

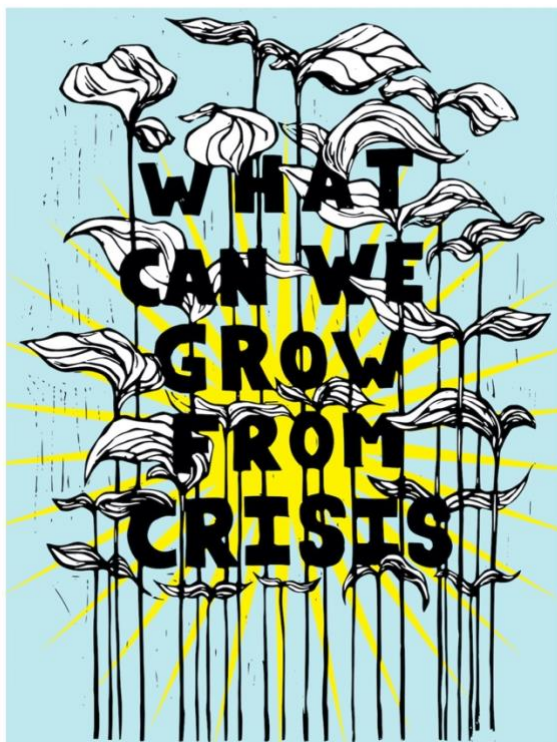


SAN DIEGO STATE
UNIVERSITY

San Diego State University

(On occupied land of the Kumeyaay people)

Department of Administration, Rehabilitation, and Postsecondary Education



“What Can We Grow From Crisis” by [Pete Railand](#)

ARP 810: Seminar on Education Policy in the Community College Context

Fall 2020

Fridays, 9:00am - 4:00pm

Online Instruction

Instructor Information

Eric R. Felix, PhD

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Office hours: Tuesdays 9am-4pm; Sign
up for a meeting with me at:

<https://efelixsdsu.youcanbook.me>

Vision and Central Purpose of this Course:

As a scholar, I've been deeply enamored with the policy process and how it flows through systems of education. I dedicate my work to understanding *who crafts* policies, how these policies are *designed*, what *the intent* behind them are, then as they move from capitol-houses to college campuses I care about ways these reforms are *understood and acted upon* by individuals and institutions, the *process of implementation*, and ultimately learning *who benefits or is harmed* by these enacted rules, mandates, and laws. At various levels, we have crafted, passed, funded, revised, and eliminated policies in an attempt to make schools sites of opportunity and equity. Despite a long history of educational reform, scholars point to various reasons why “well-meaning” education policies have not achieved their desired result, or in the words of Derrick Bell Jr. (2004), have left us with “unfilled hopes of racial reform” (p. 185). Because so much has been written on the failed accounts of reforms, McLaughlin (2006) describes this work as “misery research,” given decades of studies that report “failed expectations, dashed hopes, and misjudged” legislative opportunities to improve educational conditions (p. 5). In this class, we explore policy development in community college, we learn to critique past reforms while also advocating for better policies in the future. Our focus, as educators

for justice, is to understand the possibilities of policy and the ways reforms can be used as tools to ameliorate inequitable conditions, experiences, and outcomes for minoritized students.

We begin this journey together under very different circumstances and social realities that shape our collective learning experience. 2020 has been relentless. The COVID-19 pandemic has made visible so many of the racial inequities we research and discuss from the disproportionate access to healthcare, racialized overrepresentation in infection and death rates, who comprises essential and front-line workers, the widened racial wealth gap, and exacerbation of educational inequities due to basic needs, differential technology, and unstable homes to promote learning. At the same time, this hypervisibility has led to calls for racial justice, in particular dismantling oppressive systems facing the Black community. Specifically, this nation's known history of anti-Blackness and state-sanctioned violence has been put front and center with the recent murders of Black people: Breonna Taylor, George Floyd, and Tony McDade. The image selected for this course syllabus states "What Can We Grow From Crisis" and it is my intent to see crisis as an opportunity to better ourselves and our contributions to the world. Our society continues to change, our awareness of racial injustice increases, and so must our knowledge of educational law and policy. We must recognize our own role in these systems and take action to create a better future for students and colleagues. Together we explore the ways educational reforms have served to perpetuate social inequities and how we can actively participate in changing systems, structures, and practices that harm our communities.

