

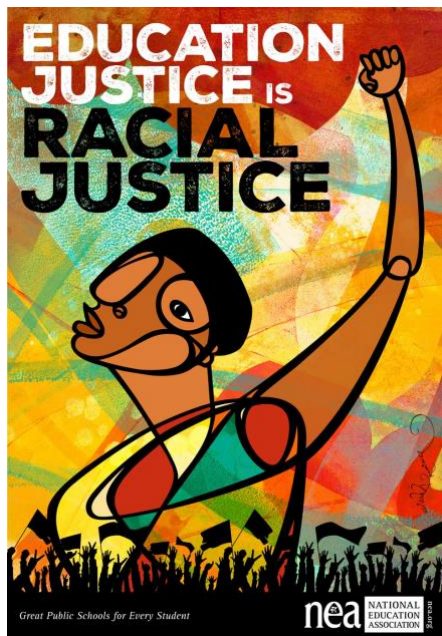


SAN DIEGO STATE
UNIVERSITY

San Diego State University

(On occupied land of the Kumeyaay people)

Department of Administration, Rehabilitation, and Postsecondary Education



“Education Justice” by [Favianna Rodriguez](#)

ARP 755: Governance and Policy Development in Postsecondary Systems

Spring 2020 - Mondays, 7:00-9:40pm

EBA Building – 245

Mode of Delivery: Face-to-Face

Instructor Information

Eric R. Felix, PhD

Pronouns: He, him, his

Email: EFelix@sdsu.edu

Office: EBA-229A

Student Hours: I encourage students to stop by my office, Monday/Wednesday 2:30pm - 5:30pm or sign up for a time that works for you: <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 education, 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.

The course examines the formation, design, implementation, and evaluation of public policy to introduce students to the nature of educational policy and policy making, and to equip students with a set of skills to build their capacity as independent and critical policy scholars. The course also exposes and engages students in learning about the major policy areas of concern in higher education, including the in-depth analysis of state cases as a way understand how the major policy areas of concern impend on one another and can work at cross-purposes. As a masters-level course, we will divide the semester into six sessions that help us understand the general policy process, history and development of higher education reform, current governance structures, and impact these policies make on students, practitioners, and institutions of higher education. More specifically we learn about the development and examination of relevant policy and the impact of politics in governance and administration in postsecondary systems. Throughout our time together, we consider the role of policy in our lives, work, and community and what we can do to advocate for better policies that move us towards justice.

Course Objectives:

This course is designed to provide an introduction to a) the policy process, b) reform in higher education, c) general governance of postsecondary education, 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, and reform are new topics. 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. We each bring a wealth of knowledge, experiences, and community-based assets to this course, program, and field of student affairs. 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, we instead focus on personal growth, professional development, and solidarity building across student affairs. Over the semester, we will wrestle we 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 Goals and Outcomes*:

This course, as part of the curriculum for the Master of Arts in Postsecondary Educational Leadership, is designed to achieve the following learning outcomes:

- Critique varying governance models and state their preference for specific models as it relates to their individual theories for leadership (PSLO 1).
- Identify how governance practices and policy can hinder or advance student learning and development within postsecondary education and administration (PSLO 2).
- Critique how their personal leadership style influences their preference for a governance model or approach to policy analysis (PSLO 3).
- Identify one's own leadership strengths and identify areas of continued development in relation to governance and policy (PSLO 4).
- Identify ethical leadership issues in postsecondary education governance and policy analysis and propose solutions and strategies to address these issues (PSLO 6).

- Identify how varying governance and policy analysis processes may positively or negatively influence foundational principles of access, equity, and learner success (PSLO 8).
- Through specific course assignments, communicate ideas and concepts proposed in this course effectively in both written and verbal formats (PSLO 10).

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

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
- Be prepared for class
- Tap into your lived experience and cultural assets
- Recognize that everyone has something to contribute, but check them if its problematic
- Contributing thoughtful comments and incorporating appropriate examples to support your thoughts
- Monitor your own participation and be sensitive to allow others the opportunity to participate in ways that are comfortable to them.

Writing:

It is expected that your written work meets the standard expected of graduate 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 6th 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.

