PA 4430: Public Policy Analysis
Harry S Truman School of Government and Public Affairs
University of Missouri

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Office hours: Thursday and Friday, 9 am to 10 am or by appointment

Course Description

This course introduces the concepts and techniques of public policy analysis. Public policy is any decisions and actions (or indecisions and inactions) of governments. Public policy analysis is a tool that helps policymakers decide what the government should do. This course will cover topics on problem identification and structuring, evaluation of policy alternatives, projection of policy outcomes, and formulation of policy recommendations. Students will learn to write a problem-structuring statement, construct and evaluate policy alternatives, utilize analytical tools to inform policy decisions, and present the results of policy analysis.

Course Objectives

The lectures, readings, assignments, and activities aim to help students develop and enhance the following skills:
1. Identify societal problems, diagnose their root causes, and evaluate their consequences.
2. Describe policy alternatives that could address the issues and examine their strengths and limitations.
3. Establish decision-making criteria and formulate policy recommendations.
4. Communicate effectively with policymakers about the policy analysis results in both oral and written formats.
5. Comprehend and critique policy analysis reports, white papers, policy memos, or other relevant documents.

This course is connected to the following program objectives of the Truman School's BA in Public Administration and Policy:
1. Understand what makes for successful implementation of public policy by public and non-government organizations.
2. Analyze public policy choices and the forces which shape policy decisions.
3. Communicate effectively with critical analysis and reasoning, and within political and organizational settings.
4. Communicate effectively in both oral and written formats.

Course Format

This is an online asynchronous course, meaning there are no scheduled meeting times or physical classrooms. However, the course is **not self-paced**; it follows a structured weekly schedule with discussion board activities and assignments to ensure consistent engagement. All course materials, including lecture slides, videos, and assignments, will be accessible through Canvas. For assistance with Canvas access or usage, please contact the university's technical support team.

Readings

- Bardach, E., & Patashnik, E. M. (2023). A practical guide for policy analysis: The eightfold path to more effective problem solving. CQ Press. (All editions are acceptable. A cross-reference table for page notations of 2nd, 4th, 6th, and 7th are available on Canvas.)
- All other readings are available on Canvas.

Important Term Dates

- Last day to drop a course without a grade: September 13
- Last day to withdraw from a course: December 2
  Courses will appear on your transcript as a withdrawal and have a grade of W or F.
- Refund schedule: Refund amounts are based on the percentage of class length elapsed before dropping as follows:
  - 08/26/2024 last day of 100% refund
  - 09/23/2024 last day of 50% refund
  - 10/11/2024 last day of 25% refund
  - Visit https://cashiers.missouri.edu/professional-tuition/current-fee-reassessment-schedule/ for more information.

Grade Breakdown and Description of Assignments

Grade Breakdown

Assignment Items	Percentage
Discussion Board Participation	30%
Policy Analysis Project	40%
Policy Analysis Project Peer Interaction	30%

Percentages as Assigned to Letter Grades

Letter grade	Raw Score	Letter grade	Raw Score
A+	100 to 97	C+	< 80 to 77
A	< 97 to 94	C	< 77 to 74
A–	< 94 to 90	C–	< 74 to 70
B+	< 90 to 87	D+	< 70 to 67
B	< 87 to 84	D	< 67 to 64
B–	< 84 to 80	D–	< 64 to 60
		F	< 60

Description of Assignments

Unless otherwise noted, all assignments and discussion posts must be submitted online via Canvas by 11:59 p.m. on the due date. **There will be a late penalty of 10% of the credits for each 24-hour period the submission is overdue** unless the instructor has approved an extension before the deadline or, in the case of an unforeseen emergency, obtains an exemption from the instructor after the deadline. **No works will be accepted after Dec 13** (The end of the academic term). For assignments that involve peer review, a significant delay in submission might lose the opportunity to get peer feedback, but the instructor would still give feedback on the assignment.

