

CURRENT ISSUES IN HIGHER EDUCATION

HED 4211

Wednesdays 6:00-9:20pm

KRH 302

TEACHING TEAM

Teacher of Record

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HED 4211 CATALOG DESCRIPTION

A study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work. Explores institutional missions as well as entities such as administration, faculty, curriculum, and students in relation to current issues. 4 credit hours.

DESIRED LEARNING OUTCOMES

- I. Analyze current concerns and issues in postsecondary education.
- II. Familiarize with canonical readings across six major domains of postsecondary education research.
- III. Apply emergent expertise to analysis of current issues in postsecondary education.
- IV. Appreciate the plurality and diversity of U.S. postsecondary education.
- V. Improve writing skills.

EXPECTATIONS – PARTICIPATION, CONTRIBUTION AND WRITING

This course is discussion-based and experiential wherein participants will share, collaborate, provide feedback, participate actively, and contribute to the development of each other's work and learning through salon style meetings. In order to contribute as fully as possible, it is

expected that students join each week's discussions prepared to explore readings, current issues, peer work, and individual work.

It is also expected that everyone is a co-owner of the course and assumes responsibility for its quality and outcomes. The Teaching Team takes responsibility for the conceptualization, design, academic requirements, and direction of the course through guiding inquiry and reflective discussions. An appropriate exercise of shared confidentiality is expected from all members of the classroom.

All members are also expected to participate thoughtfully and critically throughout the course. Participation will be measured by individuals' contribution to the community's desired learning outcomes. Specifically, students will evaluate their own participation in discussions and activities. Participation can take a variety of forms (e.g., asking questions, initiating and/or furthering discussion in large, small and dyadic groups, written discourse, etc.). This conception of participation as contribution and self-assessment embeds the assumption that all course activities will be completed, performed, and assessed as fully as possible by individual participants. **Students are required to embody the principles of Inclusive Excellence in their course assignments, interactions with the instructor, guest lecturers and fellow students, and during activities.**

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 shows that they make it difficult for others to focus. Therefore, the following expectations are in effect during this 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.

- All assignments must be completed on time and submitted via Canvas. Late papers will receive a maximum of 70% if turned in seven days after the deadline. After seven days, late assignments will receive zero points.
- Students are expected to arrive to class on time and return promptly from class breaks. Please give advanced notice if you will be missing class. You will be responsible for reaching out to peers to learn what you missed and you will not receive participation points the day you miss.
- Turn off all mobile devices or switch them to silent mode.
- Text messaging or sending email during class is inappropriate.
- If you have an emergency that requires being accessible by phone, notify the Teacher of Record before class.
- The use of electronic devices is restricted to notetaking unless accessing course-related content or the instructor has granted permission for their use during an exercise.
- Be respectful of your classmates and minimize distractions.

Formal writing activities (e.g., drafts of position paper) should follow the most recent American Psychological Association (APA) style guide. Informal writing activities (e.g., in-class quick-writes) can be written in a style of students' discretion. The DU Writing Center is available and students enrolled in the course are encouraged to use this resource.

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

STATEMENT OF 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*, and 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 hold. I am interested in helping students cultivate the skills, efficacies, and expertise necessary for engaging in research and leadership within higher education so that they may enact their roles effectively while dismantling systemic oppression and promoting 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, Week 4 I will make available an anonymous survey link for students to provide feedback about the course.**

COMMUNICATIONS

Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours, except on weekends.

COURSE BIBLIOGRAPHY

Most course readings are available on Canvas with the exception of those accessible through weblinks listed in the bibliography. In addition to the readings, there are news articles available on Canvas that relate to that week's current issue (marked as "NEWS" in Canvas). Students are encouraged to skim these resources as they provide case studies of how each week's current issue are being covered by the media and playing out in particular venues.

American Association of University Professors. (1970). *1940 statement on academic freedom and tenure*. Washington, D.C.: Author.