Course Assignments:

There are four assignments for the course

1. Sustained, Thoughtful, and Engaged Participation

- a. Students are expected to actively participate in each class meeting. 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 student affairs practice. As active participants, students will also [select a specific week](#) to lead discussion and facilitate a conversation of the readings for that given week.

2. Policy of Interest Memos

- a. Along with sustained engagement, students are expected to produce two memorandums, each two-pages in length that summarizes and provides analysis of a recently passed or under development policy topic. For example, students can choose **policies under development** such as the [Cal State System's](#) proposed changes to admissions requirement that creates a fourth year quantitative reasoning requirement or students interested in may decide to 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.
- b. [Topic choices will be made at the second-class meeting](#) (See Appendix for examples).
- c. **The first memo** focuses on 1) the background of the policy issues, 2) who the stakeholders are, and 3) what the potential implications of the policy may be. **The second memo** should focus on 1) what the progress has been, 2) initial insight for external groups tracking the policy, and 3) discussion of any potential impact thus far.
- d. Each memorandum should be accompanied by a news story published within the month prior to the class session and should inform your classmates and I about contexts and potential implications of your topic, as well as your informed observations/opinion on the topic. Students may also include recently released reports on the topic, if available.
- e. In addition to writing these memos, you will be given a few minutes at the beginning of the assigned class session to present your memorandum (bring copies for your classmates of the memo and news story) and engage your classmates in a brief discussion. The memorandum and accompanying article must be upload two days before class session through the assignments tab on Blackboard.

3. Tracing the Policy History of Your Student Affairs Position

- a. An individual paper exploring the ways historic and current education policies have influenced, changed, and mandated the functional aspects of your current role in higher education. Paper should be between 5-7 pages. Additional details provide Week 4.

4. Policy Advocacy Presentation

- a. Over the semester, students will have undertaking a thorough examination of an existing or developing policy affecting students in higher education. This presentation builds off students work tracking their selected policy and the two memos written.
- b. As a final assignment, students will create a 10 minute presentation highlighting the importance of the topic, how and why the policy was created, what the policy is designed to do, what its current impact is on the intended targets, **and most importantly, provide recommendations to improve the policy to better support and serve students**. Additional details provide Week 6.

ASSIGNMENT SCHEDULE

Assignment Name	Introduced	Due Date	Points
Engaged Participation		N/A	30
Policy Topic Selection	Week 1	Week 2	N/A
Policy Analysis Memos	Week 1	Week 6/12	40
Policy History Paper			
Policy Advocacy Presentation	Week 6	Week 13	10

Grading:

Learning supersedes grades in this course. However, university regulations require the instructor to award a grade for your performance in this course. Final grades based on cumulative points earned:

A	100-94 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 are considered only in the most extreme and unforeseen circumstances. Please consult me at the earliest point possible if you are experiencing circumstances that could merit an incomplete. In the event the instructor approves an incomplete, a written contract will be completed which details what is required to complete the course and a projected schedule of completion. The work must be completed within one year. If "I" is not removed within one calendar year, the grade shall be counted as an F.

Student Privacy and Intellectual Property:

The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Blackboard to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Course Topics Week by Week

Introduction to the Course

- Week 1 – 1/27: Welcome and Syllabus Review

Session 1: What is Policy and the Policy Process (**THE FLOW**)

- Week 2 – 2/3: Understanding the Policy Process (The Actors, The Problems, The Solutions)
- Week 3 – 2/10: Assessing the Policy Process (Interrogating What Educational Policy Does)

Session 2: Crafting Educational Policies (**FORMULATION**)

- Week 4 – 2/17: Policy Formulation – “I’m Just A Bill, on Capitol Hill”
- Week 5 – 2/24: Who Crafts Policy? Who Experiences Policy? (Admissions/Affirmative Action)

Session 3: Enacting Reforms in the Educational Context (**IMPLEMENTATION**)

- Week 6 – 3/2: Theories and Processes of Implementation (DACA/Undocumented Students)
- Week 7 – 3/9: The Impact of Implementation (Title IX and Campus Sexual Violence)

Session 4: Governance and Policy Reform

- Week 8 – 3/16: Governance Towards What End?
- Week 9 – 3/23: Governance in the Community College Context

[SPRING BREAK – ALL CLASSES AFTER BREAK WILL BE VIRTUAL VIA ZOOM]