1. **Discussion Board Participation (30% across six assignments)**

   With no synchronous meetings, the discussion boards on Canvas will be the primary venue for course engagement and participation. There will be six discussion board activities throughout the semester, each worth 5% of the final grade. You will be asked to respond to a prompt related to the weekly topics or a post from your classmates. The discussion prompts are designed to help you apply the course materials to real-world examples and demonstrate your ability to utilize the knowledge and tools learned in the course. The due date of the discussion post will be Sunday by 11:59 pm of the week.

2. **Policy Analysis Project (40%)**

   The final project for the course is a policy analysis project in the form of a policy memorandum and a presentation to a client (i.e., a policymaker). To help you carry out a policy analysis project, the assignment will be broken down into several elements:

   (1) **Problem Statement** — Check-in due Sep 8; Final written assignment due Sep 15. (10%)
   In this assignment, you will identify a public problem and craft a statement explaining why it requires attention and action. You will also diagnose the root cause of the problem, which will serve as the basis for your future analysis of policy solutions.

(2) **Alternatives Evaluation** — Check-in due Oct 6; Final written assignment due Oct 13. (10%)
In this assignment, you will identify and describe three potential alternatives to address the problem and evaluate their strengths and limitations based on selected criteria. You will also carry out a decision matrix to evaluate the overall performance of each alternative to inform policy decisions.

(3) **Executive Summary** — Check-in due Oct 27; Final written assignment due Nov 3. (5%)
In this assignment, you will combine your Problem Statement and Alternatives Evaluation and turn it into a concise executive summary (1 page) for sending to a client (role-played by your classmates).

(4) **Virtual Presentation —** Check-in due Nov 24; Final presentation due Dec 1. (10%)
After receiving your memo, your client is really interested in your policy analysis project and wants to invite you to give a presentation. You will record and upload your presentation to Canvas. Your presentation will be a 10–15-minute overview of the project, including a description of the problem, evaluation of alternatives, your recommendation, and justification.

(5) **Respond to Clients' Questions** — Due Dec 13. (5%)
Your clients (as role-played by your classmates) enjoyed your presentation and left some questions and comments. You need to respond to these questions and comments.

(6) **(Optional) Bonus Point — Complete Policy Analysis Project** — Due Dec 8.
You can submit an optional full article on your policy analysis project to receive bonus points to compensate for the credits you have lost in prior assignments. The awarded credits will be capped at the points you lost in prior assignments and will not exceed 5 points.

3. **Policy Analysis Project Peer Interaction (30% across three assignments)**

To perform policy analysis effectively, a policy analyst needs to understand what a client wants. The best way to gain this understanding is to experience it firsthand! In this activity, you will role-play a client (imagine yourself as a non-profit manager, city mayor, legislator, governor, or president) and interact with and respond to your peer's policy analysis project.

(1) **Problem Priority Evaluation** — Due Sep 29 (10%)
In this assignment, you will evaluate two problem statements (see 2. (1) above) written by your classmates. Your task is to assess the priority and significance of these problems (from a policymaker's perspective) and provide reasons for your judgment.

(2) **Respond to Executive Summary** — Due Nov 17 (10%)

In this activity, you will receive two executive summaries (see 2. (3) above) from your classmates. Your task is to respond to the letters, express your interest (or explain your lack of interest) in the issues, identify what additional information or analysis you need to make better decisions, and invite the policy analysts to give presentations. In your response, you must also inform the policy analysts of the key elements you hope to learn more about during their presentations.

(3) **Questions and Feedback to Presentation** — Due Dec 8. (10%)

In this activity, you will need to watch two virtual presentations (see 2. (4) above) from your classmates (it will be the same classmates as in Activity (2) unless any of them do not submit the presentation). Your task is to raise relevant questions about their analysis and share your plans for addressing the policy matter.