Course Objectives

This course is designed to provide an introduction to a) the policy process, b) reform in community college, c) general issues of governance and d) policy analysis. For some, we may have studied or majored in political science or public policy and possess a baseline knowledge, but for others policy, governance, law, and finance are new topics. The course is designed for prospective or current community college leaders. This course is required for the Ed.D. in Educational Leadership, Community College specialization. We each bring a wealth of knowledge, experiences, and community-based assets to this course, program, and field of higher education. Our classroom will be an exchange of learning, validating space, and place for growth. As an instructor, I am less interested in evaluating work or assigning grades, instead I focus on personal growth, professional development, and solidarity building across the community college context.

You will be challenged throughout the course to reflect on how you have been impacted by policy along your educational journey. This class will be a place to learn, explore, grow in our policy knowledge as scholar-practitioners. Over the semester, we will wrestle with these questions:

- What is policy? What are the sources of policy? What can policy be?
- What can policy achieve? What are the limitations of policy?
- Who gets to create policy? And how do we know they have the best interest of students?
- What impact has education policies had on your life? Your role in higher education?
- What does policy look like in higher education?
- If we've written, passed, and implemented policy for decades, why do we still face significant challenges in supporting students and ensuring their success?
- How can we get involved in the policy process and advocate for better policies in the future?

COURSE SCHEDULE*:

Session	Date	Theme
Session 1	Aug 21	Introduction: What is Policy and the Policy Process? [Zoom]
Session 2	Sept 11	Formulation: Who Crafts Policy? Who Experiences Policy? [Zoom]
Session 3	Oct 09	Governance: Towards What End? [Zoom]
Session 4	Nov 13	Implementation: What's the Impact of Reform Efforts? [Zoom]
Session 5	Dec 11	Advocacy: Considering the Possibilities of Policy Reform [Zoom]

*The topic list is tentative; subjects may be addressed slightly earlier or later than they appear on the schedule depending upon the time devoted to discussing concepts in class.

Tentative Online Format:

Synchronous

- 9:00am Prep and Connect
- 9:15am Class Formally Begins
- 10:00am Lecture / Overview Readings
- 11:00am Break
- 11:15am Discussion / Activity / Policy Engagement Updates
- 12:00pm Lunch break

[Activities Below Are Optional]

- 1:15pm Design Studio [Writing Time]
- 3:15pm Wrap-up, Recap, and What's Next

Asynchronous [Starting Session 2]

Policy Advocacy and Engagement

Dr. Felix's Monthly Policy Recaps

Course Goals and Outcomes

This course, as part of the curriculum for the Doctorate in Educational Leadership, is designed with the expectation that scholars will achieve the program learning outcomes. The primary purpose of this course is to develop an understanding of and appreciation for the law, finance, and policy in its various manifestations. Upon completion of this course, scholars will enhance their knowledge related to specific Program Learning Outcomes:

1. **Organizational Advocacy** - recognize, commit to, and advance the mission, vision, and goals of the organization.

¹ The details, deadlines, and assignments listed in this syllabus are subject to change and revision.

2. **Financial and Legal Forces** - identify the financial and legal forces affecting leadership in postsecondary education.
3. **Resource Management** - equitably and ethically sustain people, processes, information, and assets, to fulfill the mission, vision and goals of their institutions.
4. **Social Justice** – demonstrate a commitment to transformative organizational change through the values of diversity, access, equity, and inclusion.

Books, Course Materials, and Workload:

Assigned readings and other course materials will be posted on the course's learning management software. There are no additional materials, supplies, equipment, or fees associated with this course. I have done my best to provide Open Educational Resources (free materials) for this course. In general, the readings and assignments for this course are not intense or overly demanding. While not required, I strongly encourage students to make study groups to support one another and also discuss the readings for the week. I hope that from these experiences, we see that collaboration not competition is key, and that affirming space should be made to support each other throughout this course, the graduate program and the rest of your careers in student affairs.