Session 5: Assessing the Impact of Reform Efforts (**ANALYSIS**)

- Week 10 – 4/6: Policies that Promise (Financial Aid, Affordability, and Student Insecurities)
- Week 11 – 4/13: Policies that Punish (Detrimental Impact of Policy in Education)

Session 6: The Possibilities of Policy Reform (**ADVOCACY**)

- Week 12 – 4/27: Exploring the Racial Possibilities of Policy Reform
- Week 13 – 5/4: Agency and Advocacy in the Policy Process

Course Wrap-Up and Final Week

- Week 14 – 5/11: Course Reflections

Weekly Course Readings

Week 1 - 1/27: Welcome and Syllabus Review

Readings

1. Kingdon, J. (2014). [Agenda, Alternatives, and Public Policies](#) [CHAPTER 1 ONLY].
2. 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 1-20 ONLY]
3. AASCU Government Relations (2019). Top 10 higher education state policy issues for 2019. Policy Matters. Washington, D.C.: American Association of Colleges and Universities. Retrieved from <https://www.aascu.org/policy/publications/policy-matters/Top102019.pdf>

In the News

- [Will Higher Education Roar in the '20s?](#)

Assignments Due

- [Discussion Leader Sign-Up](#)
-

Week 2 – 2/3: Understanding the Policy Process (The Actors, The Problems, The Solutions)

Readings

1. Kingdon, J. (2014). [Agenda, Alternatives, and Public Policies](#) [CHAPTER 2 ONLY].
2. 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 21-43 ONLY]
3. Goldrick-Rab, S., & Shaw, K.M. (2007). Tracking how ideas become higher education policy and practice. In K. M. Shaw & D. E. Heller (Eds.), *State Postsecondary education research: New methods to inform policy and practice*. Sterling, VA: Stylus.
4. 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>

In the News

- [Should college funding be tied to how many students graduate?](#)

Assignments Due

1. [Policy Topic Sign-Up](#)
-

Week 3 – 2/10: Assessing the Policy Process (Interrogating What Education Policy Does)

Readings

1. Blanchard, W. (1986) “Evaluating Social Equity: What Does Fairness Mean and Can We Measure It?” *Policy Studies Journal* (1986), 29-54.
2. McDonnell, L. M., & Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation and Policy Analysis*, 9(2), 133-152.
3. Dumas, M. J., Dixon, A. D., & Mayorga, E. (2016). Educational policy and the cultural politics of race: Introduction to the special issue. *Educational Policy*, 30(1), p. 3-12.
4. Diem, S., Young, M. D., & Sampson, C. (2019). Where critical policy meets the politics of education: An introduction. *Educational Policy*, 33(1), 3-15.

In the News

- [Dynarski - 2020 - In a Sharp Downturn, College Can Be a Shock Absorber](#)

Assignments Due

- 1.
-

Week 4 – 2/17: Policy Formulation – “I’m Just A Bill, on Capitol Hill”

Readings

1. Kingdon, J. (2014). [Agenda, Alternatives, and Public Policies](#) [CHAPTER 8 ONLY].
2. Cox, R., & Beland, D. (2013). “Valence, Policy Ideas, and the Rise of Sustainability,” *Governance*, 307-328; <http://onlinelibrary.wiley.com/doi/10.1111/gove.12003/pdf>
3. Dougherty, K. J., Jones, S. M., Lahr, H., Natow, R. S., Pheatt, L., & Reddy, V. (2014). Performance funding for higher education forms, origins, impacts, and futures. *The ANNALS of the American Academy of Political and Social Science*, 655(1), 163–184. <https://doi.org/10.1177/0002716214541042>
4. Taylor, B. J., Cantwell, B., Watts, K., & Wood, O. (2020). Partisanship, White Racial Resentment, and State Support for Higher Education. *The Journal of Higher Education*, 1–30. <https://doi.org/10.1080/00221546.2019.1706016>

In the News

- [2020-2021 California Governor’s Budget](#) (Select Higher Education)
 - [Why some public universities get to keep their donors secret](#)
-

Week 5 – 2/24: Who Crafts Policy, Who Experiences Policy (Admissions and Affirmative Action)

Readings

1. Schneider A., & Ingram H. (1993). Social construction of target populations: Implications for politics and policy. *The American Political Science Review*, 87(2), 334-347.
2. Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher Education*, 80(4), 389-414.
3. Santos, J. L., Cabrera, N., & Fosnacht, K. (2010). Is “race-neutral” really race neutral? Disparate impact towards underrepresented minorities in post-209 UC system admissions. *Journal of Higher Education*, 81(6), 675-701.
4. Winkle-Wagner, R., Sule, V. T., & Maramba, D. C. (2014). When race disappears: College admissions policy discourse in the state of Texas. *Educational Policy*, 28(4), 516–546.
5. 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*.