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- Birnbaum, R. (1988). The collegial institution: Sharing power and values in a community of equals. *How colleges work: The cybernetics of academic organization and leadership* (pp. 85-104). San Francisco: Jossey-Bass, Inc.
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- Garces, L. M. (2015). The University of Texas at Austin's defense of affirmative action in the Fisher v. University of Texas: Lessons for institutional policies and practices. *Association of Mexican-American Educators (AMAE)*, 9(1), 73-88.
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- Meeks, L.M. & Jain, N. R. (2018, March). *Accessibility, inclusion and action in medical education: Lived experiences of learners and physicians with disabilities*. Washington, DC: Association of American Medical Colleges.
- Moses, M. & Chang, M. (2006). Toward a deeper understanding of the diversity rationale. *Educational Research*, 35(1), 6-11.
- Museus, S.D. (2014). The Culturally Engaging Campus Environments (CECE) Model: A new theory of college success among racially diverse student populations. In M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research volume 29*, (pp. 189-227). Dordrecht, Netherlands: Springer.
- Nuñez, A-M., Crisp, G., & Elizondo, D. (2016). Mapping Hispanic-Serving Institutions: A typology of institutional diversity. *The Journal of Higher Education*, 87(1), 55-83.
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Tierney, W. G. (2004). Academic freedom and tenure. *Journal of Higher Education*, 75(2), 161-177.

Weis, R., Erickson, C. P., Till, C. H. (2017). When average is not good enough: Students with learning disabilities at selective, private colleges. *Journal of Learning Disabilities*, 50(6), 684-700.

Wolanin, T. R. & Stelle, P. E. (2004). *Higher education opportunities for students with disabilities: A primer for policymakers*. Washington, D.C.: Institute for Higher Education Policy.

COURSE TIMELINE

Module	HED Domain / General Theme	Current Issue/Special Event	Assigned Readings, Supporting Materials & Assignments Due	Class Agenda
1	Welcome & Introductions			<ul style="list-style-type: none"> • Introductions and setting of ground rules • Course overview & syllabus review • Discussion about current issues in higher education • Library Research Workshop given by Bridget Farrell, Coordinator of Library Instruction and Reference Services
2	Current Issues in the Professoriate	Faculty off the tenure track	<ul style="list-style-type: none"> • Tierney • Rhoades • Kezar & Sam • AAUP (1970) • AAUP (2014) <p>DUE:</p> <ul style="list-style-type: none"> • Critical Analysis Paper 	<ul style="list-style-type: none"> • Guest Lecturers: Julie Wienski, Ed.D. Candidate, Higher Education, and Katherine Robert, Ph.D. Student, Higher Education
3	Current Issues in the Student Body	Students with disABILITIES	<ul style="list-style-type: none"> • Astin • Rendon • Museus 	<ul style="list-style-type: none"> • Guest Lecturers: Vanessa Molina, MA Student,

			<ul style="list-style-type: none"> • Griful-Freixenet, Struyven, Verstichele & Andries • Weis, Erickson & Till <p>Supplemental Reading</p> <ul style="list-style-type: none"> • Meeks & Jain • Wolanin & Steele <p>DUE:</p> <ul style="list-style-type: none"> • Critical Analysis Paper • Departure Question and Critical Issues Salon Moderation 	<p>Higher Education, and Sarah Jordan, Ph.D. Student, Higher Education</p> <ul style="list-style-type: none"> • A Community Table discussion about supporting campus stakeholders with disABILITIES
4	Current Issues in Public Policy	Fisher v. University of Texas 2.0 (Affirmative Action)	<ul style="list-style-type: none"> • Moses & Chang • Garces • Ledesma • Denson & Chang <p>DUE:</p> <ul style="list-style-type: none"> • Critical Analysis Paper • Departure Question and Critical Issues Salon Moderation • Position Paper Draft submit to Canvas 	<ul style="list-style-type: none"> • Guest Lecture: Denisa Gándara Ph.D., Assistant Professor, Education Policy and Leadership, Southern Methodist University. Note: This guest lecture will take place on Wednesday, April 18, 12:00 – 1:00 pm via Zoom. Class will end at 8:20 pm this night to accommodate your participation in the Zoom lecture.
5	Current Issues in Leadership	University of California President and the ousting of	<ul style="list-style-type: none"> • Kezar (2008) • Bess & Dee • Aspen Institute 	

