

**The George Washington University**  
**Trachtenberg School of Public Policy and Public Administration**  
**PPPA 6062.10**  
**Community Development Policy**  
**Fall 2024 Syllabus**  
*As August 10, 2024*

**Time:** 6:10 p.m. – 8:00 p.m., Mondays  
**Location:** Bell Hall Room 105 (2929 G Street NW, Washington, D.C.)

Professor: Joseph Firschein  
[joseph.a.firschein@frb.gov](mailto:joseph.a.firschein@frb.gov)  
703-731-5992 (cell)  
202-736-5531 (work)  
Office hours by appointment

**Course Description:**

This course examines the policy and practice of community development, including how public, private, and not-for-profit organizations work to strengthen the economic, physical, and social environments of low- and moderate-income communities. The course explores a range of community and economic development programs and policy issues, including those related to financing affordable housing, community facilities, and small businesses. The course also addresses emerging trends that are likely to affect community development policymakers and practitioners in the future, including new ways of raising capital for community development projects, partnerships between affordable housing providers and job training/financial coaching providers, and the role of fintech firms in financing small businesses and consumers.

This course will operate as a seminar in which active student participation is expected and encouraged. There will be time in class for student discussion of each required reading, including sharing insights about the readings and providing observations based on experiences working in different types of organizations.

Although the course includes a discussion of analysis used by public and private sector community development practitioners, no previous community development finance or policy experience is required. In addition to lectures, in-class discussions, and case studies, the course features interactive discussions with leading practitioners currently working on these issues in the public sector, at nonprofit organizations, and at for-profit firms. The course is taught by Joseph Firschein, a senior officer at the Federal Reserve Board of Governors who leads the Fed's policy work on community reinvestment.

**Course Prerequisites:** None

**Required Texts:**

1) Schwartz, A. "Housing Policy in the United States." Fourth Edition. 2021. ISBN: 10: 0367563916 (paperback). The text can be obtained at this [link](#). [Note – it's ok if you purchase the third edition of this book]

2) Harvard Business Publishing Coursepack. The coursepack includes the cases listed below:

- a) "Breaking Down Barriers, Rebuilding Walls: The Role of Community Development Loan Funds." Darden Business Publishing, University of Virginia. August 2009.
- b) "Investing in Early Learning as Economic Development at the Minneapolis Federal Reserve Bank." Case Study from Harvard Business School, Harvard University. September 14, 2009.
- c) "The MassPort Model: Integrating Diversity and Inclusion into Public-Private Partnerships."

The coursepack is available from this Harvard Business Publishing [link](#). The link requires students to register with a username and password (if you don't have a username, you can create one on the site the first time you register).

For other required readings available for free via the web, see details below under each class. Note that in addition to the required class readings, in some cases there are a number of "additional optional readings." These readings are for students seeking additional information on a particular topic.

### **Student Learning Outcomes:**

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

1. Identify and understand the public policy issues associated with the key federal, state, and local government community and economic development programs, including grant and loan programs, tax credit programs, and regulations;
2. Understand the role that banks and other regulated financial institutions play in community development, explore their incentives, and analyze current policy issues associated with the Community Reinvestment Act (CRA);
3. Describe and analyze the role that Community Development Financial Institutions (CDFIs) play in community development, explain how CDFIs partner with traditional financial institutions, and identify current public policy issues associated with CDFIs and the U.S. Department of the Treasury's CDFI Fund;
4. Understand community development policy issues associated with creating affordable housing, including issues related to foreclosure during a financial crisis;
5. Understand community development programs designed to support private sector loans and investments in small businesses;
6. Understand federal policy efforts to address fair housing and state/local efforts to promote supplier diversity in economic development projects; and
7. Understand and analyze strategies employed by high performing public and private sector community development organizations and describe some of the new approaches being pursued by these organizations.