Course Outline and Weekly Readings

Week 1 (Aug. 19–Aug. 25) Introduction to the Course
- Readings
  - Policy Concepts in 1000 Words: What is Policy?
    https://paulcairney.wordpress.com/2014/01/08/defining-policy-shows-how-messed-up-it-seems/
- Assignments
  - Discussion Board (1): Introduction (due Aug. 25)

Week 2 (Aug. 26–Sep. 1) Policy Cycle and Role of Policy Analysis
- Readings
  - Bardach & Patashnik. Introduction.
  - Policy Concepts in 1000 Words: The Policy Cycle and its Stages.
    https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-its-stages/
- Optional Readings
  - Policy Concepts in 1000 Words: Multiple Streams Analysis.
    https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/
  - Blanchard, S. (2007). Policy analysts: Shaping society through research and problem-solving. *Occupational Outlook Quarterly, 51*(1), 20. Bureau of Labor Statistics.
    https://www.bls.gov/careeroutlook/2007/spring/art03.pdf
- Assignments
  - Discussion Board (2): Policy Cycle and Role of Policy Analysis (due Sep. 1)

Week 3 (Sep. 2– Sep. 8) Problem Identification

- Readings
  - Bardach & Patashnik. Step One: Define the Problem
  - Paredes, I. J., Farrell, S., & Gowayed, O. (2020). Standardizing Climate Education in New York State. *Journal of Science Policy & Governance, 17*. Link. (only the *Background* section)
  - Brauer, A., Benegal, A., Hannon, K., Kuppan, J. and Speck, S. (2021). Policy Memo: Improving Maternal and Infant Health in St. Louis Through Nutrition Access. Washington University ProSPER (only the *Statement of the Issue* part) https://sites.wustl.edu/prosper/policy-memo-health-nutrition-access/
- Assignments
  - Discussion Board (3): Problem Identification (due Sep. 8)
  - Policy Analysis Project (1): Problem Statement Check-in (due Sep. 8)

Week 4 (Sep. 9–Sep. 15) Assembling Evidence

- Readings
  - Bardach & Patashnik. Step Two: Assemble Some Evidence
  - Mitchell, J. (2017). The Use (and Misuse) of Surveys Research in Policy Analysis. In Handbook of Public Policy Analysis (pp. 395-406). Routledge. Available on Canvas.
- Optional Readings
  - Rebecca S. Natow (2021). How do policymakers perceive qualitative research? *Evidence & Policy*. https://evidenceandpolicyblog.co.uk/2021/04/07/how-do-policymakers-perceive-qualitative-research/
- Assignments
  - Policy Analysis Project (1): Problem Statement Submission (due Sep. 15)

Week 5 (Sep. 16–Sep. 22) Identifying Alternatives

- Readings
  - Martin, K., Lee K. E., Hall, J. P. Types of Public Policy. In Public Policy: Origins, Practice, and Analysis. University of North Georgia Press Dahlonega, Georgia. https://open.maricopa.edu/pad100/chapter/7-types-of-public-policy-public-policy-textbook/
  - Bardach & Patashnik. Step Three: Construct the Alternatives & Appendix A or B: Things Governments Do
- Optional Readings
  - Stottler, N. W. (2020) Proposed Policy Action for the Twin Metals Mine Plan. *Journal of Science Policy & Governance, 16*(1). https://www.sciencepolicyjournal.org/uploads/5/4/3/4/5434385/stottler_jspg_v16.pdf
- Assignments
  - Discussion Board (4): Identifying Alternatives (due Sep. 22)

Week 6 (Sep. 23– Sep. 29) Establishing Evaluation Criteria
- Readings
  - Bardach & Patashnik. Step Four: Select the Criteria
  - Rossell, C. H. (1993). Using multiple criteria to evaluate public policies: The case of school desegregation. *American Politics Quarterly, 21*(2), 155-184. Available on Canvas.
- Assignments
  - Peer Interaction (1): Problem Priority Evaluation (due Sep. 29)