		Chancellors at Berkeley & Davis campuses	<ul style="list-style-type: none"> • <i>Forum</i> podcast <p>DUE:</p> <ul style="list-style-type: none"> • Departure Question and Critical Issues Salon Moderation • Position Paper Draft (3 hardcopies brought to class) 	
6	Current Issues in Institutions	Hispanic Serving Institutions & Title V Funding	<ul style="list-style-type: none"> • Birnbaum • Kezar (2014) • Nuñez, Crisp & Elizondo • Garcia • Title V Funding (weblink available on Canvas) <p>DUE:</p> <ul style="list-style-type: none"> • Critical Analysis Paper • Departure Question and Critical Issues Salon Moderation • Final Position Paper 	<ul style="list-style-type: none"> • Guest Lecture: Brenda Sifuentes, Ph.D. Candidate, Higher Education, University of Denver
7	Current Issues in Public Policy Cont'd.		<p><i>Optional:</i></p> <ul style="list-style-type: none"> • Gildersleeve (2010) • Orphan, Gildersleeve & Laderman • Southern <p>DUE:</p> <ul style="list-style-type: none"> • Critical Analysis Paper (due 	<ul style="list-style-type: none"> • No Class Meeting. Attend at least one session of the Public Policy Forum. Submit to Canvas a Critical Analysis Paper about the session you attended.

			Monday, May 14)	
8	Current Issues in the Curriculum	Ethnic Studies at San Francisco State University and RISC at DU	<ul style="list-style-type: none"> • Soto & Joseph • Joint Agreement (available on Canvas) • Conrad & Pratt • Soldatenko <p>DUE:</p> <ul style="list-style-type: none"> • Critical Analysis Paper • Departure Question and Critical Issues Salon Moderation 	<ul style="list-style-type: none"> • Guest Lecture by William Cross, (unconfirmed) Ph.D. Clinical Professor, Higher Education, University of Denver
9	Current Issues as they Arise in U.S. Higher Education	U.S. Higher Education in Crisis?	<ul style="list-style-type: none"> • <i>Ivory Tower</i> Video <p>DUE:</p> <ul style="list-style-type: none"> • <i>Ivory Tower</i> Video Guide Due 	
10	Consolidating Understandings	@DUHigherEd Praxis Day and End of Year Celebration	<ul style="list-style-type: none"> • DU Response from Chancellor • DU response from student leaders <p>DUE:</p> <ul style="list-style-type: none"> • Case Studies Presentations • Evaluation of group member contributions 	<ul style="list-style-type: none"> • Case Studies Presentations at Higher Education Praxis Day • 6:30-7:30 pm concluding conversation in course classroom

WEEKLY CLASSROOM MEETINGS (Weeks 2-6, 8)

6:00-7:00 Current Issues Salon (moderated by student(s) or teaching team)

7:00-7:05 Break

7:05-7:45 Mini-Lecture (by Dr. Orphan or Special Guest)

7:45-8:10 1 Minute Paper Debrief Salon (moderated by teaching team) and announcements

8:10-8:15 Break

8:15-9:00 Critical Analysis Paper Writing Salon
9:00-9:20 Wrap-up and 1 Minute Paper and Participation Rubric

ASSIGNMENTS

1. Participation/Contributions (20% of grade)

Participation will be measured by individuals' contribution toward the community's desired learning outcomes. Participation will take a variety of forms (e.g., asking questions, initiating and/or furthering discussion in large, small and dyadic groups, Weekly Critical Analysis Paper & Peer Review Writing Salon). This conception of participation as contribution embeds the assumption 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 instructor and fellow students, and during activities.**

Weekly Critical Analysis Paper & Peer Review Writing Salon (individual assignment & group activity)

As part of earning weekly participation points, weeks 2-4 & 6-8, students will write 1-page papers (six in total, one each week) which will be due at 6:00 pm each Wednesday. Submit Critical Analysis Papers to Canvas and bring a hardcopy to class to engage in a Writing Salon. **Note:** Week 7 you will only submit your paper on Canvas. This week's class meeting will constitute attending at least one session of the Public Policy Forum. You may view the Forum schedule and register at this website: <http://morgridge.du.edu/public-policy-forum/>. Submit to Canvas a Critical Analysis Paper about a session you attended. Your Critical Analysis Paper will be due Monday, May 14 at 11:59 pm.

Participation/Contribution Evaluation

Participation/Contributions will be co-evaluated by students and the Teacher of Record with 2 points possible each week. Students will assess their participation at the conclusion of each class (with the exception of Weeks 7 and 10) using the participation rubric available on Canvas for a maximum of 1 point. The Teacher of Record will assess the student's participation for a maximum of 1 point.

2. Departure Question and Critical Issues Salon Moderation (20% of grade)

Based on the popular readings for the week, serve as an "inspired host" for the salon and generate an open-ended, non-dualist "departure question" that will orient class discussion and form a departure point for the real life current issue. Post this question on Canvas by Monday at 12:00 pm the week that you are leading. Moderate a discussion about this topic in relation to postsecondary education and the broader domain of study. Incorporate examples from that week's "NEWS" items posted to Canvas and at least one additional news story from the last year (April 2017-April 2018) that you find as a group. Varying due dates. During Class 1 groups will be formed and assigned a week to lead a Critical Issues Salon.