Expectations for the Class:

- Be your authentic self
- Life happens, assignments can be postponed, just let us know how to best support you when things come up
- We learn, we make mistakes, we grow
- Family (chosen family included) and community first
- Tap into your lived experience and cultural assets
- Recognize that everyone has something to contribute, but check them if its problematic
- Monitor your own participation and be sensitive to allow others the opportunity to participate in ways that are comfortable to them.

COURSE ASSIGNMENTS:^{2 3}

There are three assignments for the course:

1. Sustained, Thoughtful, and Engaged Participation

Students are expected to actively participate in each class session. Opportunities for large and small group discussions will be available. Students should be prepared to discuss the readings with particular attention on the implications to their everyday practice. Scholars are expected to read all assigned readings prior to class and to participate in discussion. Active participation is not only required but is crucial to meeting the objectives of the course. As this is a doctoral-level course, scholars are expected to think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. Participation (which includes in-class and online activities) will be evaluated by a number of factors beyond frequency of contribution. The following is a list of ways that scholars can participate actively:

- Contribute insightful comments

² Note: All assignments should be in APA format, including title pages, reference lists, and appendices.

³ Although this is a community college specific course, not all students are in the sector, if you would like to modify your paper to explore topics in higher education more broadly, please reach out during the first session of the course.

- Raise critical questions for discussion and analysis
- Listen and respond appropriately to others' comments
- Sign up/actively attend policy-related events/meetings (details in class)
 - a. Search and Subscribe to Policy Updates – [CalLeg Info](#)
 - b. Observe Legislative Policy Hearings: [Assembly](#) & [Senate](#)
 - c. Attend [SCEF Oversight Meetings](#)
 - d. Attend [CCLC Government Relations Meetings](#)
 - e. Join PPIC – [Higher Education Listserv](#)
 - f. Register for CCC Chancellor's Office [System Webinars](#) ([Zoom](#))
 - g. Provide public comments on critical policy changes

2. *Re-Envisioning Policy Brief (or Policy Memos)***

Due: Session 4

In two to three distinct groups, scholars will choose a current topic/theme related to higher education and develop a bold, timely, and concise brief that builds off the readings, discussions, and guest lectures in the course. For example, students can choose **policies under development** such as the Cal State System's ethnic studies GE requirements or track **existing policy implementation** such as AB-705 which required system-wide changes to assessment, student placement, and the offering of remedial education in the California Community Colleges. Additionally, students can select a specific topic to address, last year students wrote on:

- **An Imperative for Black Student Equity in Higher Education**
- **Leveraging Institutional Efforts to Improve Outcomes in Higher Education**

A policy brief is a research-based paper written for the benefit of public audiences, primarily policymakers, that provide concrete recommendations on what to do and/or how to approach pressing educational challenges based on empirical evidence and sound theoretical principles. The topic and problem must be specific enough to be adequately addressed within the maximum length of 7-8 pages (exclusive references). The paper should be grounded in theory and research and should make proper reference to appropriate course readings and additional scholarship. Additionally, scholars will prepare 10-minute presentations on their topic and progress made thus far during sessions 3 and 4. Examples of these types of reports and briefs can be found on the ASHE website, [#HackTheGates](#), [NITE collaboration](#), [PACE](#), or [The Century Foundation](#).

3. *Policy Implications Paper*

Final Assignment Due: Dec 15th

Every dissertation requires a discussion and implication chapter where the author describes the potential impact the resulting study has on policy and practice. In this course, the culminating paper will be a draft of your implications section. There is no length to this assignment, rather over the semester you will be answering various prompts that begin to craft and develop a chapter that lays out the importance of your work, its significance to your field, and ways others in community college can use your findings to improve policy and practice. [Additional details shared Session 2](#)

As a final assignment, students will create a 10-minute presentation highlighting the major takeaways from the dissertation, implications for practice, and **most importantly, provide recommendations to improve the policy to better support and serve students**. [Additional details shared Session 3](#)

SESSION READING ASSIGNMENTS

Session 1—August 21

Theme: Introduction: What is Policy and the Policy Process?