### **Class Requirements and Grading:**

Students are expected to complete the following requirements:

- 1. Class Participation (15%):** As noted above, this course will operate as a seminar in which active participation is expected and encouraged. You are expected to attend each class session, complete the required readings prior to class, and be prepared to discuss them. The class participation grade will be based on students' informed participation in the class discussions of the required readings and cases. It will also be based on student discussion board posts on the assigned readings. For participation in the class discussion board, please go to the "Discussion Board" link on the left side of the Blackboard list of Course Tools. For five classes (classes 2-6), you are expected to post a discussion on any one of the required readings for those classes. Discussions should be posted prior to when the class takes place. For example, for class 2 on September 5, please post your discussion for that class prior to 6:30 pm that day. For the selected reading, please comment on any aspect of the reading that interested you, including such things as: 1) what you liked about the reading and why; 2) what you didn't like about the reading and why; 3) a question you had about the reading; and/or 4) something in the reading that was related to another reading or provides insight on another reading. The discussion posts are helpful in providing a sense of student questions or reactions to the readings in advance of the scheduled classes.
- 2. Community Development Policy Memo (30%):** Students will write an individual analysis of a community development policy topic. Detailed instructions for the policy memo will be posted on Blackboard.
- 3. Midterm Exam (30%):** The exam will take place in class and will focus on items specifically discussed in class and in the assigned readings for the class sessions prior to the exam date. Detailed information on the exam format will be provided prior to the exam in a study guide document that will be posted on Blackboard.
- 4. Final Group Presentation (25%):** Students will divide into small groups and collaborate on a PowerPoint presentation analyzing a completed community development project. Detailed instructions for the Final Group Presentation will be posted on Blackboard. Final Group Presentation teams must submit their proposed presentation topic (project name, project type, date of completion, and location) in advance. The presentations will take place in class.

### **Use of Zoom for Accessing Class Sessions:**

In addition to the in-person classes, we may also use Zoom for certain classes and/or guest speakers. If we confirm that a class will take place via Zoom, we will use this Zoom [link](#). The meeting ID is 997 4073 3001 and the passcode is 367326.

### **Background on Instructor:**

Joseph Firschein is Associate Director at the [Federal Reserve Board of Governors](#) in the Division of Consumer and Community Affairs (DCCA). Over his fourteen-year career at

the Fed, he has served in several leadership roles, including leading the Federal Reserve Board's community development function and leading teams responsible for developing and implementing bank supervision policies. He currently leads the Federal Reserve Board's Community Reinvestment Act (CRA) policy team that is responsible for developing and implementing CRA regulations to support bank lending, investment, and services in low- and moderate-income communities. He also oversees the DCCA Mergers and Acquisitions (M&A) team that makes recommendations to Board members on bank merger applications, including advising Board members on the impact of a potential bank merger on the convenience and needs of the communities to be served by the institutions applying for a merger.

Prior to joining the Federal Reserve Board, Joseph had leadership roles in two private sector organizations – first as a product manager at America Online (AOL), where he led software development teams working on broadband products; and second as a Director in Fannie Mae's Housing and Community Development Division where he managed the business segment responsible for financing community development financial institutions. Prior to joining AOL, Joseph served in leadership roles at two public sector organizations – first as lead community development analyst at the U.S. Office of Management and Budget (OMB) Housing Branch; and second managing lending to community development financial institutions at the U.S. Treasury Department Community Development Financial Institutions (CDFI) Fund.

Joseph has served as a board member of several local nonprofit community development and policy organizations and is an adjunct professor at Georgetown University and George Washington University, where he teaches courses on community development finance and policy. Joseph has an MBA in Finance from the University of Maryland, Robert H. Smith School of Business; a Master of Public Policy from the University of California, Berkeley, Goldman School of Public Policy; and a B.A. in Psychology from Stanford University.

Joseph is available for office hours by appointment. Please reach out to schedule a time using the contact info at the top of the syllabus.

## Class Schedule

(Note: Guest speakers are still being confirmed)

