

INTRODUCTION TO PUBLIC POLICY AND HIGHER EDUCATION

HED 4212

Fall 2019

Mondays 6:00 – 9:20 pm

Sturm 235



TEACHING TEAM

Teacher of Record

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COURSE CATALOG ENTRY

This is an introductory course that gives students an overview of federal and state public policy, current issues, research methods, and practical skills required for the policy formation process. This is the introductory seminar to the Public Policy, Leadership and Organizational Change emphasis area for the master's program.

COURSE DESCRIPTION

This course is designed to introduce students to the historic and contemporary debates, research, and theories that shape public policy in higher education. Students will have the opportunity dig deeply into the policy issues of a particular U.S. state so that they understand the localized nature of higher education public policy. Students will also gain a foundational knowledge of the policy formation and implementation process in the federal, tribal and state realms.

We examine higher education public policy through the lens of the major conceptual and theoretical frameworks used to understand it. We then examine historical and contemporary perspectives on higher education public policy. We explore how public policy is leveraged to increase access to and success in college

for all students, dismantle systemic oppression, and improve upon higher education's ability to enact its public purposes. Recognizing the modern era of postsecondary accountability, we consider the effectiveness and tradeoffs of efforts on the part of policymakers and intermediary organizations to evaluate the ability of policy to accomplish desired goals. This is followed by an examination of the policy levers that hold institutions accountable, provide transparency, and create efficiency. Finally, we examine the various innovative public policies and programs that have been proposed to address the challenges and opportunities facing U.S. public higher education.

SIGNIFICANT LEARNING OUTCOMES

- I. Gain foundational knowledge about higher education public policy including the interplay and distinction between state and tribal policy and federal policy, the policy formation and implementation processes, and the contemporary and historic debates that shape public policy.
- II. Become familiar with and apply theoretical and conceptual frameworks commonly used to understand public policy.
- III. Hone emergent skills and efficacies necessary to evaluate and assess the efficacy of public policy.
- IV. Investigate how social/political contexts affect public policy for higher education.
- V. Examine how public policy impedes or strengthens higher education's ability to dismantle systemic oppression, create opportunity, and strengthen democratic society.
- VI. Explore the flows of power, privilege and oppression in public policy, including who has power, resources and influence; how they use power, resources and influence to achieve their goals for education; and whose perspectives, identities, and interests are represented in public policy.
- VII. Understand how public policy affects the lived experiences of college students, staff, faculty, administrators, and communities.
- VIII. Practice critical hope (West, 2004) that with effective leadership, active struggle, creativity, and skill, public policy can be leveraged to address historic and contemporary oppression and create transformative change in the lives of individuals and in society.

COURSE FORMAT:

This is a 10-week course that involves weekly policy labs (think tank strategy sessions). Students are required to bring laptops to each class meeting. Laptops are available for check out at Anderson Academic Commons and the Morgridge College of Education's Technology Lab.

STATEMENT ON TEACHING

As the Teacher of Record, I seek to co-create with students a classroom space that honors the principles of Inclusive Excellence wherein all participants feel inclined to bring their expertise, identities, learning, and experience to bear on the topics we are considering in class. I care deeply about student learning and development. I have been strongly influenced by Paulo Friere's work *Pedagogy of the Oppressed* and bell hooks's work *Teaching to Transgress*. I have a desire to co-create with students a classroom space that is liberatory, challenging, and inclusive of the diverse experiences, identities, and expertise students possess. I am interested in helping students cultivate the skills, efficacies, and expertise necessary for engaging in research and leadership within higher education public policy so that they may enact their roles effectively while dismantling systemic oppression, promoting opportunity, and strengthening the public purposes of higher education.

I do not think of myself as the sole expert in the course or as a sage on the stage. Instead, I view myself as a guide on the side helping facilitate the learning of those in the class. I firmly believe that I have as much to learn from students as I have to teach them, and that students have much to teach and learn from one another. In these ways, I view our course as a co-owned and co-created learning experience. I seek and welcome student feedback about the course and incorporate this feedback into the course. **To that end, in Week 4 I will make available an anonymous survey link for students to provide feedback about the course.**

COURSE READINGS AND SUPPORTING MATERIALS

All readings and supporting materials are posted to Canvas or available online. Please read the syllabus carefully and note which resources are posted to Canvas and which are available online. There are no assigned course textbooks. The readings for HED 4212 are in a variety of formats (e.g., scholarly journal articles, book chapters, policy briefs, opinion-editorial pieces, podcasts, documentaries), and are selected to cover an array of topics that advance understanding about public policy. As the field of public policy lends itself to debate, the readings and in-class discussions are intended to represent a variety of viewpoints, cultural identities, and interests. We will take class time to debate various policy approaches we are considering. The resources provided with weekly course readings and supporting materials allow students to probe particular interests and gain familiarity with national data sets and other resources used in public policy. **These resources will be particularly useful as students work on their state assignments and policy briefs.**

COURSE TIMELINE

The following table describes each week's topic, readings, activities, agenda, and assignments, and the corresponding learning outcomes pursued (SLO corresponds with the Significant Learning Outcomes listed above).