Topics: Course Overview and Outcomes; Introduction to Policy and Higher Education Policymaking; Exploration of higher education policy under the current social context

Guest Speaker: N/A

Readings due prior to class:

Introduction to Public Policy

1. Hillman, N. W., Tandberg, D. A., & Sponsler, B. A. (2015). [Public policy and higher education: Strategies for framing a research agenda](#). *ASHE Higher Education Report*, 41(2). Jossey-Bass. [PAGES 1-43 ONLY]
2. AASCU Government Relations (2020). Top 10 higher education state policy issues for 2020. Policy Matters. American Association of Colleges and Universities. Retrieved from <http://www.aascu.org/policy/publications/policy-matters/Top102020.pdf>

Community College Context

3. Oakley Ortiz, E. (2020, Jun 5). [Letter to the California Community College Family](#).
4. Felix, E. R., & Trinidad, A. (2019). [The decentralization of race: Tracing the dilution of racial equity in educational policy](#). *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2019.1681538>
5. Rios-Aguiliar, C., & Deli-Amen, R. (2018). [Taking history, funding, and current challenges into account when discussing race, ethnicity, and completion in community colleges](#).
6. The Century Foundation. (2019). [Restoring the Promise of Community Colleges](#).

Online Resources and Webinars

- [PPIC New Realities Video](#)
- [CCCCO Call to Action Webinar](#)
- Georgetown's Center for Education Workforce
 - 2018 – Separate and Unequal - Executive Summary: <https://cew.georgetown.edu/cew-reports/sustates/>

Session 2 — September 11

Theme: Formulation: Who Crafts Policy? Who Experiences Policy?

Topics: Policy Reform in Community College; Governance Structures; Funding Decisions

Guest Speaker:

Readings due prior to class:

Historical Overview of CCC Funding

1. Legislative Analyst Office. (2017). [A Historical Review of Proposition 98](#).
2. California Community Colleges Chancellor's Office. [Student Centered Funding Formula](#).
 - a. SCFF [Overview](#)
 - b. SCFF [Updates](#)
 - c. SCFF [Oversight](#)
3. Funding Instability During the Pandemic
 - a. [Governor's Proposed January Budget, May Revise](#), and Enacted Versions
 - b. [CCC Joint Analysis of Enacted Budget](#)

Funding Decisions and Policies

4. Mullin, C. M. (2010). *Doing more with less: The inequitable funding of community colleges*. AACC Policy Brief. Washington DC: American Association of Community Colleges.
5. D'Amico, M.M., Friedel, J.N., Katsinas, S.G., & Thorton, Z.E. (2014). Current developments in community college performance funding. *Community College Journal of Research & Practice*, 231-24.
6. Sponsler, B. A., Pingel, S., & Anderson, L. (2015). Policy trends impacting community colleges: An ECS perspective. *Community College Journal of Research and Practice*, 39(10), 891-895.
7. McKinney, L., & Hagedorn, L. S. (2017). Performance-based funding for community colleges: Are colleges disadvantaged by serving the most disadvantaged students?. *The Journal of Higher Education*, 88(2), 159-182.
8. Gándara, D. (2019). How the Sausage is Made: An Examination of a State Funding Model Design Process. *The Journal of Higher Education*, 1–30.
<https://doi.org/10.1080/00221546.2019.1618782>
9. Bell, E. (2020). The Politics of Designing Tuition-Free College: How Socially Constructed Target Populations Influence Policy Support. *The Journal of Higher Education*, 1–39.
<https://doi.org/10.1080/00221546.2019.1706015>

Funding Influence on Students

10. Ngo, F. (2018). [How California's Tuition Waivers Opened Doors for Dreamers, Undocumented Students](#). U.S. News & World Report.
11. Jones, T. & Jackson, V. (2020). [5 Reasons to Support Student Debt Cancellation](#). Inside Higher Education.
12. Education Commission of the States. (2020). [State Financial Aid Barriers for Students Impacted by the Justice System](#). [Review website/ report]

Assignments due:

1. TBD
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Session 3 — October 9

Theme: Governance: Towards What End?