In the News

- [The legacy of Prop. 209: Black students continue to be underrepresented, poorly resourced](#)

Assignments Due

- 1.
-

Week 6 – 3/2: Theories and Processes of Implementation (DACA / Undocumented Students)

Readings

1. Coburn, C. E. (2016). What’s Policy Got to Do with It? How the Structure-Agency Debate Can Illuminate Policy Implementation. <https://doi.org/10.1086/685847>. <https://doi.org/10.1086/685847>
2. Chase, M. M. (2016). Culture, politics, and policy interpretation: How practitioners make sense of a transfer policy in a 2-year college. *Educational Policy*, 30(7), 959-998.
3. 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.
4. Nienhuser, H. K. (2018). Higher education institutional agents as policy implementers: The case of policies that affect undocumented and DACAmented students. *Review of Higher Education*, 41(3), 423–453.

In the News

- Ngo, F. (2018). [How California's Tuition Waivers Opened Doors for Dreamers, Undocumented Students](#). U.S. News & World Report.

Assignments Due

1. Policy Memo #1
-

Week 7 – 3/9: The Impact of Implementation (Title IX and Campus Sexual Violence)

Guest Speaker:

Readings

1. McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis*, 9(2), 171-178.
2. Harris, J. C. (2017). Centering women of color in the discourse on sexual violence on college campuses. In J. C. Harris & C. Linder (Eds.), *Intersections of identity and sexual violence on campus: Centering minoritized students' experiences* (pp. 42–59). Sterling, VA: Stylus Publishing.
3. AAU (2019). [Campus climate survey on sexual assault and sexual misconduct](#)
4. McMahon, S. & Seabrook, R. C. (2019). Reasons for Nondisclosure of Campus Sexual Violence by Sexual and Racial/Ethnic Minority Women, *Journal of Student Affairs Research and Practice*, DOI: 10.1080/19496591.2019.1662798

In the News

- [OCR Is About to Rock Our Worlds](#)
-

Week 8 – 3/16: Governance Towards What End? (State-wide Coordination and Shared Governance)

Guest Speaker: Carlos Galan, Doctoral Student, UC-Riverside

Readings

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. Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. *New directions for higher education*, 127, 5-22.
4. Rippner, J. (2015). Barriers to Success? The role of statewide education governance structures in p-20 council collaboration. *Education Policy Analysis Archives*, 23(0), 74. <https://doi.org/10.14507/epaa.v23.1909>
5. 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

In the News

1. [College leaders urge changes to California's Higher Education master plan to improve access and affordability](#)
-

Week 9 – 3/23: Governance in the Community College Context

Guest Speaker: Sonia Lopez, [Trustee, Compton College](#)

Readings

1. 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.
<https://doi.org/10.1080/10668920802580481>
2. Amey, M. J., Jessup-Anger, E., & Jessup-Anger, J. (2008). Community college governance: What matters and why. *New Directions for Community Colleges*, 141, 5-14.
3. Rios-Aguilar, C., & Deli-Amen, R. (2018). Taking history, funding, and current challenges into account when discussing race, ethnicity, and completion in community colleges
4. Gil, P.W. & Harrison, L.M. (2019). The Completion Agenda Impact on Student Affairs in Community Colleges. *Community College Journal of Research and Practice*.

