

College of Professional Studies

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Sustainable Urban Planning PSUS 6220 Planning Resilient and Low-Carbon Cities

3 Credits

Instructor Information

Instructor

Rachael Jonassen, PhD, PMP

Rachael Jonassen is Director of Climate Change and GHG Management in the *Environmental and Energy Management Institute* at GW. From 1978 through 2006 she served as Professor of Hydroclimatology (developing and applying climate downscaling techniques). She also served as Program Director for Carbon Cycle and Biogeosciences at the National Science Foundation and as NSF representative to the US Global Change Research Program. From 2008-2013, Dr. Jonassen was Senior Scientist for Climate Change at LMI and advised government agencies on climate, energy, and water issues. She holds appointments in SEAS (Researcher) and as Associate Research Professor in CPS. Over the past decade, she has focused on international advisements on climate change issues. Her MS and PhD degrees in Geoscience are from Penn State and her BA in Sociology-Anthropology is from Dickinson College.

Contact Information

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Prof. Jonassen can be best reached via email and will generally respond to emails within 48 hours. If you have sent an email and it has not been answered within 48 hours, please call (703) 288-1656

Course Details

CRN 85992

Class: Thursdays 6:00 PM to 9:00 PM from August 22 through Dec. 5, 2024, room 604 Arlington

Virtual Class (when required): online via Zoom through the class Blackboard site. Dr. Jonassen expects to be absent one day (October?) for work in Uzbekistan.

Course Description and Overview

This course will focus on the interaction between cities and climate change from the perspective of the urban planner, in the context of rapid urbanization, accelerating carbon emissions, and increasing climate-induced damages and losses. We will examine the contributions of cities TO climate change via their greenhouse gas emissions and land use, the methodologies to measure those effects and the main urban mitigation policies and tools. We will equally explore the impacts of climate change ON cities, the methodologies to measure such impacts, and the main urban adaptation responses. We devote special attention to the tools of the urban planner and their implications for climate mitigation and adaptation. You will develop skills in economic valuation techniques that underpin urban climate action, as well as knowledge of the role of municipal authorities, subnational and national governments, and international organizations such as IPCC and other research and advocacy organizations.

Course Learning Objectives

Upon successfully completing this course, you will be able to:

1. Combine the key concepts of urban climate change into a coherent picture of mitigation and adaptation challenges cities face.
2. Assemble appropriate responses within the context of urban settings to reduce contributions of a city to, and prepare for the impacts of, climate change.
3. Assess the tradeoffs cities face between the challenges of mitigation and adaptation as constrained by fiscal and social priorities.
4. Formulate options for urban planning responses to climate change using appropriate available tools.
5. Integrate appropriate professional literature into the process of planning for climate change in cities.

Program Learning Objectives

Students will:

1. **Develop strong written and oral communication skills.**
 - a. Demonstrate the ability to communicate in a clear, direct manner through writing.
 - b. Demonstrate the ability to communicate in a clear, direct manner orally.
2. **Accrue broad-based knowledge of sustainability-oriented definitions, practices, and technology.**
 - a. Critical thinking: demonstrates ability to critically-and constructively- evaluate definitions of sustainability and related concepts.
 - b. Concrete definitions: demonstrates ability to define sustainability and related concepts in a clear, concrete (unambiguous manner).
 - c. Practice demonstrates ability to apply sustainability and related concepts in a manner relevant to planning practice.
 - d. Technology demonstrates applicable knowledge of sustainability related technology.
3. **Form evidenced-based policy in the arena of sustainable urban development.**
 - a. Articulate research hypotheses, design and implement analytical frameworks for testing hypotheses, and evaluate results. Demonstrates ability to develop falsifiable hypotheses; to design analytical frameworks for testing them; and to evaluate and present research findings.
 - b. Mastery of extant scientific literature, in including theory and empirical findings, associated with sustainable urban development. Demonstrates knowledge of and an ability to conduct “deep” library research on- topics relevant to sustainable urban planning, including from scientific journals and other resources.
 - c. Urban and regional economics, demonstrates ability to use knowledge of urban and regional economics, including relevant theory and empirical findings to inform the practice of urban planning.
4. **Holistic ability to connect planning theory to practice producing answers to urban planning problems.**