Date	Topic	Reading   Assignment   Homework
Aug. 26 Class 1	<p><u>Introduction and overview:</u> Review of course organization and assignments. What is community development (CD) and what are some of the key policy and management issues facing CD policymakers and practitioners? What are the important trends and cross-cutting themes in the CD field?</p>	<p>1) Schwartz, A. Housing Policy in the United States (course text), pp. 1-10 (“Introduction”) and 17-62 (“Trends, Patterns, and Problems”).</p> <p>2) Bernanke, B. <a href="#">“Resilience and Rebuilding for Low-Income Communities: Research to Inform Policy and Practice.”</a> April 12, 2013.</p> <p>3) Desmond, M. <a href="#">“How Homeownership Became the Engine of American Inequality.”</a> The New York Times Magazine. May 9, 2017. Also available on Blackboard as a PDF file under Readings Not on Web.</p> <p>4) Covert, B. <a href="#">“The Deep, Uniquely American Roots of our Affordable Housing Crisis.”</a> The Nation. May 24, 2018. Also available on Blackboard as a PDF file under Readings Not on Web.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Create Jobs for USA – <a href="#">Alliance Schools/LIIF video.</a></p> <p>2) <a href="#">“The Other Housing Crisis: Rental Housing.”</a> Federal Reserve Bank of San Francisco. Spring 2013.</p> <p>3) J.P. Morgan Chase &amp; Co. <a href="#">“Lessons Learned from 10 Years of Investment in Detroit: Creating Growth and Opportunity Through Cross-Sector Collaboration.”</a> December 2023.</p>
Sept. 2	<b>No class due to Labor Day</b>	
Sept. 9 Class 2	<p><u>Community Development Lending – Part 1:</u> What roles have financial institutions played in CD and what are their primary incentives, including mission, regulatory,</p>	<p>1) Schwartz, A. Housing Policy in the United States (course text), pp. 362-367 (“Community Reinvestment Act”)</p> <p>2) Braunstein, S. <a href="#">“The Community Reinvestment Act.”</a> Testimony Before the</p>

	<p>financial, and public relations? What role does the Community Reinvestment Act (CRA) play in CD and what are some of the key CRA policy issues?</p>	<p>Committee on Financial Services. February 13, 2008.</p> <p>3) Gruenberg, M. "<a href="#">Statement on Final Rule on CRA Regulations.</a>" October 24, 2023.</p> <p>4) Bhutta, N. and Canner, G. "<a href="#">Did the CRA Cause the Mortgage Market Meltdown?</a>" Community Dividend. March 1, 2009.</p> <p><i>Additional Optional Readings:</i></p> <p>1) National Housing Conference. <a href="#">Statement by CEO David Dworkin on CRA final rule.</a> October 29, 2023.</p> <p>2) National Community Reinvestment Coalition (NCRC). <a href="#">Principles for CRA Regulatory Reform.</a> May 21, 2018.</p> <p>3) Getter, D. "<a href="#">The Effectiveness of the Community Reinvestment Act.</a>" Congressional Research Service. January 7, 2015.</p> <p>4) Badger, E. "<a href="#">How Redlining’s Racist Effects Lasted for Decades.</a>" NY Times. Aug. 24, 2017. Also available in Blackboard under Readings Not on Web.</p> <p>5) Smialek, J. and Flitter, E. "<a href="#">Fed Charts a New Path as Regulators Revisit Bank Rules for Poor Communities.</a>" New York Times, January 8, 2020. Also available in Blackboard under Readings Not on Web.</p>
<p>Sept. 16 Class 3</p>	<p><u>Community Development Lending – Part 2:</u> What is the role of CDFIs in CD finance efforts? What are the key challenges facing CDFIs and what are some of the important public policy issues facing the CDFI industry?</p>	<p>1) Bernanke, B. "<a href="#">Community Development Financial Institutions: Challenges and Opportunities.</a>" June 17, 2009. Speech at the Global Financial Literacy Summit, Washington, DC.</p> <p>2) "Breaking Down Barriers, Rebuilding Walls: The Role of Community Development Loan Funds." Harvard Business Publishing Coursepack. To purchase, use link under "required texts" section of syllabus.</p>

		<p>3) Theodos, B. and Seidman, E. <a href="#">“From Compliance to Learning: Helping CDFIs Better Determine and Demonstrate Their Results.”</a> Urban Institute. May 2017.</p> <p>4) Bruncsh, T et. al. <a href="#">“Native CDFIs: Strengthening the Fabric of Rural America.”</a> Investing in Rural Prosperity. FRB St. Louis and Federal Reserve Board. 2021.</p> <p><b><i>Additional Optional Readings:</i></b></p> <p>1) CDFI Fund <a href="#">“Overview of Key Updates to CDFI Certification Application”</a>. December 7, 2023.</p> <p>2) <a href="#">“Revival: The Story of CDFIs in Detroit.”</a> Opportunity Finance Network. 2015.</p> <p>3) <a href="#">“Community Development Financial Institutions in North Carolina: Creating Jobs and Community Economic Development.”</a> The Support Center. November, 2012.</p> <p>4) Nowak, J. <a href="#">“CDFI Futures: An Industry At a Crossroads.”</a> March 2016.</p> <p>5) Carsey Institute, <a href="#">CDFI Industry Analysis Summary Report</a>, Spring 2012.</p>
Sept. 23	No class due to Yom Kippur	
Sept 30 Class 4	<p><u>Affordable housing programs</u>: What are the key federal programs that subsidize privately owned rental housing? How are housing vouchers used to support privately owned rental housing? What are the key policy issues and potential reforms associated with these programs?</p>	<p>1) DeParle, J. <a href="#">“Record Rent Burdens Batter Low-Income Life.”</a> New York Times. December 11, 2023. Also available in Blackboard under Readings Not on Web.</p> <p>2) DeParle, J. <a href="#">“As Need Rises, Housing Aid Hits Lowest Level in Nearly 25 Years.”</a> New York Times. December 11, 2023. Also available in Blackboard under Readings Not on Web.</p> <p>3) <a href="#">Policy Basics: Federal Rental Assistance.</a> Center for Budget Policy and Priorities. May 3, 2017.</p>