While not required, students will benefit greatly from staying abreast of media coverage of public policy available in the two major higher education trade periodicals: *InsideHigherEd* and *The Chronicle of Higher Education*. Additionally, students **are strongly urged** to join the mailing lists of intermediary public policy organizations so as to remain informed about national public policy debates, activism, and organizing. The following list of organizations is not exhaustive; however, it is inclusive of some the major players within higher education public policy and finance:

Membership Associations

- [American Council on Education's \(ACE\) Center for Policy Research and Strategy](#) (*institutions*)
- [American Association of State Colleges and Universities \(AASCU\)](#) (*institutions*)
- [Association of Governing Boards \(AGB\)](#) (*systems*)
- [Education Commission of the States \(ECS\)](#) (*states*)
- [State Higher Education Executive Officers Association \(SHEEO\)](#) (*systems/states*)

Think tanks and thought leaders

- [Education Dive](#)
- [American Enterprise Institute \(AEI\)](#) (*conservative*)
- [Brookings Institute](#) (*centrist*)
- [Center for American Progress \(CAP\)](#) (*liberal*)
- [Complete College America \(CCA\)](#)
- [Institute for Higher Education Policy \(IHEP\)](#)
- [The Lumina Foundation](#) (*foundation*)
- [The Education Trust](#) (*progressive*)

Session Theme	Learning Materials	Learning Activities	Assessments
<p>Week 1: What is Public Policy? Sept 9th</p>	<p>Assigned Readings Chapters 1 - 3 in Stone, D.A. (2001). <i>Policy Paradox: The Art of Political Decision Making (Revised Edition)</i>. New York: W.W. Norton. [SLOI, SLOIV] Jones, T. & Owens, L. (2018). Equity considerations for policymakers and researchers. <i>Diverse Issues in Higher Education</i>. Retrieved from: https://diverseeducation.com/article/131613/. [SLOIII, SLIV, SLV, SLVI, SLVII]</p>	<ul style="list-style-type: none"> • Land Acknowledgement [SLOIV] • Setting Course Ground Rules • Syllabus Overview • Mini Lecture: “Public Policy - What It Is and Isn’t” [SLOI, SLOIII, SLOIV] • Policy Lab: Think Tank Strategy Time [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Paper and Participation Rubric [SLOIII, SLOXIII]
<p>Week 2: Theories and Frameworks Used to Explain the Policy Process Sept 16th</p>	<p>Assigned Readings McLendon, M. K. (2003). The politics of higher education: Towards an expanded research agenda. <i>Educational Policy, 17</i>(1), 165-191. [SLOII, SLOVI] Wells, R. & Ramdeholl, D. (2015). The politics of access in the neoliberal age. In M. Apendrot & B. J. Porfilio (Eds.), <i>Understanding neoliberal rule in higher education: Educational fronts for local and global justice, Volume II</i> (pp. 57-76). Charlotte, NC: Information Age Publishing. [SLOII, SLOV, SLOVI] Chapter 1 in Richardson, R. & Martinez, M. (2009). <i>Policy and performance in American higher education</i>. Baltimore: Johns Hopkins University Press. [eBook available through DU Libraries] [SLOII, SLOVI] Ripley, R. B. (2010). The nature of the policy process. In C. D. Lovell, T. E. Larson, D. R. Dean, & D. L Longanecker (Eds.), <i>Public policy and higher education: Second edition</i>. Boston, MA: Pearson Learning Solutions. [SLOII, SLOV, SLOVI] Ledesma, M. C. & Calderón, D. (2015). Critical race theory in education: A review of past literature and a look to the future. <i>Qualitative Inquiry, 21</i>(3), 206-222. [SLOII, SLOV, SLOVI, SLOVII]</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • Theory Gallery Walk [SLOII, SLOIII, SLOV, SLOVI] • Database workshop by Anderson Academic Commons [SLOIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII] • Think Tank Accountability Contract [SLOIII]

	<p>Resources</p> <p>Cahalan, M., Perna, L. W., Yamashita, M., Ruiz, R., & Franklin, K. (2017). <i>Indicators of Higher Education Equity in the United States: 2017 Trend Report</i>. Washington, DC: Pell Institute for the Study of Higher Education, Council for Education Opportunity (COE) and Alliance for Higher Education and Democracy (AHEAD) of the University of Pennsylvania.</p> <p>Digest of Education Statistics. (n.d.). Retrieved from: https://nces.ed.gov/programs/digest/.</p> <p>Integrated Postsecondary Education Data System. (n.d.). Retrieved from: https://nces.ed.gov/ipeds/.</p>		
<p>Week 3: Social/Political Contexts of Policy</p> <p>Sept 23rd</p>	<p>Assigned Readings</p> <p>Stevens, K. (2017). America’s forgotten communities – Viewpoint. (28 minute video). Washington, DC: American Enterprise Institute. Retrieved from: http://www.aei.org/multimedia/americas-forgotten-communities-viewpoint/?mkt_tok=eyJpIjoiWTJNNU9EVTFPV0psTldJMSIsInQiOiJqTEc4R1R6aWIRK0plQnpMOWN5N20ycFRxclhTSk9qM0ZHY3d2MHF4aGU0VkrYc0YxSkdzRlIpveVE2V2pclZluOU1YYldwcWpqRHorYjFKckQ0Z0QwcFY2OU9UZnNnMFwvbXlkZG9cL2p1MUpxXC9wUGlclzE4cHBDMnZadk9NbnZJeXZYIn0%3D. [SLOIV, SLOV, SLOVI, SLOVII]</p> <p>Chapters 1-2 in Kavenagh, J., & Rich, M. D. (2018). <i>Truth Decay: An initial exploration of the diminishing role of facts and analysis in American public life</i>. Washington, DC: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR2314.html. [SLOIV, SLOV, SLOVII]</p> <p>Krause, E. & Reeves, R. V. (2017). <i>Rural dreams: Upward mobility in America’s countryside</i>. Washington, DC: Center on Children and Families at Brookings. Retrieved from: https://www.brookings.edu/wp-</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • Social/Political Context Jigsaw Exercise [SLOI, SLOII, SLOIV, SLOV, SLOVI] • Policy Brief Workshop [SLOIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII]