Week 7 (Sep. 30–Oct. 6) Outcomes Projections
- Readings
  - Bardach & Patashnik. Step Five: Project the Outcomes
  - Stottler, N. W. (2020) Proposed Policy Action for the Twin Metals Mine Plan. *Journal of Science Policy & Governance, 16*(1). https://www.sciencepolicyjournal.org/uploads/5/4/3/4/5434385/stottler_jspg_v16.pdf
- Assignments
  - Policy Analysis Project (2): Alternatives Evaluation Check-in (due Oct. 6)

Week 8 (Oct. 7–Oct. 13) Cost-benefit Analysis
- Readings
  - Cellini, S. R., & Kee, J. E. (2015). Cost-effectiveness and cost-benefit analysis. In Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds.). Handbook of practical program evaluation (pp. 636-672). San Francisco, CA: Jossey-Bass & Pfeiffer Imprints, Wiley. Available on Canvas.
  - Shanahan, M., & Ritter, A. (2014). Cost benefit analysis of two policy options for cannabis: status quo and legalisation. *PloS One, 9*(4), e95569. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0095569
- Assignments
  - Policy Analysis Project (2): Alternatives Evaluation Submission (due Oct. 13)

Week 9 (Oct. 14–Oct. 20) Policy Trade-off
- Readings
  - Bardach & Patashnik. Step Six: Confront the Trade-Offs
  - Jennifer Craw (2015). Statistic of the month: Education performance, equity and efficiency. National Center on Education and the Economy. https://ncee.org/quick-read/statistic-of-the-month-education-performance-equity-and-efficiency/
- Assignments
  - Discussion Board (5): Policy Trade-off (due Oct. 20)

Week 10 (Oct. 21– Oct. 27) Political Feasibility and Stakeholders

- Readings
  - Meltsner, A. J. (1972). Political feasibility and policy analysis. *Public Administration Review, 32*(6). 859–867. https://www.jstor.org/stable/974646
  - Policy Analysis in 750 Words: Political feasibility and policy success. https://paulcairney.wordpress.com/2022/01/13/policy-analysis-in-750-words-political-feasibility-and-policy-success/
- Optional Readings
  - Bardach & Patashnik. Appendix C or D: Strategic Advice on the Dynamics of Gathering Political Support (*Not all editions have this appendix)
- Assignments
  - Policy Analysis Project (3): Executive Summary Check-in (due Oct. 27)

Week 11 (Oct. 28–Nov. 3) Decision-making
- Readings
  - Bardach & Patashnik. Step Seven: Decide!
  - Etzioni, A. (1967). Mixed-scanning: A "third" approach to decision making. *Public Administration Review, 27*(5). 385–392. https://www.jstor.org/stable/973394
  - Einsiedel Jr., A. A. (1983). Decision-making and problem solving skills: the rational versus the garbage can model of decision-making. Project Management Quarterly, 14(4), 52–57. https://www.pmi.org/learning/library/decision-making-problem-solving-model-5721
- Assignments
  - Policy Analysis Project (3): Executive Summary Submission (due Nov. 3)

Week 12 (Nov. 4–Nov. 10) Monitoring and Evaluating
- Readings
  - Fretheim, A., Oxman, A. D., Lavis, J. N., & Lewin, S. (2009). SUPPORT tools for evidence-informed policymaking in health 18: planning monitoring and evaluation of policies. *Health Research Policy and Systems, 7*, 1-8. https://link.springer.com/article/10.1186/1478-4505-7-S1-S18
- Assignments
  - Discussion Board (6): Monitoring and Evaluating (due Nov. 10)

Week 13 (Nov. 11–Nov. 17) Communicating Policy Analysis
- Readings
  - Bardach & Patashnik. Step Eight: Tell Your Story
- Assignments
  - Peer Interaction (2): Respond to Executive Summary (due Nov. 17)