- a. Spatial behavior demonstrates the ability to use knowledge of analytical human geography, including relevant theory and empirical findings, to inform the practice of urban planning.
 - b. Political and legal frameworks, demonstrates ability to use knowledge of political economy and law to inform practice of urban planning.
 - c. Public-private partnerships, demonstrates my ability to use knowledge of the purpose, structure, and implementation of public-private partnerships to inform the practice of urban planning.
 - d. Climate change and GHG emissions, demonstrates ability to use knowledge of climate change science, including relevant theory and empirical findings, to inform the practice of urban planning.
5. **Understanding of professional ethics, as set forth by the American Institute of Certified Planners.**

Required Text and Learning Materials

- There are no required texts to purchase for this class.
- All required readings listed in the class schedule are available online or through GW libraries.

Optional Supplemental Text and Learning Materials

A variety of totally optional videos will be identified for your personal consumption. You are welcome to raise questions or comments during class that your review of those videos may prompt. The class will also introduce some key textual sources of importance to the urban planner dealing with climate change.

Methods of Instruction

This course uses the following methods of instruction:

- Lectures: Weekly lectures with slide presentations.
- Live sessions: Class will include a variety of activities all related to the topic of the week, including student presentations, group discussions, and plenty of Q&A and active learning.
- Readings: You will take turns in reporting on assigned readings from books, papers, or articles referring to the topic of the week.
- Guest speaker lectures: Some external experts who have professional expertise in specific topics taught in the course will be invited to present during live sessions.

Attendance policy: Barring unforeseen circumstances such as illness, you are expected to attend class in person each session prepared to participate in discussion of the assigned material of the week.

Late work: Late work risks a grade penalty. Generally, no-penalty extensions of a day or two may be granted, and only for extenuating circumstances such as a medical or other emergency with written documentation. Incomplete grades for the semester are only given by special permission for extenuating circumstances and require a written contract.

Classroom protocol: All viewpoints, courteously expressed, are welcome. Robust discussion, including disagreement, makes for an interesting class. Reading or sending email, texting, using phones, or using laptops or tablets for purposes not related to the class are inappropriate classroom behaviors.

Evaluation and Grading

This course uses the following methods of assessment:

Mid-term paper: The paper will be assessed based on a) the coverage of the urban and climate dimensions of the topic; b) the clarity of the structure, sequence, and writing; c) the correct use and quoting of sources in the text and bibliography; d) the use of graphs, maps, and illustrations; and e) meeting the 2,000 words requirement.

Final paper: The paper will be assessed based on a) the coverage of the case study based on criteria circulated by the professor; b) the clarity of the structure, sequence and writing; c) the correct use and quoting of sources in the text and bibliography; d) the use of graphs, maps, and illustrations; and e) meeting the 2,500 words requirement.

Group assignment: Each group (3-5 students) will be assigned a U.S. city, will conduct urban analysis, and based on the professor's feedback will then engage in scenario planning. Group reports will be assessed for substance of work, for quality of visual presentations (mapping and graphs, PowerPoints), and for active participation during the class presentations. The instructors will provide objective criteria to assess each student's efforts.

Class participation: You will be assessed for: the quality of your reports on the individual readings of the week; your level of engagement in class activities and questions and comments on the topic of the week and on the guest speaker presentations; your journal entries for each class; 26 contributions to the discussion (13 class journals, 13 weekly discussions); and consistency in attendance to class.

Assessments will contribute toward the student's grade based on the following chart:

Assignment Category	Weight
Individual Mid-term paper (2,000 words maximum) on a self-selected topic related to cities and climate change – to be submitted by October 10	20%
Individual Final paper (2,500 words maximum) on a case study of a selected world city addressing climate change – to be submitted by December 12	25%
Group work on urban analysis and scenario planning – final graded version to be submitted by October 7 and December 12, respectively. Submit for presentation day by 6pm on the day of presentation.	15% and 25%
Individual class participation: short presentations, journal entries, questions, activities, and comments during the course – grade given at end of course	15%
Total	100%

Grading Scale

Following is the grade scale for all CPS graduate classes:

Grade	Range	Grade Standard
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.

B	83-86	Good work but needs reworking and more effort.
B-	80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Demonstrates some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

Tentative Course Schedule

The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar. Final dates and details will be found on the Blackboard course site.