	<p>content/uploads/2017/08/es_20170905_ruralmobility.pdf. [SLOIV, SLOV, SLOVII]</p> <p>Chapter 2 in Finney, J. & Perna, L. (2014). <i>The attainment agenda: State policy leadership in higher education</i>. Baltimore, MD: Johns Hopkins University Press. [eBook available for download through DU Libraries.] [SLOII, SLOIV, SLOV, SLOVI]</p> <p>Resource</p> <p>Badger, E. & Bui, Q. (2018, October 1). Detailed maps show how neighborhoods shape children for life. <i>The New York Times</i>. Retrieved from: https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html?em_pos=small&emc=edit_up_20181001&nl=upshot&nl_art=0&nlid=54155253emc%3Dedit_up_20181001&ref=headline&te=1.</p>		
<p>Week 4: History of Public Policy for Higher Education Sept 30th</p>	<p>Assigned Readings</p> <p>Delgado, R., & Stefancic, J. (1999). Home-grown racism: Colorado's historic embrace - and denial - of equal opportunity in higher education. <i>University of Colorado Law Review, 70</i>, 704-812. [SLOI, SLOII, SLOIV, SLOV, SLOVI]</p> <p>Slaughter, S., & Rhoades, G. (2004). The policy climate for academic capitalism. In <i>Academic capitalism and the new economy: Markets, state, and higher education</i>. Baltimore, MD: The Johns Hopkins University Press. [SLOI, SLOII, SLOIV, SLOV, SLOVI]</p> <p>Wheatle, K.I.E. (2019). Neither just nor equitable: Race in the congressional debate of the Second Morrill Land Act of 1890. <i>American Educational History Journal, 46</i>(2), 1-20.</p> <p>Gilbert, C. K., & Heller, D. E. (2013). Access, equity, and community colleges: The Truman Commission and Federal higher education policy from 1947 to 2011. <i>The Journal of Higher Education, 84</i>(3), 417-443. [SLOI, SLOV, SLOVI]</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • Data visualization Workshop [SLOIII] • Guest lecture: Katherine I.E. Wheatle (Invited), Ph.D., Strategy Officer for Finance and Federal Policy, Lumina Foundation • Discussion: How Theory Explains the History of Public Policy for Higher Education [SLOI, SLOII, SLOIII, SLOV, SLOVI, SLOVIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII] • Mid Quarter Anonymous Survey Link • Public Policy Quiz [SLOI, SLOII, SLOIV, SLOVI] • Policy Brief Topic Due

	<p><i>Curb Cuts. 99% Invisible.</i> [PODCAST 46 minutes]. https://99percentinvisible.org/episode/curb-cuts/. [SLOI, SLOIV, SLOV, SLOVI, SLOVIII]</p> <p>Resource Records of the office of education, 1870-1983. (1995). Washington, DC: National Archives. Retrieved from: https://www.archives.gov/research/guide-fed-records/groups/012.html.</p>		
<p>Week 5: Building the System: State Governance and Higher Education Systems</p> <p>Oct 7th</p>	<p>Assigned Readings Foster, J.M. & Fowles, J. (2018). Ethnic heterogeneity, group affinity, and state higher education spending. <i>Research in Higher Education, 59</i>(1), 1-28. [SLOIV, SLOV, SLOVI] Espinosa, L. L., Kelchen, R. & Taylor, M. (2018). <i>Minority serving institutions as engines of upward mobility.</i> Washington, DC: American Council on Education. [SLOIV, SLOV, SLOVII, SLOVIII] Chapter 9 in Finney, J. & Perna, L. (2014). <i>The attainment agenda: State policy leadership in higher education.</i> Baltimore, MD: Johns Hopkins University Press. [eBook available for download through DU Libraries.] [SLOI, SLOII, SLOIII, SLOIV, SLOV, SLOVI] Lingenfelter, P. E. (2004). The state and higher education: An essential partnership. <i>New Directions for Higher Education, 127</i>, p. 47-59. [SLOIV, SLOV, SLOVI] Read p. 16. In State of New Jersey. (2019). <i>Where opportunity meets innovation: A student-centered vision for New Jersey higher education.</i> Retrieved from: https://www.state.nj.us/highereducation/documents/pdf/StateEducationplan.pdf.</p> <p>Resources <i>The Chronicle of Higher Education.</i> (2019, August 18). Compare the States. Retrieved from: https://www.chronicle.com/interactives/almanac-2019. Harnisch, T. (2019). <i>Top 10 higher education state policy issues for 2019.</i> Washington, DC: American Association of</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • State Governance Role Play [SLOI, SLOIII, SLOIV] • Think Tank-led State Discussion [SLOIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII] • Presentation Rubric (Teacher and Students) [SLOIII]

	<p>State Colleges and Universities. Retrieved from: https://www.aascu.org/policy/publications/policy-matters/Top102019.pdf</p> <p>Fulton, M. (2019). <i>Making sense of state governance structures in postsecondary education</i>. Denver, CO: Education Commission of the States. Retrieved from: https://ednote.ecs.org/making-sense-of-state-governance-structures-in-postsecondary-education/.</p> <p>Education Commission of the States. (2019). State education policy tracking. Denver, CO: Author. Retrieved from: https://www.ecs.org/state-education-policy-tracking.</p> <p>Complete College America. (n.d.). Strategies. Retrieved from: https://completecollege.org/completion-roadmap/.</p> <p>DeBaun, B. (2019). <i>The growing gap: Public higher education's declining affordability for low-income students</i>. Washington, DC: National College Access Network. Retrieved from: https://public.tableau.com/profile/bill.debaun.national.college.access.network#!/vizhome/TheGrowingGapPublicHigherEducationsDecliningAffordabilityforLowIncomeStudents/Dashboard.</p>		
<p>Week 6: Federal and Tribal Public Policy Oct 14th</p>	<p>Assigned Readings</p> <p>Nelson, C. A., & Frye, J. R. (2016). <i>Tribal college and university funding: Tribal sovereignty at the intersection of federal, state, and local funding</i>. Washington, DC: American Council on Education. [SLOI, SLOIV, SLOV, SLOVI, SLOVII]</p> <p>Kreighbaum, A. (2018, June 13). "Under DeVos, a smaller Department of Education." <i>InsideHigherEd</i>. Retrieved from: https://www.insidehighered.com/news/2018/06/13/education-department-staff-down-13-percent-trump-administration-began?utm_source=Inside+Higher+Ed&utm_campaign=450d1e6802-DNU_COPY_01&utm_medium=email&utm_term=0_1fcbc</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • Guest Lecture: Morgan Taylor, Senior Research Analyst, Learning and Engagement, American Council on Education, American Council on Education [SLOI, SLOIV, SLOV, SLOVI, SLOVII, SLOVIII] • Closed-Book Jeopardy Game [SLOI, SLOII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII] • Policy Brief Outline Due [SLOI, SLOII, SLOIII]