Week 14 (Nov. 18–Nov. 24) The Limits of Policy Analysis

- Readings
  - Shulock, N. (1999). The paradox of policy analysis: If it is not used, why do we produce so much of it? *Journal of Policy Analysis and Management, 18*(2), 226-244. https://doi.org/10.1002/(SICI)1520-6688(199921)18:2<226::AID-PAM2>3.0.CO;2-J
  - Ghimire, R. P. (2006). The Limits of Analysis in Policy Making with Special Reference to the Developing Countries. Available on Canvas.
  - Turner, R. K. (2007). Limits to CBA in UK and European environmental policy: retrospects and future prospects. *Environmental and Resource Economics, 37*, 253-269. https://link.springer.com/article/10.1007/s10640-007-9119-2
- Assignments
  - Policy Analysis Project (4): Virtual Presentation (Check-in due Nov. 24; Final Upload due Dec. 1)

Thanksgiving Break (Nov. 22–Dec. 1)

Week 15 (Dec. 2–Dec. 8) Virtual Presentation Gallery
- There are no lecture videos this week. Please utilize the time to enjoy your classmates' presentations.
- Assignments
  - Peer Interaction (3): Questions and Feedback to Presentation (due Dec. 8)

Week 16 (Dec. 9–Dec. 13) Final Exam Week
- Assignments
  - Policy Analysis Project (5): Respond to Peer's Questions and Feedback (due Dec. 13)

Additional Syllabus Information

Academic Integrity
Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. **Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.** The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor or the Office of Academic Integrity.

Plagiarism
Plagiarism is **using others' ideas and words without clearly acknowledging their source**. To avoid plagiarism, you must give credit whenever you use another person's (or AI and similar tools)

idea, opinion, or theory; any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge; quotations of another person's actual spoken or written words; or **paraphrase** of another person's spoken or written words.

- Assignments (including discussion posts, written assignments, and oral presentations) that contain plagiarism or a violation of academic integrity will receive a zero and be reported to the university.
- If you are unsure about what counts as plagiarism, please reach out to the instructor.

Guidelines for Use of AI, LLM, and Other Technology Tools
Artificial intelligence (AI), large language models (LLM), and other technology tools can be valuable aids for policy analysis when used appropriately and ethically. You are welcome to use these tools to assist you in this course, provided they are used appropriately and ethically.

Acceptable uses include:
- Explain concepts and summarize articles to enhance understanding.
- Obtain suggestions for further research.
- Checking grammar, proofreading, and improving writing clarity.
- Generating tables and figures or assisting in designing presentation files provided you are the original contributor of the content and acknowledge tool usage in your submission.

Unethically and prohibited uses include (but not limited to):
- Using AI to generate assignment (including discussion posts) content directly. This means you should not input the assignment prompts into an AI tool and use the generated content and/or idea as your own, even with paraphrasing.
- Use any piece of its words or ideas without full acknowledgment.
If you are not sure what kind of usage is acceptable, please reach out to the instructor.

However, be mindful of the limitations of technology tools. They may not always provide accurate information, and they do not generate original ideas (which is usually necessary for policy analysis) or handle complex issues in decision-making. Exercise caution and use personal judgment and further research confirmation when relying on their results.

Additionally, submitting others' (including human and AI) works (including word-by-word and rephrasing versions) as your own without full acknowledgment is academic dishonesty. When utilizing these tools, you should acknowledge how you use them in your submission. For example:
- I acknowledge the use of ChatGPT (https://chat.openai.com/) to provide a background of the policy issue of my choices to inform my basic understanding. I also use it to generate a list of keywords to help me search for references further.

- I acknowledge the use of Canva (https://www.canva.com/create/ai-presentations/) to create the initial draft of the presentation file in which I provide the outline and text content for the AI creator and make additional edits to produce the final presentation files.

If you only use these tools for proofreading and improving the readability and language of your work, you do not need to disclose and acknowledge the usage in your submission.

Your grade will be evaluated based on your own contributions to the assignments.

The above policy applies only to this course. Be sure to check the policy with the instructors in your other courses.