Detailed Course Schedule – Fall 2024

August 22 **Class 1 – Introduction to the course**

Self-introductions by the professor, teaching assistant and students. General overview of course objectives and contents. Introduction to the literature. Discussion of course assignments, timeline and grading criteria. Classroom protocol and academic integrity reminders. Generative AI in urban planning applications.

Overview of course contents, followed by Q&A and open conversation over course goals and contents. Selection of two volunteers to report on readings each week.

Reading: [Climate Change Policy Guide](#) By American Planning Association

August 29 **Class 2 – Climate change and urbanization trends**

Current and past global emissions and temperature rise; projections to 2050 under different scenarios.

Urbanization projections to 2050, demographic trends, links with economic and social development. Definitions of urban boundaries. Sustainable urban development priorities in the different world contexts (developed, emerging, low-income), city typologies.

Readings: a) Richa Mahtta *et al* 2019 [Building up or spreading out? Typologies of urban growth across 478 cities of 1 million+](#), *Environ. Res. Lett.* **14** 124077, 13p.
b) Tuholske, et al., 2021, [Global urban population exposure to extreme heat](#), PNAS, 9p.

September 6 – Finalize by e-mail individual topic for mid-term paper.

September 5 **Class 3 – Urban vulnerability and climate change impacts**

Rapid-onset hazards and slow-onset changes threatening urban territories. Links between natural disasters and

climate change impacts. Relevance of geographic location and main manifestations of climate change in cities. Increasing exposure and vulnerability of urban assets and populations, links to socio-economic welfare. Intra-urban differentials in various regional contexts.

- Readings:
- a) IPCC, AR6: Climate Change 2022, WG2: Chapter 6: Cities, settlements and key infrastructure, [Section 6.2 Impacts and Risks](#), p. 921-940.
 - b) The US 5th NCA, 2023, Chapter 12, [Built Environment, Urban Systems, and Cities](#), p.5-22.

September 12 Class 4 – Urban greenhouse gas emissions

Urban GHG sources: urban mobility and transportation systems, residential and commercial buildings, production and distribution of goods. Energy sources and urban GHG emissions. Aggregate emissions and forecasts. Emissions intensity, links to varying levels of economic activities across space and time. Urban density, urban form and GHG emissions, intra-urban and inter-urban differentials. GHG emissions and urban lifestyles.

- Readings:
- a) [Carbon-neutral cities: Critical review of theory and practice](#), 2022 (18p)
 - b) [Keeping Track of GHG Emission Reduction Progress and Targets in 167 Cities Worldwide](#), 2021 (12p)

September 19 Class 5 – Urban risk assessment methods

Digital Elevation Models, LIDAR, Earth Observation. Future climate downscaling methods. Probabilistic assessments of geological risks. Hydro-meteorological data and flood modeling. Sea-level rise, marine inundation, land subsidence and coastal erosion forecasting. Ambient air quality, heat island effect and heat wave monitoring. Urban vulnerabilities. Community risk assessments. Urban risk GIS maps.

- Readings:
- a) [Boundary crossing for urban community resilience: A social vulnerability and multi-hazard approach in Austin, Texas, USA](#), Int. J. DRR, 2021 (9p)
 - b) [Philadelphia Climate Action Playbook Resources](#), 2021 (pp 3-12, 32-38).

September 26 Class 6 – Urban greenhouse gas emissions: scopes and inventories

Protocols for measuring GHG emissions by sector. Carbon footprints. National GHG inventories. Local measurements of urban emissions from “scopes” 1, 2, and 3. Urban and community emissions protocols and third-party certifications. Carbon financing mechanisms under Joint Implementation. International carbon markets. GHG emissions trading schemes.

- Readings:
- a) ICLEI-C40-WRI [GHG Protocol for cities](#), V7, 2021 (pp. 9-27)
 - b) [CO2 emissions from C40 cities: citywide emission inventories and comparisons with global gridded emission datasets](#) [ERL, 2023] (15p)

October 3 Class 7 – Baseline setting for target cities and areas - team reports

This class will be entirely devoted to the presentation by four project teams of the group work on vulnerability and resilience for city section. The projects will offer a summary of the design process, results obtained, visualizations of the results, and datasets that will demonstrate the attained resilience. The class discussions will revolve around the adaptation solutions envisaged, as well as the selection of supporting online tools. All groups will present during the class, with ample time for Q&A from everyone.