	<p>04421-450d1e6802-234529445&mc_cid=450d1e6802&mc_eid=14c5120e35. [SLOI, SLOV, SLOVI]</p> <p>New America. (n.d.). <i>Higher education accreditation: A background primer</i>. Washington, DC: Author. Retrieved from: https://www.newamerica.org/postsecondary-national-policy-institute/higher-education-accreditation/. [SLOI, SLOVI]</p> <p>The Education Trust. (n.d.). <i>Reauthorization of the Higher Education Act</i>. Retrieved from: https://edtrust.org/reauthorization-of-the-higher-education-act-2/. [SLOI, SLOVI]</p> <p>Hiler, T. & Whistle, W. (2018). <i>Creating a 'Title I' for higher ed</i>. Washington, DC: Third Way. Retrieve from https://www.thirdway.org/memo/creating-a-title-i-for-higher-ed. [SLOI, SLOIII, SLVI]</p> <p>Resources</p> <p>U.S. Department of Education. Hispanic-Serving Institutions Division. Retrieved from: https://www2.ed.gov/about/offices/list/ope/idades/hsidivision.html.</p> <p>U.S. Department of Education. HBCUs and 2020 Goal. Retrieved from: https://sites.ed.gov/whhbcu/.</p>	<ul style="list-style-type: none"> • Policy Lab: Think Tank Strategy Session [SLOIII] 	
<p>Week 7: Planting Seeds: Public Policy for Access and Equity</p> <p>Oct 21st</p>	<p>Assigned Readings</p> <p>EAB Global, Inc. (2018). <i>Reframing the equity question: Understanding the growing importance of success for community colleges' part-time students</i>. Washington, DC: Author. [SLOV]</p> <p>Perna, L. W. & Armijo, M. (2014). The persistence of unaligned K-12 and higher education systems: Why have statewide alignment efforts been ineffective? <i>Annals, AAPS</i>, 633. 16-35. [SLOI, SLOV]</p> <p>Reay, D. (2001). Finding or losing yourself?: Working class relationships to education. <i>Journal of Education Policy</i>, 16(4), 333-346. [SLOV, SLOVII]</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • My College Access Story Exercise (Triad Sharing) [SLOIV, SLOVII, SLOVIII] • Think Tank-led state discussions [SLOIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII] • Presentation Rubric (Teacher and Students) [SLOIII]

Primienta, M. (2018). *Deferred action for childhood arrivals: Federal policy and examples of state actions*. Denver, CO: National Conference of State Legislatures. Retrieved from: <http://www.ncsl.org/research/immigration/deferred-action.aspx>. [SLOV, SLOVII]

Resources

Corrections to College California. (2018). *Don't stop now: California leads the nation in using public higher education to address mass incarceration. Will we continue?* Retrieved from: <http://correctionstocollegeca.org/assets/general/dont-stop-now-report.pdf>.

The State of Higher Education Equity. The Education Trust database. Retrieved from: <https://edtrust.org/the-state-of-higher-education-equity/>.

Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Bhimdiwala, A., & Wilson, S. (2018). *Completing college: A state-Level view of student completion rates (signature report no. 16a)*. Herndon, VA: National Student Clearinghouse Research Center. Retrieved from: https://nscresearchcenter.org/wp-content/uploads/NSCSignatureReport16_StateSupp.pdf.

Horn, A. S., Dounay Zinth, J., Parks, J. L. & Sisneros, L. (2018). *Increasing the supply of qualified high school teachers for dual enrollment programs: An overview of state and regional accreditor policies*. Denver, CO: Education Commission of the States.

Complete College America. (n.d.). Corequisite remediation: Spanning the completion divide. Retrieved from: <http://completecollege.org/spanningthedivide/>.

Education Commission of the States 50-State Comparison: Transfer and Articulation Policies: <https://www.ecs.org/transfer-and-articulation-policies-db/>.

