more than once) ahead of time and talk/email with the professor if they have any questions about the paper. Then, one week before the paper will be discussed in class, the facilitator should prepare a 1-2 page reading guide (using template in Blackboard) and email it to the professor who will post it in Blackboard with the other readings. The role of the reading facilitator will continue during the class session as the facilitator looks for opportunities to link the paper to topics discussed and will serve as the resource person answering questions about the paper. Note: depending on the size of the class, two students may be assigned to co-facilitate a few of the readings; in these cases, you can work independently or together on the summary.

Strategy Memos (20%). We will devote two class periods to role play/case study discussion. For each, students will review posted materials and write a 2-page strategy memo aimed at the policy director of an assigned interest group (Memo 1) or to the Santa Clara Tribal Council (Memo 2) providing your analysis and recommendations for securing the group's policy goals. These memos must be turned in prior to the class session in which they will be used. Late memos will be accepted but will receive a letter grade reduction. Each memo will contribute 10 percent to the final grade.

Advocacy Portfolio (30%). Each student will prepare an advocacy portfolio with three short (1-2 pages) work samples (or two samples if one or both are longer documents). These may be revisions and extensions of an in-class exercise (e.g., public comment, legislative targeting analysis, negotiation prep) or another work sample of the students' choosing. Examples of these additional work products could be: short report of political context and avenues for policy change on an issue of the student's choosing, infographic or data summary on any topic related to the course, a memo to a stakeholder or organization regarding any aspect of their advocacy work, etc. Please turn in your portfolio including the cover page (see template in Blackboard) by December 9th.

WEEKLY COURSE SCHEDULE

Class 1: August 26th-Thinking about Advocacy & Policy Change

Prepare for first class:

- **Read:** course syllabus (and note any questions you have for discussion at our first class)
- **Skim:** Advocacy Overview: <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles>
- **Listen:** podcast interview with Mo Cowan, President of Global Government Affairs and Policy, General Electric (posted in Blackboard)
- **Read:** Butler, D. M., & Miller, D. R. (2022). "Does Lobbying Affect Bill Advancement? Evidence from Three State Legislatures." *Political Research Quarterly*, 75(3), 547-561.

No class: September 2nd – Labor Day

Class 2: September 9th – Case Study: Enactment of Lautenberg Act

Read: Lawrence S. Rothenberg (2018). *Policy Success in an Era of Gridlock. How the Toxic Substances Control Act was Finally Reformed* (Element in American Politics). New York: Cambridge Press. [Available in Blackboard]

Note: While reading this element (a short book), keep a list of the factors, groups, institutional design factors, people, events, etc. that contributed to this policy success. Bring these lists to class for us to work with as we conduct a policy field analysis and undertake other political mapping strategies.

Class 3: September 16th – Lobbying and Policy Change

Readings:

K Street & Status Quo: <https://psmag.com/social-justice/k-street-and-the-status-quo-20015>

Frank Baumgartner, Jeffrey Berry, Marie Hojnacki, David Kimball, and Beth Leech. (2009). *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago, IL: University of Chicago Press. [Chapters 1, 2, 3, 11, and methodological appendix]

Class 4: September 23rd – Lobbying and Policy Change, cont.

Reading:

Frank Baumgartner, Jeffrey Berry, Marie Hojnacki, David Kimball, and Beth Leech. (2009). *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago, IL: University of Chicago Press. [Skim Chapters 4-10, read Chapter 12]

Class 5: September 30th – Legislative Advocacy

Readings

[Optional] Overview of Legislative Process: <https://www.congress.gov/legislative-process>

Legislative advocacy overview: <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/legislative-advocacy/main>

Hager, Lisa. (2018). "Are Members of Congress Simply 'Single-Minded Seekers of Reelection'? An Examination of Legislative Behavior in the 114th Congress." *PS: Political Science & Politics* 51 (1):115–118.

+ Miller, David R. (2021). On Whose Door to Knock? Organized Interests' Strategic Pursuit of Access to Members of Congress. *Legislative Studies Quarterly*.

+ Wiener, E. (2021). Getting a High Heel in the Door: An Experiment on State Legislator Responsiveness to Women's Issue Lobbying. *Political Research Quarterly*, 74(3), 729-743.

Related Advocacy Skills (review prior to class)

Targeting Legislators:

- <https://www.quorum.us/blog/finding-legislative-champions/>
- <https://www.quorum.us/blog/tips-for-targeting-lawmakers/>

Working with Legislative Text: <https://legcounsel.house.gov/holc-guide-legislative-drafting>

Class 6: October 7th – Interest Group Advocacy

Readings

Lowi et al. 2022. Groups and Interests Chapter Overview:

<https://www.norton.com/college/polisci/american-government12/core/ch/13/outline.aspx>

+ Meli, A.D. (2023). Party people? Measuring interest groups' proximity to political parties. *Interest Groups & Advocacy*, 12, 364–387.

+Box-steffensmeier, Janet M., Dino P. Christenson, Allison W. Craig. (2018). Cue-Taking in Congress: Interest Group Signals from Dear Colleague Letters. *American Journal of Political Science*.

+Lorenz, Geoffrey Miles. (2020). "Prioritized interests: Diverse lobbying coalitions and congressional committee agenda setting." *The Journal of Politics* 82(1): 225-240.

