



# Public Policy & Administration

## PPPA 6001 Introduction to Public Administration & Public Service

Fall 2023

**Mondays 11:10-1pm (section .10)**

**Mondays 6:10-8pm (section .11)**

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Student hours: by appointment on Mondays & Tuesdays 3:30-5pm

Schedule appointment [here](#)

### Why are you here?

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

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

### Bulletin Course Description

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

Intellectual Property: Lecture slides & course materials (e.g., videos, files) are for your personal use. Please don't distribute them to others (e.g., you may not download files from Blackboard & then post them to another site, like CourseHero).

## What will this course be like?

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

Because we all have different learning styles, I have included a variety of formats & modalities: readings, videos, podcasts, discussions, case applications, group activities & presentations. In-class activities cannot be made up. In addition to preparing for class, there are team & individual written assignments. Budget your time carefully. Students should expect to spend about 112 hours on this course. This includes, on average, about two hours per week in class sessions (about 30 hours total) & approximately 6 hours per week on average (about 83 hours total) on out-of-class activities, including but not limited to reading, group work, & class preparation & assignments.

## What will you get from this course?

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

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

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

## What will you learn?

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

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

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

## How will I know you are learning?

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

### Course Participation

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

### Team Plan Document

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

### MBTI Assignment

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

This must be no more than four double-spaced pages. It will be graded according to whether you address each component of the questions/assignments, examples, & breadth & depth of reflection. NB: This does not need to be structured according to the professional writing standards/format specified for the group papers—primarily because there is no literature to which you will refer. However, the writing must be clean & clear, with an opening paragraph that includes an argument statement & road map.

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

Next, write the following paper:

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

## 2 Team Papers

These assignments will help you identify, describe, & apply PA frameworks to solve problems & communicate persuasively & effectively. These are writing assignments based on cases we will also go over in class. Professional (workplace) writing is significantly different from the academic or descriptive writing you may be accustomed to.

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

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

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

These are professional papers & must be critical, analytic, & succinct. You should make your own argument. I assume that you are in an MPA program because you want to be leaders. Leaders have opinions, make arguments, & seek to persuade others to follow them. Your personal politics may be of value to you in this class & can certainly contribute to discussions & these papers. I do not

care what your politics are. I do care that you clearly make & support your argument in a way that uses course materials & is easily accessible, which is an essential skill for any professional.

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

1. An introduction that
  - states a clear *argument statement* (not a statement that will “explore” or “discuss” the issues), &
  - presents a road map for the paper (introduces the structure of the paper). Another way of thinking about the “roadmap” is as a table of contents in sentence form.
2. A *brief* summary of the main arguments/ideas you will apply to the case. Think of this as akin to a literature review, so it must use the readings.
3. An analysis of the main ideas that builds support for your argument.
4. A concluding paragraph that summarizes the paper & highlights why the argument matters.

Develop a clear & comprehensive answer to the case & question, being careful to respond to every part of the question. You need to demonstrate original thinking on the issue of how to bridge theory to practice in your analysis section. There is no single correct answer for any of the questions. Your answers will be evaluated in part on how clearly & imaginatively you develop & present your position.

### 2 Team presentations of readings:

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

### 2 Team Assessments

These assignments are opportunities for you to reflect on your team experiences so that you can better contribute to your team and so that your team can work better together.

## TEAM ASSESSMENT #1:

For this assignment, I would like you to describe your experience in becoming a “team.” I encourage you to address the following questions:

- How would you describe your group?
- How would an outsider describe your group?
- How would you describe your actions/contributions as a member of the group?
- How would other members describe your actions/contributions?

## TEAM ASSESSMENT #2

Part of committing to a team is contributing to the development of teammates & holding each other responsible. Team assessments are used to gauge team interactions & the level of effort individuals contribute to the team. Assessments will occur twice during the semester. Each student will provide feedback to the professor on the work of your team members & yourself. The instructor will take this feedback into account in arriving at individual grades for “course participation.”

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

- *Numerical Teamwork Rating*

On a separate page for each individual, please rate each team colleague & yourself on each criterion using this scale: 5=excellent; 4=good; 3=fair; 2=poor; 1=very poor

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

Note: You may rate a team member “2” or below in any categories, but only after you have raised the specific issue(s) with them personally. Any rating of “2” or below must be accompanied by an explanation of what you did to try to resolve the issue.