	<p>Institute for Higher Education Policy. (2013). <i>Project win-win at the finish line</i>. Washington, DC. Retrieved from: http://www.ihep.org/sites/default/files/uploads/docs/pubs/pww_at_the_finish_line_final_october_2013.pdf.</p> <p>ACT. (2018). <i>The condition of college and career readiness</i>. Iowa City, IA. Retrieved from: https://www.act.org/content/dam/act/unsecured/documents/cccr2018/National-CCCR-2018.pdf.</p> <p>Whinnery, E., & Pompelia, S. (2018). <i>50-state comparison: Developmental education policies</i>. Denver, CO: Education Commission of the States. Retrieved from: https://www.ecs.org/50-state-comparison-developmental-education-policies/.</p> <p>U.S. Department of Education Regional Advisory Committee. (2011). <i>Appalachian region: A report identifying and addressing the educational needs</i>. Washington, D.C. Retrieved from: https://www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf.</p> <p>Hillman, N. (2019). <i>Place matters: A closer look at education deserts</i>. Washington, D.C.: Third Way. Retrieved from: https://www.thirdway.org/report/place-matters-a-closer-look-at-education-deserts.</p>		
<p>Week 8: Is College Still “Worth” It?: Outcomes of Higher Education Oct 28th</p>	<p>Assigned Readings</p> <p>Ma, J., Pender, M. & Welch, M. (2016). <i>Education Pays 2016: The benefits of higher education for individuals and society</i>. New York, NY: The College Board. Retrieved from: https://trends.collegeboard.org/education-pays. [SLOI, SLOIV, SLOV, SLOVII, SLOVIII]</p> <p>Orphan, C. & McClure, K. (2019). An anchor for the region: Examining a regional comprehensive university’s effort to serve its rural, Appalachian region. Under review at the <i>Journal of Research in Rural Education</i>. [SLOI, SLOIV, SLOV, SLOVII, SLOVIII]</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • Debate: Is College Worth It? [SLOI, SLOII, SLOIII, SLOIV, SLOV, SLOVII, SLOVIII] • Policy Brief Writing Workshop [SLOIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII] • Draft of Policy Brief Due [SLOIII]

	<p>Busteed, B. (2018). swampED podcast: Is college worth it? [38 minute podcast]. New York, NY: Gallup. Retrieved from: https://www.gallup.com/education/235643/swamped-podcast-college-worth.aspx?utm_source=podcast&utm_medium=email&utm_campaign=HigherEd-Podcast_062718&utm_content=ListenNow_CTA_1. [SLOI, SLOIV, SLOV, SLOVII, SLOVIII]</p> <p>Jackson, A. (2017). Democrats and republicans agree on almost everything about college – except whether it’s worth the cost. <i>Business Insider</i>. [SLOI, SLOIV, SLOV, SLOVI, SLOVII, SLOVIII] Retrieved from: https://www.businessinsider.com/what-democrats-and-republicans-think-about-college-2017-11.</p> <p>Resources</p> <p>College Scorecard. Retrieved from: https://collegescorecard.ed.gov/.</p> <p>Harper, S.R. & Simmons, I. (2019). <i>Black students at public colleges and universities: A 50-state report card</i>. Los Angeles, CA: USC Race and Equity Center. Retrieved from: https://race.usc.edu/wp-content/uploads/2018/09/Black-Students-at-Public-Colleges-and-Universities-A-50-State-Report-Card-Harper-and-Simmons-1-9-26.pdf.</p> <p>The Education Trust. (n.d.). <i>The state equity report card</i>. Retrieved from: https://www.stateequity.org/.</p> <p>Campbell, C. (2019). <i>College degree attainment is heavily dependent on race and geography</i>. Washington, DC: Center for American Progress. Retrieved from: https://interactives.americanprogress.org/maps/2018/12/Adult+Attainment+Report/index.html.</p>		
<p>Week 9: Accountability to Whom and for What?:</p>	<p>Assigned Readings</p> <p>Nassirian, B., & Harnisch, T. (2018). <i>Policy primer: Federal risk-sharing proposals for student financial aid</i>. Washington,</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] 	<ul style="list-style-type: none"> • 1 Minute Participation Rubric [SLOIII, SLOVIII]

<p>Accountability and Efficiency of Higher Education</p> <p>Nov 4th</p>	<p>DC: American Association of State Colleges and Universities. [SLOI, SLOIV, SLOV, SLOVI]</p> <p>Raaper, R. (2017). Tracing assessment policy discourses in neoliberalised higher education settings. <i>Journal of Education Policy</i>, (32)3, 322-339. [SLOII, SLOV, SLOVI]</p> <p>Carey, K. (2007). Truth without action: The myth of higher-education accountability. <i>Change: The Magazine of Higher Learning</i>, 39(5), 24-29. [SLOI, SLOVI]</p> <p>Santiago, D. A. (2012). Public policy and Hispanic-serving institutions: From invention to accountability. <i>Journal of Latinos and Education</i>, 11(3), 163-167. [SLOI, SLOV, SLOVI]</p> <p>Resource</p> <p>AASCU and Orphan, C., Diaz, L. & Romero, D. (2016). Civic Health and Equity Matrix.</p>	<ul style="list-style-type: none"> • Mini Lecture: Accountability in Higher Education [SLOI, SLOII, SLOIV, SLOV, SLOVI] • Think Tank-led state discussions [SLOIII] • Policy Lab: Think Tank Strategy Session [SLOIII] 	<ul style="list-style-type: none"> • Presentation Rubric (Teacher and Students) [SLOIII]
<p>Week 10: Scanning the Future: What's Next in Public Policy for Higher Education</p> <p>Nov 11th</p>	<p>Assigned Readings</p> <p>Lynch, M. (2018). Will artificial intelligence disrupt higher education? <i>The Tech Advocate</i>. Retrieved from: https://www.thetechadvocate.org/will-artificial-intelligence-disrupt-higher-education/. [SLOI, SLOIV]</p> <p>Whitman, D. (2017). The closing of the republican mind on for-profit colleges. <i>The Atlantic</i>. Retrieved from: https://www.theatlantic.com/education/archive/2017/03/the-closing-of-the-republican-mind-on-for-profit-colleges/520803/. [SLOIV, SLOV, SLOVI]</p> <p>McKenzie, L. (2018). Feds plan accreditation experimentation. <i>InsideHigherEd</i>. Retrieved from: https://www.insidehighered.com/news/2018/06/20/us-department-education-willing-experiment-accreditation. [SLOI, SLOVI]</p> <p>Lynch, M. (2018). Five factors that influence the future of HBCUs. <i>InsideHigherEd</i>. Retrieved from: https://www.theedadvocate.org/5-factors-that-influence-the-future-of-hbcus/. [SLOV, SLOVI, SLOVII, SLOVIII]</p>	<ul style="list-style-type: none"> • Revisit course ground rules • Hope Quote of the Day [SLOVIII] • Final Reflective Exercise [SLOIII, SLOVIII] • Scanning the Future Guest Panel [SLOI, SLOIV, SLOV, SLOVI, SLOVIII] • Think Tank Final Presentations [SLOIII] 	<ul style="list-style-type: none"> • Presentation Rubric (Teacher of Record) [SLOIII] • Peer Assessment of Think Tank [SLOIII] Contributions • Final Presentation • Final Policy Brief DUE November 18 [SLOIII]