Related Advocacy Skills (to review prior to class)

Recognizing and working with allies & opponents

- <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/recognize-allies/main>
- <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/identify-opponents/main>
- <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/involve-opponents-and-allies/main>

Class 7: October 14th – Lobbying

Watch for background

Fagan, Mark. 2022. *Video Lectures on: (1) Lobbying Strategies, and (2) Ethics and Regulations*. Follow instructions in Blackboard to access. Kennedy School of Government

Readings

Kersh, Rogan. (2007). "The Well-Informed Lobbyist: Information and Interest Group Lobbying." In *Interest Group Politics*, 7th ed., edited by Allan J. Cigler and Burdett A. Loomis, 389–411. Washington, DC: CQ.

+ Susan Webb Yackee (2012). The Politics of *Ex Parte* Lobbying: Pre-Proposal Agenda Building and Blocking during Agency Rulemaking, *Journal of Public Administration Research and Theory*, 22(2):373–393.

+Grose, Christian R., Pamela Lopez, Sara Sadhwani, and Antoine Yoshinaka. (2022). "Social lobbying." *The Journal of Politics* 84(1): 367-382.

Related Advocacy Skills (to review prior to class)

Negotiation Basics Video Series (Watch the first two videos):

https://www.kellogg.northwestern.edu/news_articles/2014/08012014-negotiation-tactics-101.aspx

Class 8: October 21st– Policymaking Role Play: Minimum Wage Debate

Before class:

Read case study materials posted in Blackboard. Then consider the priorities of your assigned interest group and write a 2 pg. strategy memo to the head of the interest group recommending a policy design to push for and identifying Senators to target for support.

Post your strategy memo to Blackboard at least 12 hours before class.

Class 9: October 28th– Executive Branch Advocacy

Readings

+ Yackee, Susan W. (2020). Hidden Politics? Assessing Lobbying Success During US Agency Guidance Development, *Journal of Public Administration Research and Theory*, 30(4):548–562.

+ Dwidar, M.A. (2022), Diverse Lobbying Coalitions and Influence in Notice-and-Comment Rulemaking. *Policy Studies Journal*, 50: 199-240.

Related Advocacy Skills (to review prior to class)

Regulatory Comments:

- o <https://www.fda.gov/regulatory-information/federal-register-fr-notices/how-use-regulationsgov>
- o https://www.brookings.edu/wp-content/uploads/2018/08/ES_20180809_RegComments.pdf
- o <https://regulatorystudies.columbian.gwu.edu/quality-not-quantity-key-effective-commenting>

Class 10: November 4th– Non-Profit Advocacy

Watch for Background

Fagan, Mark. 2022. *Video Lecture on Non-Profit Lobbying*. Follow instructions in Blackboard to access. Kennedy School of Government

Readings

Berry, J. M. (2005). Nonprofits and civic engagement. *Public Administration Review*, 65(5), 568-578.

+Lu, J. (2018). Organizational Antecedents of Nonprofit Engagement in Policy Advocacy: A Meta-Analytical Review. *Nonprofit and Voluntary Sector Quarterly*, 47(4_suppl), 177S-203S.

+Kagan, Jennifer A. (2022). "The significance of 501 (c) status among environmental nonprofits engaged in oil and gas policy debates." *Journal of Public and Nonprofit Affairs* 8, no. 2 (2022): 217-238.

Related Advocacy Skills (to review prior to class)

Legal and tax issues for non-profits wishing to lobby:

- <https://nonprofitquarterly.org/yes-can-nonprofit-advocacy-core-competency/>
- <https://bolderadvocacy.org/resource/comparison-of-501c3-and-501c4-permissible-activities/>
- Practical Guidance for Non-Profits Lobbying in D.C.: <https://bolderadvocacy.org/wp-content/uploads/2023/04/Practical-Guidance-DC-Lobbying-03.31.23.2.pdf>

Class 11: November 11th– Community-based Advocacy

Readings

Community Organizing and Change: <https://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/lessons-learned/main>

+ Gelbman, S. (2022). Review essay: Advocacy by and for traditionally marginalized racial, ethnic, and religious communities. *Interest Groups and Advocacy* 11: 438–441

+ Schroering, C., & Staggenborg, S. (2021). Volunteer and staff participants in social movements: a comparison of two local coalitions. *Social Movement Studies*, 21(6), 782–797.

Related Advocacy Skills (to review prior to class)

- One-on-one meetings: <https://www.newjimcroworganizing.org/img/pdf/One-on-one%20Meetings.pdf>
- Assessing community assets: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main>
- Grassroots organizing: <https://www.quorum.us/blog/crafting-grasstops-versus-grassroots-strategy/>

Class 12: November 18th – Advocacy Case Study

Watch background video: The Land [Available in Blackboard]

Read: *Negotiating the Margins: The Santa Clara Pueblo Seeks Key Ancestral Lands* (HKS Case #2021.9) This case describes the approach taken by Santa Clara, a small Pueblo Indian tribe in New Mexico, to recover a piece of land tribal leaders viewed as integral to their ancestral homeland. [Available in Blackboard]

Prepare a 1-2 pg. strategy memo updating the Tribal Council on the status of the negotiations and making a recommendation for what the Pueblo's next move should be (make sure to explain the rationale for and risks inherent in your recommendation). Upload your strategy memo to Blackboard at least 12 hours before class.

No class: November 25th–Indigenous Peoples' Day/Thanksgiving Break

Class 13: December 2nd – Portfolio work session

Class 14: December 9th – Final portfolios due

OFFICIAL POLICIES & 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 GWPD 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