- *Identification of Strengths*

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

### Asynchronous Comments on Team Asynchronous Presentations

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

### Blackboard Discussion on Representative Bureaucracy

Part of understanding the complexities of Public Administration is staying up to date on (re)emergent ideas. Representative bureaucracy is one of these. During the week on Representative Bureaucracy, you are assigned to read, listen to a podcast, & watch a video. Please (a) respond to each of my questions on each of the Blackboard discussion boards & (b) please respond to at least two comments from your classmates. These should be substantive responses that are relevant, on topic, & move the conversation along.

### Analytical Paper

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

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

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

## How will I my grades be calculated?

### Team Component— total 45 points of grade

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

### Individual Component—45 points of grade

- MBTI Assignment; 5 points of total grade
- Asynchronous comments on asynchronous team presentations; 2.5 points of total grade

- Blackboard postings & discussion on Representative Bureaucracy; 2.5 points of total grade
- Final analytical paper; 35 points of total grade

Class Participation—10 points of total grade

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



**Rubric for Written Work (to be discussed at length in class)**

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

## Course Schedule:

<b>8/28</b>	<b>How Can I set myself up for success?</b>
	Jennifer Brinkerhoff, "Teams & Team Building" narrated PowerPoint

**\*\*\*MBTI Assessment due 8/31\*\*\* MBTI Assessment due 8/31\*\*\* MBTI Assessment due 8/31\*\*\***

[Click here to take MBTI assessment.](#)

Paid for by the Trachtenberg School

**Register** (by 9/4) for the in-class MBTI workshop

11:10am - 1pm click [here](#):

6:10 - 8pm: click [here](#)

**9/4 Labor Day; No Class**

<b>9/11</b>	<b>What is PA? Why am I here? How can I succeed?</b>
	Podcast: <a href="#">"The Shadow of the Constitution"</a> (46 min)
	Janet Denhardt & Robert Denhardt. 2015. "New Public Service Revisited." <i>Public Administration Review</i> 75(5): 664-672
	O.C. McSwite. "Theory Competency for MPA-Educated Practitioners." <i>Public Administration Review</i> , 61(1): 111-115
	OK Go, video <a href="#">"This Too Shall Pass"</a> (3:53 min)

<b>9/ 18</b>	<b>What do I &amp; others bring to the table?</b>
	Virtual, Synchronous Meeting: Denise Riebman, TSPPPA's Director of Career Services; MBTI Workshop.
	MBTI is a framework for understanding individual preferences that affect interactions in & out of the workplace. All MPA students are <b>required</b> to complete the assessment attend this session as part of this course. <b>You MUST complete the MBTI assessment by <u>Thursday, August 31st</u></b>

<b>9/ 25</b>	<b>What contexts do I have to navigate?</b>
	<b>***TEAM PLAN DOCUMENT DUE***</b>
	Video: Michael Rushton on Lindblom's <a href="#">"The Science of Muddling Through."</a> (12 min)

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

<b>10/9</b>	<b>How do we know we're serving citizens?</b>
	<p style="text-align: center;">*****GROUPS WILL PRESENT ASYNCHRONOUSLY*****</p> <p>Luther Gulick's <a href="#">POSDCORB</a>. (3 min. read)</p> <p>Charles Clark. 2013. "Reinventing <a href="#">Government</a>—Two Decades Later " (pp 1-4)</p> <p>Muhammad Nisar. 2018. "Children of a Lesser God: Administrative Burden &amp; Social Equity in Citizen-State Interactions." <i>Journal of Public Administration Research &amp; Theory</i> 28(1): 104-119.</p>

<b>10/16</b>	<b>What is the public interest?</b>
	<p style="text-align: center;">*****TEAM PAPER 1 DUE*****</p> <p>Amitai Etzioni. 1996. "The Elements of a Good Society," Chapter 1. <i>The New Golden Rule: Community &amp; Morality in a Democratic Society</i>. New York: Basic Books, 1996: 3-33.</p> <p>Jesse Graham, Jonathan Haidt, &amp; Brian Nosek, "Liberals &amp; Conservatives Rely on Different Sets of Moral Foundations." 2009: 1029-1042.</p> <p>Janet Denhardt &amp; Robert Denhardt. 2015. <i>New Public Service</i>. Chapter 4, "Seek the Public Interest." New York: Routledge. 65-82.</p> <p>Mohamad Alkadry, Brandi Blessett, &amp; Valerie Patterson. 2017. "PA Diversity &amp; the Ethic of Getting Things Done." <i>Administration &amp; Society</i> 49(8): 1191-1218</p>