COURSE EXPECTATIONS

We, the Teacher of Record and the Teaching Intern, expect that you will be critical and creative in how you present your work and expertise. All class sessions will involve discussion of assigned readings; we invite students to share in this discussion and complete readings in advance. Group work will be a large component of this course. Each student is invited to participate in group discussions, activities, and projects. You will be evaluated on the professionalism and integrity with which you engage your peers as well as the policy experts and leaders we interact with in class. Additionally, you will be evaluated on your contributions to your group, and the care and attention you bring to producing high-quality presentations for class meetings. Group members will have the opportunity to provide feedback for each individual's contributions which will be factored into students' final grades. We will use public policy readings, activities, discussions, and group activities to achieve significant learning outcomes. The goal of each session is to strengthen your ability to understand and evaluate public policies.

A graduate program holds high expectations for written work, communication, and professional conduct. The expectation of this course is that students will be present and fully engaged during class exercises and discussions, which means that they are free of technological distractions. Not only do these distractions contribute to a student's inattentiveness, research has shown that they make it difficult for others to focus. Therefore, the following expectations are in effect during class. Students should familiarize themselves with these expectations and understand that when they are not actively engaged in class, their learning and their fellow students' learning will be affected as will their participation grades.

- Attendance is required. Missing more than two class meetings will result in the deduction of an entire letter grade from final student grades (e.g., a A- will become a B-).
- All assignments must be completed on time and submitted via Canvas or presented in person during class. Late papers will receive a maximum of 70% and are only accepted up until three days after the assignment is due.
- Students are expected to arrive to class on time and return promptly from class breaks.
- Turn off all mobile devices or switch them to silent mode during in-class meetings. The use of electronic devices is restricted to notetaking and accessing course-related content and when the teacher has granted permission for their use during an exercise.
- Text messaging or sending email during in-person class is inappropriate.
- If you have an emergency that requires being accessible by phone during an in-class meeting, notify the Teacher of Record before class.
- Be respectful of your classmates and minimize distractions.
- Your participation grade will be evaluated based on your adherence to these course expectations.

Finally, this course requires ongoing group work. As such, students are required to meet regularly with group members and prepare presentations and engage in research about relevant policy topics concerning the state they are assigned.

The Teacher of Record is available to meet as needed to assist students in meeting the expectations described.

COURSE ASSIGNMENTS

1. *Classroom participation (20% of grade)*

Participation will be measured by individuals' contribution toward the community's significant learning outcomes and in each week's policy lab. Participation will take a variety of forms (e.g., asking questions, initiating and/or furthering discussion in large, small and dyadic groups, active listening, evaluation of group

presentations, etc.). This conception of participation as contribution assumes that all course activities will be completed, performed, and assessed as fully as possible by individual participants. Specifically, students will evaluate their individual participation in discussions and activities. **Students are required to embody the principles of Inclusive Excellence in their course assignments, interactions with the Teaching Team and fellow students, and during activities.**

2. Public Policy Quiz (10% of grade): Due Sunday, September 30 at 11:59 pm

Students are required to complete a quiz that will be available Tuesday, September 24 – Sunday, September 29. The quiz will cover the readings for Weeks 1-4 and will be open book. The quiz will be administered on Canvas. Students should consult all course PowerPoints and course readings and supporting materials for Weeks 1-4 in preparation for the quiz. The quiz will be multiple choice. There will be no retakes. The quiz is intended to ensure students have a strong grasp of important foundational, conceptual, and theoretical topics and ideas covered in the first half of class. The knowledge students are required to demonstrate on the quiz will be invaluable to the topics and projects included in the remaining six weeks of the course.

3. Policy Lab Think Tank: State Discussions and Final Slideshow (40% of grade)

Students will be organized in groups of 3-4 and assigned a state at the beginning of the course. The instructor will determine the states to study. Students will use Chapter 9 in Finney, J. & Perna, L. (2014). *The attainment agenda: State policy leadership in higher education* as a guide, as well as state-level resources to talk about their assigned state's performance for class. Students will work in groups to lead state discussions using evidence and information related to their assigned state on the topic for that week. Student groups may use PowerPoint or another presentation application for presentations. Students should employ relevant data visualization within their presentations. Students are encouraged to contact relevant state policymakers and intermediary organizations within their assigned state to gather information not readily available online. Collectively, these presentations and the final State Slide Shows will illustrate the range of issues facing the states and territories, and policy options available to policymakers to improve performance.

Students are encouraged to subscribe to AASCU EdLines: Weekly State Higher Education Policy Updates to track policy developments in their states: <http://www.aascu.org/policy/publications/subscriptionform/>.

Note: Student groups will give four presentations throughout the quarter: three presentations on specific topics related to higher education public policy within an assigned state, and a final culminating presentation that tells the story of public policy within their state. Groups should conclude each presentation by giving a reason for hope about each state's progress towards meeting policy goals. Each week's presentation will be 10 minutes long.