Topics: Master Plan, Governance, and Community College Leadership

Guest Speaker:

Readings due prior to class:

Shared Governance

1. CA Master Plan (1960): <http://www.ucop.edu/acadinit/mastplan/mp.htm>
2. Public Policy Institute of California (2019). [Coordinating California's Higher Education System](#).
3. Vasconcellos Act - AB-1725 (1988): [The Bill](#) and [The Interpretation](#)
4. White, K. B. (1998). Shared governance in California. *New Directions for Community Colleges*, 102(Summer), 19-29.
5. Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. *New directions for higher education*, 2004(127),5-22.
6. Tollefson, T. A. (2009). Community college governance, funding, and accountability: A century of issues and trends. *Community College Journal of Research and Practice*, 33:3-4, 386-402.
7. Rall, R. M., Morgan, D. L., & Commodore, F. (2018). Invisible injustice: Higher education boards and issues of diversity, equity, and inclusivity. In R. Jeffries (Ed.), *Diversity, Equity, and Inclusivity in Contemporary Higher Education* (pp. 261-277). IGI Global. doi:10.4018/978-1-5225-5724-1.ch016

Community College Leadership, Faculty, and Staff

8. Crazy Bull, C. (2019). Leading from the center: Indigenous knowledge builds higher education leaders. In *Examining Effective Practices at Minority-Serving Institutions*, pp. 11-26.
9. Garza Mitchell, R. L. & Eddy, P. L. (2008). In the middle: Career pathways of midlevel community college leaders. *Community College Journal of Research and Practice*, 32(10), 793-811.
10. Twombly, S. B., & Townsend, B. K. (2008). Community college faculty: What we know and need to know. *Community College Review*, 36(1), 5-24.
11. Levin, J. S., Jackson-Boothby, A., Haberler, Z., & Walker, L. (2015). "Dangerous work": Improving conditions for faculty of color in the community college. *Community College Journal of Research and Practice*, 39(9), 852-864.
12. Aguilar-Smith, S. & Gonzales, L. D. (2019). A study of community college faculty work expectations: Generous educators and their managed generosity, *Community College Journal of Research and Practice*, DOI: 10.1080/10668926.2019.1666062

Online Resources and Webinars

- [College leaders urge changes to California's Higher Education master plan to improve access and affordability](#)
- [Two Community College Presidents Ousted, Despite Campus Support](#)

Assignments due:

- 1.
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Session 4—November 13

Theme: Implementation: What’s the Impact of Reform Efforts?

Topics: Accountability; Developmental Education/Distance Education, Policy Outcomes

Guest Speaker:

Readings due prior to class:

Impact of Policies on Students

1. Dumas, M. J. (2014). ‘Losing an arm’: schooling as a site of black suffering. *Race Ethnicity and Education*, 17(1), 1–29. <https://doi.org/10.1080/13613324.2013.850412>
2. Dowd, A. C. (2007). Community colleges as gateways and gatekeepers: Moving beyond the access “saga” toward outcome equity. *Harvard Educational Review*, 77(4), 407-419.
3. Nienhuser, H. K. (2018). Higher education institutional agents as policy implementers: The case of policies that affect undocumented and DACAmented students. *The Review of Higher Education*, 41(3), 423–453. <https://doi.org/10.1353/rhe.2018.0014>
4. Venezia, A., Bracco, K. R., & Nodine, T. (2010). One shot deal? Students’ perceptions of assessment and course placement in California’s community colleges. San Francisco: WestEd
5. Acevedo-Gil, N., Santos, R. E., Alonso, L., & Solórzano, D. G. (2015). Latinas/os in community college developmental education: Increasing moments of academic and interpersonal validation. *Journal of Hispanic Higher Education*, 14(2), 101-127.
6. Maldonado, C. (2018). “Where your ethnic kids go”: How counselors as first responders legitimate proper course placements for community college students. *Community College Journal of Research and Practice*

Building an Equitable Campus (Pick 4 to Read)