		<p>4) Schwartz, A. Housing Policy in the United States (course text), “Public Housing” (pp. 163-198).</p> <p>5) Schwartz, A. Housing Policy in the United States (course text), “Privately Owned Rental Housing Built with Federal Subsidy” (pp. 220-223, conclusion section only); “Vouchers” (pp. 259-261, conclusion section only).</p> <p><b><i>Additional Optional Readings:</i></b></p> <p>1) <a href="#">Policy Basics: The Housing Choice Voucher Program</a>. Center for Budget Policy and Priorities. May 3, 2017.</p> <p>2) Pendall, R. and Hendey, L. “<a href="#">A Brief Look at the Early Implementation of Choice Neighborhoods</a>.” Urban Institute. October 2013.</p> <p>3) “<a href="#">The Cost of Affordable Housing: Does it Pencil Out?</a>” Urban Institute. 2016.</p>
Oct. 7 Class 5	<p><u>Low Income Housing Tax Credit Program (LIHTC); State and Local Housing Programs and the Nonprofit Sector:</u> What are the key state and local housing programs, including block grants, tax-exempt bond financing, housing trust funds, and inclusionary zoning?</p>	<p>1) Schwartz, A. Housing Policy in the United States (course text), pp. 265-301 (“State and Local Housing Policy and the Nonprofit Sector”).</p> <p>2) Fisher, W. “<a href="#">Low-Income Housing Tax Credits Could Do More to Expand Opportunity to Poor Families</a>.” August 28, 2018. Center on Budget and Policy Priorities.</p> <p>3) Rosenthal, L., “<a href="#">Innovations in Housing Policy: The Evolving Role of Local Government</a>.” Federal Reserve Bank of San Francisco. September 2005. Pgs. 9-12.</p> <p>4) Kahlenberg, R. “<a href="#">How Minneapolis Ended Single-Family Zoning</a>.” The Century Foundation.</p>

		<p>5) Kahlenberg, R. <a href="#">“The ‘New Redlining’ Is Deciding Who Lives in Your Neighborhood.”</a> New York Times. April 19, 2021. Also available on Blackboard as a PDF file under Readings Not on Web.</p> <p><b><i>Additional Optional Readings:</i></b></p> <p>1) <a href="#">“LIHTC for Regular People”</a>. Shelterforce. November 30, 2023. Also available in Blackboard under Readings Not on Web.</p> <p>2) Axel-Lute, M. <a href="#">“The Only Tool in the Box: What it Means that LIHTC Dominates Affordable Housing.”</a> Shelterforce. December 8, 2023. Also available in Blackboard under Readings Not on Web.</p> <p>3) <a href="#">“Low-Income Housing Tax Credit Program.”</a> July 2015. OCC Community Affairs Publication.</p> <p>4) <a href="#">“A Calling to Build Community: Low Income Housing Tax Credit.”</a> Video. Colorado Housing and Finance Authority. June 2013.</p> <p>5) <a href="#">“Low Income Housing Tax Credit Overview.”</a> Novogradac and Co. April 1, 2010.</p> <p><b>Instructions and team assignments will be discussed for Final Group Presentations (instructions will also be posted on Blackboard)</b></p>
<p>Oct. 14 Class 6</p>	<p><u>Public Sector Economic and Commercial Development Programs</u>: What is the role of public sector programs like Tax Increment Financing (TIF) and Opportunity Zones in supporting for local economic and commercial development? What is the role of early learning in</p>	<p>1) Briffault, R. <a href="#">“The Most Popular Tool: Tax Increment Financing and the Political Economy of Local Government.”</a> University of Chicago Law Review pp. 65-74.</p> <p>2) “Investing in Early Learning as Economic Development at the Minneapolis Federal Reserve Bank.” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus.</p> <p>3) Tankersly, J. <a href="#">“Biden Administration</a></p>