Think Tank Led Discussions

Think Tank led state discussions will occur during the classes devoted to the following three topics: 1) Building the System: State Governance and Higher Education Systems; 2) Planting Seeds: Public Policy for Access and Equity; and 3) Accountability to Whom and for What?: Accountability and Efficiency of Higher Education.

Note: Think Tank Led State Discussions should be no more than 10 minutes in length and should include data visualization and that week's reason for hope. Rubrics will be made available with additional detail for this assignment.

Final Slideshow DUE: Monday, November 11:

The final slideshow will be no more than 50 slides and will assess the actual performance of assigned states. Think tanks will create a complete and comprehensive slideshow that builds on the topics covered within

Think Tank Led discussions. The slideshow will draw on credible data sources, analysis, and conclusions about state performance and policy. The slideshow is expected to be one that could be presented to a state legislature or SHEEO.

Notes and citations at the end of the slideshow are required. The slideshow will be organized around the most important “story” you have learned from your state throughout the quarter and will include your recommendations for how your state might promote the public purposes of higher education and educational opportunity and equity. Think Tanks will receive a group score, and individual students will also receive grades based on their own contributions relative to the group.

Your final slideshow should tell the story you have uncovered about your state that leads to your specific recommendations. Students are encouraged to make edits to the slides of presentations they’ve given throughout the quarter based on feedback they have received from the teaching team and include the relevant slides in their final presentation.

For example, a rough outline of the final 50-slide presentation could be: Slide 1: title, slides 2-9: background/context about college access and success in the state; slides 9-16: governance and higher education systems; slides 17-27: access and equity; slides 28-37: accountability and outcomes; slides 38-48: recommendations; slide 49: call to action; slide 50: reason for hope; slide 50+: references. While presentations do not need to follow this exact outline, this provides a sense of the proportions for each section.

You will not present the entire final slideshow the final day of class. The final presentation should cover the last portion of the final slideshow and focus on your recommendations for your state. The slideshow should be 15 minutes in length and include data visualization where appropriate.

4. Public Policy Outline and Brief (30% of grade)

The policy brief is a short paper (9-10 single-spaced pages, excluding citations) on a public policy topic of interest to the student and written within the context of your assigned state.

Outline of Policy Brief DUE: Monday, October 14 11:59 PM:

Students will submit an outline of the policy brief. The outline should provide the Teacher of Record with a brief description of the topic related to public policy within the assigned state you are researching, and how you plan to address it in the final policy brief. The outline should be a minimum of three single-spaced pages and must contain at least 10 citations and sources. Include the following sections: introduction/statement of the problem; background information about the problem (what you know about the problem); policy proposal and recommendations.

The DU Library offers 1-on-1 research consultations. Students who meet with the research librarians can earn 3 points extra credit. Proof of attendance must be sent to the Teacher of Record.

<https://library.du.edu/research/research-center.html>

Public Policy Brief DUE: Monday, November 18, 11:59 pm:

Students are expected to write a ten-page single-spaced public policy brief (excluding citations) addressing a pressing higher education public policy issue within their state. Students should use endnotes, not in-text citations for their policy brief. The purpose of the policy brief is to provide students with the opportunity to deepen their understanding of a contemporary higher education issue within their assigned state in a format that is commonly used in the policy world. For example, you may 1) suggest a new public policy, 2)

recommend how higher education policy currently implemented could be improved upon, or 3) recommend a change in procedures that affect the conduct of higher education policy.

Policy briefs should be written for a lay audience and should be free of jargon and acronyms. Policy briefs are intended to convince various stakeholders and decision makers of the rightness and desirability of a particular set of recommendations, changes and/or policy. As such, your policy brief should be written in a convincing, coherent and clear manner. Students should review policy briefs assigned within the readings for examples of how they are structured and written. Students are required to include data visualization that will enhance the argument they are making. For example, if a student is considering an issue related to attainment for higher education, they may include a graph that tracks college attainment for their state.

The policy brief should have the following sections: 1) Executive Summary; 2) Statement of the Problem (and theories used to understand the problem); 3) Recommendations; 4) Call to Action and Reason for Hope.

Note: Your topic must be approved by the instructor before you draft your brief (**topics should be submitted to Teacher of Record by Monday, September 30, 2019**). Students should consult their fellow group members to ensure that there is not overlap of public policy issues within each group.

Possible topics include, but are not limited to:

- State attainment goals
- College access
- State support for DACA and Dreamers
- Student outcomes
- College athletics
- State or regional accreditation
- State authorization
- Community college transfer agreements
- Institutional transparency and accountability
- International education issues
- Technology transfer
- Unfunded mandates
- Equity for underrepresented, marginalized or minoritized students (eg., veterans, queer students, undocumented students, low-income students, students of Color, first generation students, disABLED students, formerly incarcerated students)
- Refer to AASCU’s Top 10 Policy Priorities for additional ideas.

The policy brief will be evaluated using a rubric distributed on the first day of class.

Grading Policy

Grades are based on the following criteria:

Informed, engaged participation	20% (20 points)
Public Policy Quiz	10% (10 points)
Think Tank Discussions and Final Slideshow <ul style="list-style-type: none"> • Think Tank Accountability Contract: 3 points • Think Tank state discussions: 5 points each, total 15 points • Final slideshow: 20 points • Group member evaluation: 2 points 	40% (40 points)
Public Policy Outline and Brief <ul style="list-style-type: none"> • Policy Outline: 5 points • Policy Brief: 25 points 	30% (30 points)

Note: Written assignments and the final state slideshow should be posted to Canvas. Think Tank discussions will be presented in class.