<b>10/23</b>	<b>What should our organizations look like?</b>
	<p style="text-align: center;">*****TEAM ASSESSMENT 1 DUE*****</p> <p style="text-align: center;">*****COMMENTS ON ASYNCHRONOUS PRESENTATIONS DUE*****</p> <p>Sean Peek. 2020. "<a href="#">The Management Theory of Max Weber</a>"</p> <p>Michael Barzely &amp; Babak Armajani. "Managing State Government Operations: Changing Visions of Staff Agencies." <i>Journal of Policy Analysis &amp; Management</i> 9(3) 307-335.</p> <p>Elliot Fox, "Mary Parker Follett: Enduring Contribution." <i>Public Administration Review</i> Nov/Dec 1968: 520-528.</p> <p>Consuelo Crosby, "Mary Parker Follett" video (4:39 min)</p> <p>Billie Sandberg &amp; Erin Elliot. 2019. "Toward a Care Centered Approach for Nonprofit Managers in a Neo-Liberal Era." <i>Administrative Theory &amp; Praxis</i> 41(3): 286-4306</p>

<b>10/30</b>	<b>Mandatory Team Working Session</b>
	You are to use this time to work on your upcoming group assignments. I will be online during this time. Your team is to schedule a 15-minute block to meet with me during this time.

<b>11/6</b>	<b>What drives human behavior?</b>
	*****TEAMS WILL PRESENT SYNCHRONOUSLY*****

	<p><a href="#">"Mayo's Hawthorn Effect"</a> (6:32 min)</p> <p>James Perry, Trent Engbers, &amp; So Yun Jun. 2009. "Back to the Future? Performance-Related Pay, Empirical Research, &amp; the Perils of Persistence." <i>Public Administration Review</i> 69(1): 39-51</p> <p><a href="#">"Douglas McGregor's Theory X &amp; Theory Y"</a> (7:37 min)</p> <p>Laurie Paarlberg &amp; Bob Lavigna. 2010. "Transformational Leadership &amp; Public Service motivation: Driving Individual &amp; Organizational Performance." <i>Public Administration Review</i> 70(5): 710-718</p>
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<b>11/13</b>	<b>How does representation matter?</b>
	<p>*****TEAM PAPER 2 DUE*****</p> <p>Norma Riccucci, N &amp; Gregg Van Ryzin, G. 2017. "<a href="#">Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, &amp; Democracy.</a>" (9:15 min audio)</p> <p>Sean Nicholson-Crotty, Jill Nicholson-Crotty, &amp; Sergio Fernandez, S. 2017. "Will More Black Cops Matter?" <i>Public Administration Review</i>, 77(2), 206-216</p> <p>Alexis Kennedy, Sebawit Bishu, Nuri Heckler, "Feminism, Masculinity, &amp; Active Representation." <i>Administration &amp; Society</i>, 52(7). (1101-1123)</p> <p>Domonic Bearfield. 2020. "The Myth of Representation: Identity &amp; Workplace Expectations in Public Participation." (24 min video)</p>

**11/20 No Class, Thanksgiving Break**

<b>11/28</b>	<b>Where might you serve?</b>
	<p>*****COMMENTS ON REPRESENTATIVE BUREAUCRACY DUE*****</p> <p>MPA Alumni from the public, private &amp; nonprofit sectors will engage in a panel discussion on their career trajectories &amp; life &amp; work in their sectors. Q&amp;A will follow. We will close with a networking opportunity.</p>

<b>12/4</b>	<b>What kinds of choices do we have?</b>
	*****TEAM ASSESSMENT 2 DUE*****  James Comey, 2018. <i>A Higher Loyalty</i> . New York: Flatiron Books Chapters 10 & 11

<b>12/11</b>	<b>What might the future look like?</b>
	National Academy of Public Administration's <a href="#">Grand Challenges</a> :

**\*\*\*DECEMBER 13\*\*\* ANALYTICAL PAPER DUE \*\*\*DECEMBER 13\*\*\* ANALYTICAL PAPER DUE \*\*\***

### The Fine Print

It's often said (in jest of course) that public administrators love fine print...