	<p>local economic development?</p>	<p><a href="#">Debating How to Overhaul a Trump Era Tax Break.</a>” New York Times. April 21, 2021. Also available on Blackboard as a PDF file under Readings Not on Web.</p> <p>4) Dabson, T and McFarland, C. <a href="#">“Collaborative Rural Development and Regional Economic Connectivity.”</a> Investing in Rural Prosperity. FRB St. Louis and Federal Reserve Board. 2021.</p> <p><b><i>Additional Optional Readings:</i></b></p> <p>1) Drucker J and Lipton, E. <a href="#">“How a Trump Tax Break to Help Poor Communities Became a Windfall for the Rich”</a> New York Times. August 31, 2019. Also available in Blackboard under Readings Not on Web.</p> <p>2) Office of Comptroller of the Currency. <a href="#">“New Markets Tax Credits: Unlocking Investment Potential.”</a> June 2013.</p> <p>3) <a href="#">“New Markets Tax Credit: The Credit Helps Fund a Variety of Projects in Low-Income Communities, but Could be Simplified.”</a> GAO Report to Congress on NMTC Program. January 2010. Pgs. 3-8 and 15-22.</p> <p>4) McGraw, D. <a href="#">“Tax Increment Financing: A Bad Bargain for Taxpayers.”</a> Reason Magazine. January 2006.</p> <p>5) Pipa, T. <a href="#">“A Policy Renaissance is Needed for Rural America to Thrive.”</a> New York Times. December 22, 2022. Also available in Blackboard under Readings Not on Web.</p>
<p>Oct. 21 Class 7</p>	<p><u>Midterm Exam</u></p>	<p><b>No assigned readings</b></p>
<p>Oct 28 Class 8</p>	<p><u>Residential Mobility, Fair Housing, and inclusion:</u> Is residential mobility a complement or competitor to traditional community</p>	<p>1) Chetty et al. <a href="#">“The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment.”</a> National Bureau of Economic Research. September 22, 2015.</p>

	<p>development? What are the results of HUD’s 2012 study of housing discrimination? What is HUD’s “Affirmatively Furthering Fair Housing” regulation and how has it been enforced to date? What is an example of integrating D&amp;I into public-private partnerships?</p>	<p>2) Turner et al. <a href="#">“Housing Discrimination Against Racial and Ethnic Minorities 2012 Executive Summary.”</a></p> <p>3) Davis and Appelbaum. 2015. <a href="#">“Obama Unveils Stricter Rules Against Segregation in Housing.”</a> New York Times. Also available in Blackboard under Readings Not on Web.</p> <p>4) Kurtzleben, D. <a href="#">“Seeking Suburban Votes, Trump To Repeal Rule Combating Racial Bias in Housing.”</a> NPR. July 21, 2020.</p> <p>5) Case Study: “The MassPort Model: Integrating Diversity and Inclusion into Public-Private Partnerships.” Harvard Business Publishing Coursepack.</p> <p><b><i>Additional Optional Readings:</i></b></p> <p>1) Henneberger, J. <a href="#">“HUD Secretary Asks American to Accept Housing Segregation.”</a> Shelterforce. January 23, 2020.</p> <p>2) Editorial Board, New York Times. 2015. <a href="#">“The End of Federally Financed Ghettos.”</a> Also available in Blackboard under Readings Not on Web.</p> <p>3) <a href="#">“The Fair Housing Act at 50.”</a> Urban Institute podcast.</p>
Nov. 4 Class 9	<p><u>Community Development Trends and Emerging Policy Issues:</u> What are some expert views on how the CD field will evolve for practitioners and policymakers? What are particular areas of opportunity, including comprehensive community initiatives, pay for success approaches, online lending,</p>	<p>1) Azemati, H., et al. <a href="#">“Social Impact Bonds: Lessons Learned So Far.”</a> Federal Reserve Bank of San Francisco, Community Development Investment Review. Volume 9, Issue 1, 2013.</p> <p>2) Theodos, B. et al. <a href="#">“A New Agenda for Community Development Finance.”</a> Urban Institute. October 2020.</p> <p>3) <a href="#">“Building Sustainable Communities: Integrated Services and Improved Financial Outcomes.”</a> LISC. April 2015.</p>