October 5 Propose by e-mail to Professor your preferred city selection for the Final Paper¹

October 7 Submit final group presentation on Blackboard.

October 12 Submit mid-term paper on Blackboard.

October 10 Class 8 – Stakeholders and agents of urban climate change

Roles of scientists, communities, media, and NGOs in establishing climate change knowledge, advocating and enforcing policy changes. Behavioral change and consumer preferences. National and local governments, municipal associations, and their networks. Roles of fossil fuel groups, lobbying groups and renewable energy companies. International organizations: IPCC, WMO, IEA, UNEP, UNFCCC, OECD, EU, IDBs.

- Readings: a) [The building blocks of community participation in local climate meetings](#), npj Cl Ch, 2023 (5p)
b) [Climate policy conflict in the U.S. states: a critical review and way forward](#), 2022 (24p)

October 17 Class 9 – Economic valuation methods and tools

Ex-post valuations of damages and losses from natural disasters. Costs of climate adaptation. Economic valuations of urban risk assessments: life loss, disabilities, public infrastructure, private properties, economic activities. Direct and indirect impacts of disaster and climate events. Valuation of adaptation responses. Adaptation and mitigation cost-curves. Benefit-cost analysis in related decision-making.

- Readings: a) [Climate Finance Decision Making Tree \[ICLEI, 2020\]](#) (28p)
b) [Human and economic impacts of natural disasters: can we trust the global data?](#) 2022 Nature (7p)

October 24 Class 10 -- Urban Form: urban planning as climate action

Urban planning for GHG mitigation: land-use, densities and urban form. Correlation of density and CO2 emissions. Mixed-use urban development. Transit Oriented Development. Walkable cities, non-motorized transportation. Urban fabrics, road networks, intersections. Compact Urban Form and its significance for rapidly expanding urban agglomerations.

- Readings: a) [Primer on Urban Form and Greenhouse Gas Emissions](#), World Bank, 2021, 27p.
b) [The Role of Land Use Planning in Urban Transport to Mitigate Climate Change: A Literature Review](#), *Adv Environ Eng Res* 2022 (15 p.)

October 31 Class 11 – Mitigation planning for low-carbon cities

Carbon as a driver of urban transformations. Mitigation solutions related to city characteristics. Co-benefits of mitigation, adaptation and sustainable development. Key IPCC messages for urban mitigation. From carbon inventories to urban action plans, mitigation for the key urban emitting sectors: energy, transport, built environment, water and sanitation, waste, manufacturing. Role of ecosystem services and ICT-smart cities in mitigation.

- Readings: a) [Finding feasible action towards urban transformations](#), Nature, 2021 (8p)
b) [Enhancing Urban Sustainability: Unravelling Carbon Footprint Reduction in Smart Cities through](#)

¹ The papers will focus on the policies of cities which are offering best-practice examples of urban climate action: Boston, **New York City**, Washington, Seattle, Portland, Pittsburgh, San Francisco, **Miami** (USA); Rotterdam, Stockholm, Copenhagen, Hamburg, **London**, Paris, Milan (EU); **Tokyo**, Beijing, Singapore, Shanghai, Jakarta, Manila, Bangkok (Asia); Mexico City, Medellín, Bogotá, Rio de Janeiro (Latin America). Some cities will not be available. Additional cities may be added to the list. Note: one-hour videos on the cities in bold can be viewed on [pbs.org/wnet/peril-and-promise/series/sinking-cities](https://www.pbs.org/wnet/peril-and-promise/series/sinking-cities)

[Modern Supply-Chain Measures](#), *Smart Cities* 2023 (26p.)**November 7 Class 12 – Adaptation planning for resilient cities**

Linkages between urban resilience and adaptation. Institutional response systems and civil preparedness. Resilient infrastructure planning, building and retrofitting. Adapting existing urban areas to climate change. Ecosystem services for adaptation. Planning future urban expansion. Urban adaptation action plans. Linkages between adaptation and sustainable urban development in the various global contexts.