7. Jain, D., Herrera, A., Bernal, S., & Solórzano, D. (2011). Critical race theory and the transfer function: Introducing a transfer receptive culture. *Community College Journal of Research and Practice*, 35(3), 252-266.
8. Sérrano, B., Lee, D. H., Dockendorf, K., & Stewart, D-L. (2020). [Improving Trans Lives on Campus](#). Race and Intersectional Studies in Educational Equity.
9. Rumann, C., Rivera, M., & Hernandez, I. (2011). Student veterans and community colleges. *New Directions for Community Colleges*, no. 155, 51-58.
10. Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. *Journal of College Student Development*, 59(3), 327-346.
11. Lau, J., Garza, T., & Garcia, H. (2019). International students in community colleges: On-campus services used and its effect on sense of belonging. *Community College Journal of Research and Practice*, 43(2), 109-121.
12. Whatley, M. (2019). Clearing the hurdle: The relationship between institutional profiles and community college study abroad. In G. Malveaux & R.L. Raby (Eds.), *Study abroad opportunities for community college students and strategies for global learning* (pp. 90-106). IGI Global Publishers.
13. Miller, B. (2016). The intersection of Black lives matter and adult education: One community college initiative. *New Directions for Adult and Continuing Education*, issue 150, 13-23.
14. Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, 39: 527-541.

Assignments due:

- 1.
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Session 5—December 7

Theme: Advocacy: Considering the Possibilities of Policy Reform

Topics:

Guest Speaker:

Readings due prior to class:

1. Carter, P. L. (2018). Education's limitations and its radical possibilities. *Contexts*, 17(2), 22–27. <https://doi.org/10.1177/1536504218776956>
2. Anderson, G. M. (2012). Equity and critical policy analysis in higher education: A bridge still to far. *Review of Higher Education*, 36(1).
3. The Education Trust. (2020). [Why Only Race-Conscious Policies Can Fix Racism in Higher Education](#)
4. Moore, C., & Shulock, N. (2010, October). Divided we fail: Improving completion and closing racial gaps in California's community colleges. *Institute for Higher Education Leadership & Policy*.
5. Bensimon, E. M. (2018). Reclaiming Racial Justice in Equity. *Change: The Magazine of Higher Learning*, 50(3–4), 95–98. <https://doi.org/10.1080/00091383.2018.1509623>
6. Ching, C. D., Felix, E. R., Fernandez Castro, & Trinidad, A. (2018). Achieving racial equity from the bottom up?: The student equity policy in the California community colleges. *Education Policy*, 1–45. <https://doi.org/10.1177%2F0895904818802092>
7. Lester, J. (2014). *The Completion Agenda: The Unintended Consequences for Equity in Community Colleges* (M. B. Paulsen, ed.). In (pp. 423–466). Retrieved from http://link.springer.com/chapter/10.1007/978-94-017-8005-6_10
8. Harper, P. D. (2012). Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms. *The Review of Higher Education*. Retrieved from <http://works.bepress.com/sharper/48>
9. Troyer, D. (2005). Imagine if we could start over: Designing a college from scratch. *About Campus*, 10(4), 4–9.
10. Rhoads (2009). Learning from students as agents of social change: Toward an emancipatory vision of the university. *Journal of Change Management*, 9(3), 309–322.
11. Mccarty, T. L. (2012). Enduring Inequities, Imagined Futures—Circulating Policy Discourses and Dilemmas in the Anthropology of Education. *Anthropology & Education Quarterly*, 43(1), 1–12. <https://doi.org/10.1111/j.1548-1492.2011.01152.x>
12. Cohen, D. K., & Mehta, J. D. (2017). Why Reform Sometimes Succeeds: Understanding the Conditions That Produce Reforms That Last. *American Educational Research Journal*, 54(4), 644–690. <https://doi.org/10.3102/0002831217700078>

Assignments due:

- 1.
- 2.

COURSE POLICIES:

Written Assignments:

It is expected that your written work meets the standard expected of doctoral students. Assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. All written assignments must use Times New Roman, 12-point font and have a 1” margin throughout. Assignments must follow the format guidelines in the 7th edition of the Publication Manual of the American Psychological Association (APA). This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please do not hesitate to ask the instructor, visit the SDSU Library, or SDSU Writing Center (<http://writingcenter.sdsu.edu/>) for writing support.