Without prior approval, late work cannot be accepted for full credit. Grades will be discounted by one half grade (e.g., A becomes A-, A- becomes B+, etc.) for every three days (or portion thereof) that assignments are late. I do not change grades except in cases of mathematical error. If you wish to contest a grade you must submit a brief, professional memo stating the grade you believe is merited & justifying the case for a changed grade with examples from your work & referencing professor feedback.

Students wishing to contest a grade are required to write a professional memo stating the grade they believe is merited & outlining & justifying their case for a changed grade, with references to the completed assignment. Student must use examples from her/his work, referencing professor feedback.

#### University Policy on 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 "Religious Holidays" at [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines)

#### Support for Students Outside the Classroom

##### Mental Health Services 202-994-5300

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

##### Academic Integrity Code

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

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

A full range of academic support is offered virtually in fall 2020. See [coronavirus.gwu.edu/top-faqs](http://coronavirus.gwu.edu/top-faqs) for updates.

Tutoring and course review sessions are offered through Academic Commons in an online format. See [academiccommons.gwu.edu/tutoring](http://academiccommons.gwu.edu/tutoring)

Writing and research consultations are available online. See [academiccommons.gwu.edu/writing-research-help](http://academiccommons.gwu.edu/writing-research-help)

Coaching, offered through the Office of Student Success, is available in a virtual format. See

[studentsuccess.gwu.edu/academic-program-support](http://studentsuccess.gwu.edu/academic-program-support)

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See [academiccommons.gwu.edu/study-skills](http://academiccommons.gwu.edu/study-skills). They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See [tinyurl.com/gw-virtual-learning](http://tinyurl.com/gw-virtual-learning)

Writing Center GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See [gwu.mywconline](http://gwu.mywconline).

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at [academiccommons.gwu.edu](http://academiccommons.gwu.edu).

Disability Support Services (DSS) 202-994-8250 Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services to establish eligibility and to coordinate reasonable accommodations. [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu)

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

#### Safety and Security

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

#### **Policies in Public Administration & Public Policy Courses**

##### Incompletes

A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student & instructor will both sign the CCAS contract for incompletes & submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit <https://tspppa.gwu.edu/documents-&-forms> for the complete CCAS policy on incompletes.

##### Submission of Written Work Products Outside of the Classroom

It is the responsibility of the student to ensure that an instructor receives each written assignment.

##### Submission of Written Work Products after Due Date: Policy on Late Work

All work must be turned in by the due date in order to receive full credit for assignments, unless the instructor expressly makes an exception. [Note: Professor Brainard's policy is that without prior approval, late work is reduced by one-half grade for every three days (or parts thereof) that it is late].

#### Academic Honesty

Please consult the "policies" section of the GW student handbook for the university code of academic integrity. Note the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." All examinations, papers, & other graded work products & assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. IT IS YOUR RESPONSIBILITY TO KNOW THE CODE & TO FOLLOW IT.

#### Changing Grades After Completion of Course

Grade changes **cannot** be made after conclusion of the semester, other than in case of clerical error.

#### The Syllabus

This syllabus is a guide to the course for the student. Sound educational practice requires flexibility & the instructor may therefore, at their discretion, change content & requirements during semester.

#### Accommodation for Students with Disabilities

In order to receive accommodations on the basis of disability, a student must give notice & provide proper documentation to the Office of Disability Support Services, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.

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

- 3.7-4.0 A:** Excellent & exceptional work for a graduate student. Work at this level is **unusually** thorough, well-reasoned, creative, methodologically sophisticated, & well written. Work is of **exceptional** professional quality.
- 3.6-3.69 A-:** Very Good: Very strong work for a graduate student. Shows signs of creativity & strong understanding of appropriate analytical approaches, is thorough, well-reasoned, meets professional standards.
- 3.3-3.59 B+:** **Good: Sound work for a graduate student; well-reasoned & thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.**
- 3.0-3.29 B:** Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.
- 2.7-2.9 B-:** Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)
- 2.3-2.6 C+:** Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors & misunderstandings.
- 2.0-2.29 C:** Deficient – see above
- 1.7-1.9 C-:** Deficient – see above
- Less than 1.7 F:** Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses & limitations are pervasive.