- Readings:
- a) [Delivering Climate-Resilient Cities Using a Systems Approach](#), Chpt. 4: How to implement a systems approach to urban infrastructure delivery, Wrlld Econ Forum, 2022 (14p.)
 - b) [Quality of urban climate adaptation plans over time](#), *Nature*, 2023 (14p.)

November 14 Class 13 – Adaptation and mitigation tradeoffs and compliments

The near ubiquity of interactions between climate impacts and mitigation efforts. A taxonomy of two-way interactions of mitigation and adaptation. The three-way problem: impacts-mitigation-adaptation. Time lagged and time-varying interactions. Expanding the toolbox of mitigation and adaptation options. Tuning: adjusting mitigation and adaptation to optimize interactions. Case studies from global cities.

- Readings:
- a) [Does mitigation shape adaptation?](#) The urban climate mitigation-adaptation nexus, Lee, Taedong; Yang, Hyuk; Blok, Anders, *Climate policy*, 2020-03-15, Vol.20 (3), p.341-353
 - b) Xu L, Wang X, Liu J, He Y, Tang J, Nguyen M, Cui S. [Identifying the trade-offs between climate change mitigation and adaptation in urban land use planning: An empirical study in a coastal city](#). *Environ Int.* 2019 Dec;133(Pt B): 105162. doi: 10.1016/j.envint.2019.105162. Epub 2019 Oct 21. PMID: 31648155. (11p.)

November 21 Class 14 – The Urban Planner’s Toolbox for Mitigation and Adaptation

Emission trading systems, carbon taxes, fossil fuel subsidies, regulating use of fossil fuels, including HVAC and cooking gas. Creating a legal framework for climate change mitigation actions. Alignment with the Paris Agreement at municipal level. Climate risk assessments. Zoning as an adaptation tool. Insurance and reinsurance challenges. Managed retreat. Litigation. A library of mitigation. A library of adaptation.

- Readings:
- a) [Six steps to integrate climate mitigation with adaptation for social justice](#), 2022, 4p.
 - b) [Urban Planning Law for Climate Smart Cities: Urban Law Module, LAW AND CLIMATE CHANGE TOOLKIT](#), UNEP, 2022 (128p.)

November 28 Thanksgiving Day, no class**December 5 Class 15 – Mitigation and adaptation solutions for target cities and areas - team reports**

This class will be entirely devoted to the presentation by student groups of the outcome of their scenario planning for city section. The projects will offer a summary of the design process, results obtained, visualizations of the results, and datasets that will demonstrate the attained resilience and low-carbon outcomes. The class discussions will revolve around the integration of mitigation and adaptation solutions envisaged, as well as on the functionality and potential of the tools employed. All group members will present during the class, with ample time for Q&A from everyone.

December 12: Submit Final Paper on Blackboard

Expectations and Responsibilities

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site regularly throughout the semester to review weekly course content, view announcements, and submit assignments. Students can access the course site through [GWU Blackboard](#).

This Blackboard course may have additional support individuals enrolled as Teaching Assistants, to include individuals such as the Program Director or Instructional Designer. The role of these individuals in the course site is to support faculty members and help ensure a positive and effective course experience for students.

Support for Blackboard is available at 202-994-4948 or the [IT Blackboard web page](#).

Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes.

Technology Requirements

It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the [Technical Requirements and Support](#) web page.

If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the [IT Support](#) website.

GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. Please review [GW's Digital Accessibility statement](#) for more details.

The following links provide more information about the accessibility of technologies that may be used in this course:

- [Blackboard accessibility](#)
- [Microsoft Office accessibility](#)
- [Adobe accessibility](#)
- [Vimeo accessibility](#)
- [YouTube accessibility](#)
- [VoiceThread accessibility](#)
- [Zoom accessibility](#)
- [Webex accessibility](#)

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the [Disability Support Services](#) website.

Technology Expectations

Regarding technology skills, you should be able to:

- Create and maintain accounts on open-source web resources relevant to this course
- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner

- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology
- Be willing to learn and adopt best practices around AI tools

If you have any problems with the technology expectations in this course, please contact your instructor.

Getting Started

Everything you need to get started in the course is contained within the Blackboard course site. You can use the menu links on the left side panel to view different components. The content for each learning unit is divided into folders—one for each week. More unit folders become available as weeks in the course progress.