Deadlines:

All assignments are due by 9:00pm via email on the date assigned. Submit assignments as a Word file (not PDF) with the following format: Last Name_Assignment Name (e.g., Felix_Policy Paper). If life comes up, please reach out to me before the due date to figure out an alternative.

Academic and Research Integrity:

Scholars at San Diego State University have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Scholars should not cheat or steal ideas from other authors or sources without giving appropriate credit and recognition to the originators of the work. Sentences, paragraphs, or any other portions of another person’s work are not to be inserted into your papers without quotation marks and proper citations. Any student found to be in violation of the University’s policies on academic integrity will be punished to the fullest extent allowable—no exceptions. Further, the instructor reserves the right to determine the appropriate sanction, including, but not limited to, lowering the final course grade. The APA manual is a great resource for determining how to properly cite the ideas and published work of others. For a comprehensive overview of the University’s policies and procedures regarding academic integrity consult The Center for Student Rights and Responsibilities <http://www.sa.sdsu.edu/srr/index.html>

Religious Observances:

Per the university’s policy on absences for religious observances, students who will be tardy to or absent from class, or need to turn in assignments late to observe religious holidays must notify the instructor by the end of the second week of class. Absences for religious observance will not count towards excused absences. Appropriate and mutually-agreeable accommodations will be made.

Student Accommodations:

If you are a student with a disability and believe you will need accommodations for this class, please contact the Student Ability Success Center at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact the Student Ability Success Center as soon as possible. Please note that accommodations are not retroactive and that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Student Ability

Success Center. Your cooperation is appreciated. To learn more, visit the [Student Ability Success Center](#) website.

Supporting Students Holistically:

If you or a peer are experiencing food or housing insecurity, or any unforeseen financial crisis, it is easy to get help! Visit sdsu.edu/ecrt for more information, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center. The SDSU Economic Crisis Response Team (ECRT) is a group of on-campus and off-campus resources focused on addressing students' basic needs. The ECRT Coordinator aims to connect students experiencing food or housing insecurity, or any unforeseen financial crisis, with short-term, bridge support to transition students out of the crisis. The ECRT Coordinator aims to help students move from merely surviving to truly thriving by helping them identify and access long term, sustainable solutions. The ECRT is a collaborative initiative that leverages on-campus and off-campus partnerships and provides direct referrals based on each student's unique circumstances. Within 24 hours of submitting a referral, students are contacted by the ECRT Coordinator and are quickly connected to the appropriate resources and services.

Grading:

While learning supersedes grades in this course, university regulations require the instructor to award a grade for your performance.

Final grades will be based on the following cumulative points earned for the course:

A	94 – 100 points	C+	79 – 77 points
A-	93 – 90 points	C	76 – 74 points
B+	89 – 87 points	C -	73 – 70 points
B	86 – 84 points	D	69 – 60 points
B -	83 – 80 points	F	59 points or fewer

Incompletes:

Incompletes (INs) are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the SDSU Faculty Handbook): *At the instructor's discretion, students may be assigned the grade of incomplete when a significant component of the course has not been completed by the end of the term. An agreement between the student and the instructor specifying the work to be completed must be filed in the department office. The agreement is located on the Office of the Registrar's Web site at www.sdsu.edu/registrar. The work must be completed within one year. If the (I) is not removed within one calendar year, the grade shall be counted equivalent to an F. Students should not re-enroll in a course in which they are satisfying the work to remove an incomplete grade. In the event the instructor approves an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.*

Group Assignments

Policy Brief Groups

- Group 1:
- Group 2:
- Group 3:

Additional Readings (Not Required)

- Abrego, L. J. (2008). Legitimacy, social identity, & the mobilization of law: The effects of Assembly Bill 540 on undocumented students in California. *Law & Social Inquiry, 33*(3), 709-734.
- Anderson, G. (2012). Equity and Critical Policy Analysis in Higher Education: A Bridge Still Too Far. *The Review of Higher Education*.
- Baker, R. (2016). The effects of structured transfer pathways in community colleges. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/0162373716651491>
- Bensimon, E. M., & Dowd, A. C. (2009). Dimensions of the transfer choice gap: Experiences of Latina/o students who navigated transfer pathways. *Harvard Education Review 79*(4), 632-659.
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