Progression Check-in and Early Alert

The university and the instructor care about your success in this course and your learning journey. To ensure you are on track to meet the course goals, there will be check-in assignments before the major assignments. These check-in assignments ensure that you are on track to select a topic and provide you with early feedback before you invest too much effort in your assignment. You are also encouraged to attend office hours or schedule another time with me to discuss your project and progression.

In addition, this course participates in Early Alert, a student success initiative at the University of Missouri. Throughout the semester, you may receive emails from your instructor through MU Connect regarding your academic performance in this course. You may receive flags to offer resources to address concerns. You can log into MU Connect (https://muconnect.missouri.edu/) at any time to review your Early Alert messages. These academic alerts are intended to help you succeed at Mizzou.

Students with Disabilities

If you anticipate barriers related to the format or requirements of this course or if you have emergency medical information you feel you need to share with an instructor, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the University of Missouri Disability Center and then notify me of your eligibility for accommodations.

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance.

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution *and* regarding whom the institution maintains educational records. Once students have matriculated to the University of Missouri, i.e., enrolled in coursework, FERPA rights transfer to the student, regardless of the student's age.

Students can enable certain individuals to have access to their education records by signing a FERPA waiver. The consent must specify records to be disclosed, state the purpose of the disclosure and identify the party or class of parties to whom the disclosure must be made.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director, the Office of Academic Integrity, or the MU Equity Office.

Academic Inquiry, Course Discussion and Privacy

When students record something that happens in a course (a lecture, class discussions, meetings, etc.) it has an impact on the rights of the people captured in that recording. For example, the instructor and the University may have rights to the intellectual property contained in that recording. At the same time, another student who may have been recorded has the right to privacy. In order to protect these rights, MU employs a policy (called "Executive Order No. 38") to govern both situations you may encounter while taking a course – when an instructor allows recordings and when they do not.

In this course, you are permitted to make copies of the lecture videos and presentation files for your own learning purposes. However, you must obtain permission from the instructor before sharing these files with individuals outside of the class. It is strictly prohibited to distribute the discussion posts, written assignments, or presentations of other students without their explicit permission.

Mental Health

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00-5:00 M-F. After hours phone support is available at 573-882-6601. Visit their website at https://wellbeing.missouri.edu/ to take an online mental

health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend.

Religious Holidays & Accommodations

Many religious faiths are represented in the student body. The University of Missouri does not restrict student free exercise of religion, unless 1) the restriction is in the form of a rule of general applicability, and does not discriminate against religion or among religions; and 2) it can be demonstrated that the application of the restriction is essential to furthering a compelling university interest, and is not unduly restrictive considering the relevant circumstance. The policy of the University attempts to strike a reasonable balance between accommodating the religious practice of students and meeting academic needs and standards.

Consult IDE's Guide to Religions for the form that can be used to notify an instructor of an absence associated with religious practice. Students are expected to notify their instructor(s) by completing and submitting this form in a manner that is consistent with the procedure outlined in the university's policy on student religious accommodation. Providing false information regarding sincerely held religious practice is a violation of the university's Standard of Conduct and will not be tolerated.

Nondiscrimination Policy (Prohibited Discrimination)

The University of Missouri does not discriminate on the basis of race, color, national origin, ancestry, religion, sex* (including gender), pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. *Sex discrimination includes rape, sexual assault, sexual harassment, unwanted touching, stalking, dating/domestic violence, stalking, and sexual exploitation. Retaliation for making or supporting a report of discrimination or harassment is also prohibited.

If you experience discrimination or sexual violence, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online. If you are a survivor, or someone concerned about a survivor, and need immediate information on what to do, see RSVP Resources page. Both the Office for Civil Rights & Title IX and the RSVP Center can provide assistance to students who need help with academics, housing, or other issues. In the event that you choose to write or speak about having experienced any of these forms of prohibited discrimination or harassment, Mizzou policies require that, as your instructor, I share this information with the MU Office for Civil Rights & Title IX. They will contact you to offer information about resources, as well as your rights and options as a member of our campus community.