Participation Policy

You are expected to learn and contribute by being a positive participant in discussions, activities, presentations, and assignments. If you have an unavoidable conflict or become ill, in a way that will affect your participation in a given week, please notify your instructor immediately.

Generative AI Policy

Use of generative AI is fully open in this class and students should make every effort to learn how to make best use of this new and emerging tool. We will have regular discussions in the class about such tools, will introduce a number of those during the semester and track with interest ongoing developments. Students can choose for themselves the extent of their use and how they choose to cite such use or not in any course settings, including assignments. All students are encouraged to share their understanding of these tools and relevant experiences with them. This is an unknown world we are all exploring together. To the extent it can help us to help others in any professional setting, it is our professional obligation to learn how to do so.

Student Privacy

In accordance with the [Family Educational Rights and Privacy Act](#) (FERPA) of 1974, [GW's student privacy policy](#) prohibits the disclosure of information contained in a student's educational records to third parties without the express written consent of the student or former student.

Communication & Feedback

Important announcements will be posted periodically via Blackboard's announcement feature throughout the course. The instructor will strive to reply to student questions within 24 hours and provide feedback for assignments within a week after the due date.

Netiquette

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.

- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Credit Hour Policy

For this 15-week, 3-credit hour course, there will be an estimated 3.0 hours of direct instruction per week and at least 4.0 hours of independent learning per week time outside of class for pre-recorded lectures, reading assignments, writing papers, discussion board participation work, and other software and technology tools. More information about GWU's credit hour policy can be found at [the Office of the Provost's Policies](#) web page (Under: Assignment of Credit Hour Policy).

University Policies & Services

CPS Office for Student Engagement

The CPS [Office for Student Engagement](#) is dedicated to enhancing your academic and professional development at the College. Our team of student services and career services professionals is a resource for you as you navigate administrative offices across the University, contemplate ways to become involved in the GW community and strategize about your next career steps.

For questions about student services matters (including registration, graduation and other administrative matters), please contact the [Student Success Coach](#) assigned to your program.

For information about career services, please contact cpscareer@gwu.edu.

Academic Integrity

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, utilize generative artificial intelligence in an unauthorized manner and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Student Rights and Responsibilities (SRR) 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. For more information, please refer to the [Office of Academic Integrity website](#), email (rights@gwu.edu), or call (202-994-6757).

Copyright Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code.

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.

Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with

Fair Use restrictions, they may be liable for copyright infringement. For more information, including Fair Use guidelines, see the Libraries and Academic Innovations Copyright page.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including 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. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact [Disability Support Services](#) if you need additional accommodations for accessing electronic course materials.

University Policy on Observance of Religious Holidays

Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

To the greatest extent possible, faculty must continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

Faculty who intend to observe a religious holiday must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For the full text of the policy and calendar of religious holidays, please see [the Office of the Provost's Policies](#) web page (Religious Holidays document).

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services. They can be contacted by phone at 202-994-8250 or in person at Rome Hall, 801 22nd Street, NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information visit the [Disability Support Services](#) website.

Counseling and Psychological Services

The [Student Health Center](#) offers [medical](#), [counseling/psychological](#), and [psychiatric](#) services to GW students. The Student Health Center can be reached at during business hours at 202-994-5300. Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

Bias-Related Reporting

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to [report possible bias incidents](#). For additional information, please visit [Bias Incident Response](#).

Title IX Statement

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 [GW's Title IX page](#). 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.

Academic Commons

Academic Commons is the central location for academic support resources where GW students can find study skills tips, find help with research, and connect with other campus resources. Students may also schedule a peer tutoring session for a variety of courses. For questions about these resources, email academiccommons@gwu.edu.

The Writing Center

The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can [schedule writing center appointments](#), both in-person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the [writing center contact page](#). The Writing Center does offer Summer hours.

GWU Libraries

Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the [GW Libraries](#) homepage.

Call the Ask Us desk at 202-994-6048 or [contact someone at the library](#) to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security

- **In an emergency:** call GWPD at 202-994-6111 or call 911
- **For situation-specific actions:** review the [Emergency Response Handbook](#)
- **In an active violence situation:** [Get Out, Hide Out or Take Out](#)
- **Stay informed:** review [notification tools for staying informed during emergency and safety related situations](#)