3. Ivory Tower Video Guide (individual assignment) (5% of grade)

Complete the video guide available on Canvas and submit before 6:00 pm on the Wednesday of Week 9 (May 23rd).

4. Position Paper Draft and Final Paper (25% of grade)

Final Paper: Choose a current issue considered in class. Write a five-page paper that has a clear argument and stakes out a position relevant to your current issue. Use at least five peer-reviewed journal articles and one news article as sources in your paper; no more than two of which should come from assigned class readings. Final paper is due Monday, May 7.

Paper draft & Writing Salon: Prepare and submit to Canvas a draft of your position paper online by 6 pm on April 18th (Wednesday of Week 4). Teacher of Record will return feedback on this draft by April 23rd (Monday of Week 5). Bring three hard copies with you to the class meeting on April. 25th (Wednesday of Week 5) for a Writing Salon with your peers.

5. Praxis Project – Case Study Presentation (30% of grade)

This assignment constitutes an in-depth case study about a current issue featured in the course (assigned). Each group will address a particular prompt that emplaces you within a hypothetical situation grounded in the real-life current issue. Address the prompt and collaboratively prepare an academic poster presentation that includes the following sections:

- overview of the current issue, including its historical and contemporary instantiations
- analysis of institution assigned as is relevant to the current issue (e.g., existing programs, positions, critical masses of students, or other institutional characteristics that might be leveraged in your current issue)
- analysis of your current issue prompt, including evidence used to build conclusions, including relevant research literature within which you situate your current issue prompt
- overview of the action plan, strategy directives, implications, and/or conclusions

Presentations will take place during the Higher Education Praxis Day on Wednesday, May 30, sometime between 11 am – 5 pm. The time of the presentations is to be determined and will be released ASAP. Students will assess one another's participation and the Teacher of Record will incorporate this assessment into each student's final grade. As such, it behooves you to participate fully and with integrity in your group project. See rubric on Canvas for how grade will be calculated. Groups will be assigned during Week 1.

ASSESSMENT AND EVALUATION

All core learning activities must be completed in order to receive a passing grade in this course. All assignments must be completed on time and submitted via Canvas. Late papers will receive a maximum of 70% if turned in seven days after the deadline. After seven days, late assignments will receive zero points.

Assignment	% of Final Grade
1. Participation/Contribution <ul style="list-style-type: none"> Measured by a combination of attendance, in-class contributions (e.g., writing salons, 1 page papers), Weekly Critical Analysis Paper, in-class mini-assignments (e.g., quick writes or quizzes), and participation rubric students complete at the end of each class. 	20%
2. Departure Questions & Salon Moderation <ul style="list-style-type: none"> Due dates vary depending on the week students are assigned. 	20%
3. <i>Ivory Tower</i> Video Guide <ul style="list-style-type: none"> Due Wed., May 23rd at 6 pm 	5%
4. Position Paper Draft and Final Paper <ul style="list-style-type: none"> First Draft Due to Canvas: Wednesday, April 18 (5 points). Teacher of Record provides feedback by Monday, April 23. Second Draft Due (three hardcopies) in class for Writing Salon: Wednesday, April 25. Final Draft Due Monday, May 7 (20 points). 	25%
5. Praxis Project – Case Study Presentation <ul style="list-style-type: none"> Presentation Due: Wednesday, May 30 (25 points) Evaluation of group member contributions (5 points) 	30%

MCE 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

LAND ACKNOWLEDGEMENT

It is important to recognize that the University of Denver resides on lands that are held in stewardship by the Cheyenne and Arapaho tribes. It is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma and remember that it is through their sacrifices that we are able to engage in learning and collaboration to further the study of higher education. To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the John Evan's report by visiting this website: <https://portfolio.du.edu/evcomm/page/52699>.

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.

Jaschick, S. (2015, April 22). The other mental health crisis. *InsideHigherEd*. Retrieved from: <https://www.insidehighered.com/news/2015/04/22/berkeley-study-finds-high-levels-depression-among-graduate-students>.

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.

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 our 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 our regular hours (Sunday-Monday, including evening hours on many days, from the first day of classes through the second day of finals). Please visit our website at 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

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

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.

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.