<p>and new ways of raising capital?</p>	<p>4) Brainard, L. "<a href="#">The Opportunities and Challenges of Fintech</a>." Dec. 2, 2016.</p> <p><b><i>Additional Optional Readings:</i></b></p> <p>1) "McCarthy, B. "<a href="#">Regulation Could Be Blessing in Disguise for Online Lenders</a>." American Banker. August 4, 2015.</p> <p>2) U.S. Treasury Department White Paper on Market Place Lending. "<a href="#">Opportunities and Challenges in Online Marketplace Lending</a>." May 10, 2016.</p> <p>3) Center for Responsible Lending Press Release. "<a href="#">Consumer &amp; Small Business Advocates Oppose OCC's Plan to Offer Fintech Lending Charters</a>." December 2, 2016.</p> <p>4) <a href="#">MDRC Statement on the Vera Institute's Study of the Adolescent Behavioral Learning Experience (ABLE) Program at Rikers Island</a>. July 2015.</p> <p>5) Popper, N. "<a href="#">Success Metrics Questioned in School Program Funded by Goldman</a>." New York Times. Nov. 3, 2015. Also available in Blackboard under Readings Not on Web.</p> <p>6) Stid, D. "<a href="#">Pay for Success is not a Panacea</a>." SF Fed. Community Development Investment Review.</p> <p>7) Letsinger, E. and Kim, M. "<a href="#">The Story Behind the World's First Environmental Impact Bond</a>." Living Cities Blog. December 2016.</p> <p>8) Gerety, A. and Raseman, S. "<a href="#">Three Data Access Trends Shaping the Future of Community Development: Open Data, My Data, and Smart Disclosure</a>." Federal Reserve Bank of SF &amp; the Urban Institute. 2014.</p>
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		<b>Policy memo due by beginning of class (please submit a Word document via Blackboard).</b>
Nov. 11 Class 10	<u>Implications of Foreclosure and Eviction for Community Development</u> : What policy efforts have been undertaken to mitigate foreclosure and what has been the success of these programs? What are the key public sector and bank programs that are designed to incentivize reinvestment in areas affected by foreclosure and how are these programs working?	<p>1) Raskin, S. "<a href="#">Legal Opportunities and Challenges in Crafting a Foreclosure Response</a>." Speech at the Maryland State Bar Association, Columbia, Maryland. October 4, 2011.</p> <p>2) "<a href="#">Policy Considerations for Improving Ohio's Housing Markets</a>." Federal Reserve Bank of Cleveland. May 22, 2013.</p> <p>3) Treuhaff S. et al. "<a href="#">When Investors Buy Up the Neighborhood: Preventing Investor Ownership From Causing Neighborhood Decline</a>." Federal Reserve Bank of San Francisco. Spring 2011.</p> <p>4) Rubenstein, D. "<a href="#">New York Bans Most Evictions as Tenants Struggle to Pay Rent</a>." New York Times. Dec. 28, 2020. Also available in Blackboard under Readings Not on Web</p> <p><i>Additional Optional Readings:</i></p> <p>1) "<a href="#">Why is Ed DeMarco Blocking a Win-Win Housing Program?</a>" August 1, 2012.</p>
Nov. 18 Class 11	Final group presentation team meetings – no lecture. Time is available for team to arrange individual calls/meetings to prepare for final group presentations.	No assigned readings
Nov. 25	<u>No class – Thanksgiving Break</u>	
Dec. 2 Class 12	<u>Final Group Presentations</u>	<b>Completed Final Group Presentations to be presented in class</b>
Dec. 9 Class 13	<u>Final Group Presentations (continued)</u>	<b>Possible continuation of Group Presentations</b>

## **University Policies:**

### **University Policy on Religious Holidays**

1. 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.
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

### **Support for Students Outside the Classroom**

1. **Disability Support Services (DSS):** Any student who may need an accommodation based on the potential impact of a disability should 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: <http://disabilitysupport.gwu.edu/>
2. **Mental Health Services 202-994-5300:** The University's Mental Health Services 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. [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)

### **Academic Integrity Code**

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. For the remainder of the code, see: [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity)

### **Out of Class Learning**

Average minimum amount of independent, out-of- class, learning expected per week: In a 15 week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of- class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week.