Grading Scale

A: 4.0 = 93-100

A-: 3.7 = 90-92

B+: 3.3 = 87-89

B: 3.0 = 83-86

B-: 2.7 = 80-82

C+: 2.3 = 77-79

C: 2.0 = 73-76

C-: 1.7 = 70-72

D+: 1.3 = 67-69

D: 1.0 = 63-66

D-: 0.7 = 60-62

F: 0.0 = 59 & below

FOOD AND HOUSING SECURITY

As a student, I often had to choose between eating or buying textbooks and paying rent. I urge any student who faces challenges securing food or housing to visit the University of Denver food pantry, located in the Center for Sustainability, Towers North, on the 1st floor. The food pantry is open to everyone with a DU ID. To learn the hours of the food pantry, please email: sustainability@du.edu. Short term emergency loans are available to students who are experiencing temporary financial hardship. To learn more about these loans, visit this website: <https://www.du.edu/bursar/debt/emergency.html>. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course should contact the Office of Student Outreach & Support in the Division of Campus Life & Inclusive Excellence to get connected to the appropriate resources. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess.

MENTAL HEALTH AND WELLBEING

Fifty percent (50%) of graduate students experience anxiety or clinical depression, and 10% have contemplated suicide at some point during their studies ([Jaschik, 2015](#)). If you are experiencing mental health challenges, you are not alone and it is of the utmost importance that you seek professional support. There is no shame or stigma in getting the support you need. As a student, I benefited from the support of mental health professionals. Fortunately, the University of Denver offers robust supports for the mental health of graduate students. Please see below for additional information.

Counseling Services is here to support your transition to DU and through other transitions in your life, as well as to support your development and growth. Our services are all confidential and no information is released to anyone without your written consent except in the case of a life-threatening emergency, or when it is otherwise required by law. Please browse through this section of the HCC website to learn about the counseling services we offer. If you would like to initiate counseling services, you may drop in to our same-day access services (without any scheduled appointment) between 2-4 pm, M-F; call us at 303-871-2205; or schedule a brief screen online at MyHealth: https://myhealth.du.edu/login_directory.aspx. Students can benefit from different types of therapy, ranging from individual counseling to group counseling with licensed professionals. Graduate and doctoral students can also gain valuable experience by working closely with staff members through training and professional development programs.

GENDER NEUTRALITY

This course supports preferred gender pronoun use and self-identification. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

STUDENTS WITH (DIS)ABILITIES/MEDICAL ISSUES

Section 504 of the Rehabilitation Act of 1973 protects anyone with a (dis)ability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know as soon as possible so that we can set up the best learning environment for you. By law I cannot ask you if you have a disability. If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from Disability Services Program (DSP) in a timely manner so that your needs may be addressed. DSP is located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave. 303.871. / 2372 / 2278/ 7432. Information is also available on line at <http://www.du.edu/disability/dsp>; see the Handbook for Students with Disabilities.

HONOR CODE/ ACADEMIC INTEGRITY

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code (www.du.edu/honorcode). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

This course includes the use of VeriCite to assess written assignments for originality and to reinforce best practice for using and citing the work of others. Students acknowledge by taking this course that papers may be subject to submission to VeriCite. Students also acknowledge and consent that their papers will be included in a secure repository strictly for comparison to papers submitted in the future, in order to protect their own intellectual property and to deter plagiarism by others. Reports generated by VeriCite will be available to students for review and to enable revision.

UNIVERSITY WRITING CENTER

The University Writing Center provides online writing support for any student who is enrolled in an online course, traveling on DU business, or studying abroad. To make an appointment, call 303-871-7456, or go to MyWeb / Student / Writing Center.

Like their face-to-face consultations, these free, 40-minute online sessions are collaborative and non-evaluative, meaning that the consultants' goals are to work with you to see your writing clearly and develop new strategies and habits for improving as a writer in light of your specific assignments, goals, and needs. These sessions are synchronous: you and the consultant will work in an online Google Doc, using the highlighting, commenting, and chat features to communicate. Please note that online consultants do not pre-read papers, proofread, or correct citations for you.

Online appointments are available during the writing center's regular hours (Sunday-Monday, including evening hours on many days, from the first day of classes through the second day of finals). Please visit their website at <https://www.du.edu/writing/writingcenter/> for hours and additional information.

INCLUSIVE LEARNING ENVIRONMENTS

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse

community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

TITLE IX

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. [The Center for Advocacy, Prevention and Empowerment \(CAPE\)](#) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

ONLINE AND WEB-SUPPORTED CLASS

It is your responsibility to procure reliable, readily-accessible Internet service in order to fulfill course expectations. I am under no obligation to accept late assignments or waive required tasks (e.g., discussion participation) due to lack of online access or malfunctioning computer hardware. Please consider identifying an alternative Internet source in case of technical problems. [Look here for a list of computer labs on the DU campus](#). Computer support is available from the [University Technology Support \(UTS\) Help Center](#).

RESEARCH SUPPORT

The University Libraries Research Center (<https://library.du.edu/services/index.html>) answers research questions seven days a week by phone, email, in-person, chat/IM or text. One-on-one research consultations in the Anderson Academic Commons are also available on a drop-in basis or by appointment. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Telephone and Zoom video consultations are also available by request for distance students. Ask a question or make an appointment by calling 303-871-2905 or visiting <http://libraryhelp.du.edu>. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate.

HONOR CODE/ACADEMIC INTEGRITY

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code (www.du.edu/honorcode). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

RELIGIOUS HOLIDAYS ACCOMODATION

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

CREDIT WHERE CREDIT IS DUE

This syllabus borrows heavily from that of Drs. Awilda Rodriguez, assistant professor of higher education at the University of Michigan, and Joni Finney, practice professor and director of the Institute for Research in Higher Education at the University of Pennsylvania. This syllabus was revised in DU's Office of Teaching and Learning's Course Redesign Institute.