In the News

1. [Two Community College Presidents Ousted, Despite Campus Support](#)
2. [Crunch Time for Calbright](#)

3/30: No Class (SPRING BREAK)

Week 10 – 4/6: Policies that Promise (Financial Aid, Affordability, and Student Insecurities)

Guest Speaker: Dr. Marissa Vasquez, Assistant Professor, San Diego State University

Readings

1. 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>
2. Hypolite, Liane I., & Tichavakunda, A. A. (2019). Experiencing financial aid at a historically white institution: A critical race analysis. *Journal of Student Financial Aid*, 49(1), 1-22.
3. Baker, D. J. (2019). A case study of undergraduate debt, repayment plans, and postbaccalaureate decision-making among Black students at HBCUs. *Journal of Student Financial Aid*, 48(2), 1-27.
4. Vasquez, M., Vang, M., Garcia, F., & Harris, F. (2018). What do I eat? Where do I sleep?: A concern for men of color in community college. *Community College Journal of Research & Practice*.
5. Education Commission of the States. (2020). [State Financial Aid Barriers for Students Impacted by the Justice System](#). [Review website/ report]

In the News

1. [Community colleges don't want homeless students sleeping on campus?](#)
 2. [Overnight Parking for Homeless College Students? Lawmakers Consider It](#)
-

Week 11 – 4/13: Policies that Punish (Detrimental Impact of Policy in Education)

Readings

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. Ahmadi, S. (2011). [The Erosion of Civil Rights: Exploring the Effects of the Patriot Act on Muslims in American Higher Education](#)
3. 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*
4. Ahmadi, S., Sanchez, M., & Cole, D. (2019). [Protecting Muslim Student's Speech and Expressing and Resisting Islamophobia](#).
5. Felix, E. R., Trinidad, A., Ching, C. D., & Bensimon, E. M. (2018). California's student equity plans policy: An unexploited opportunity among Hispanic-serving community colleges. In A. G. de los Santos Jr., G. F. Keller, R. Tannenbaum, & A. Acercda (Eds.), *Moving Forward: Policies, Planning, and Promoting Access of Hispanic College Students*, (pp. 75-94). Tempe, AZ: Bilingual Press.

In the News

- [Detained and Humiliated](#)

Assignments Due:

1. Second Policy Memo
-

4/20: No Class (AERA CONFERENCE)

Week 12 – 4/27: Exploring the Racial Possibilities of Policy Reform

Readings

1. Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Educational Administration Quarterly*, 43(5), 586-611.
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. Carter, P. L. (2018). Education's limitations and its radical possibilities. *Contexts*, 17(2), 22–27. <https://doi.org/10.1177/1536504218776956>

In the News

- [3 changes to get racial equity at California community colleges](#)

Assignments Due:

- Policy History Paper
-

Week 13 – 5/4: Advocacy in the Policy Process

Guest Speaker: Linda Vasquez, [Senior Public Affairs Director](#), Campaign for College Opportunity

Readings

1. 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.
2. 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>
3. 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>
4. Felix, E. R. & Castro, M. F. (2018). Planning as strategy for improving Black and Latinx student equity: Lessons from nine California community colleges. *Educational Policy Analysis Archives*, 26(56), 1-33.

In the News

- [Campaign for College Opportunity – AB 705 Fact Sheet](#)
- [Remedial math courses don't help students. They get in the way of our aspirations](#)

Week 14 - 5/11: Final Presentations

No Readings

Assignments Due

1. Final Group Presentation
 2. Course Reflection and Summary of Learning
-

DEPARTMENT PHILOSOPHY STATEMENT:

In every way, we will work toward shared values to create a brave atmosphere—in and out of the classroom—for dialogue—the authentic interchange of ideas—and we clarify what this means to us with the following statements:

- We acknowledge that sexism, racism, ageism, xenophobia, heterosexism, transphobia and other types of discrimination have most often been systematically taught and learned and implicitly or overtly enacted.
- As an instructor, my role is that of facilitator—to act as a problem-poser, facilitating the process of uncovering important issues and reflecting on them, in addition to sharing knowledge and skills. Because all participants are experts on their own reality and learning style, I am a co-learner who stands with and for you.
- We will maintain a level of intellectual humility (questioning what we know and how we have come to know it, acknowledge that others have their own experiences with how they have come to know, and hold open the space for learning more).
- The process of learning is an ongoing process for all involved and requires constant critique, reflection, & action. Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, relying on each other's strengths and resources rather than either addressing problems individually or relying on outside experts to solve them.
- Some content in this process is emergent. Each of us must be involved not only in determining content, but in explicitly reflecting on what counts as knowledge, how learning takes place and our own roles in this process. The "bank" from which content is drawn includes the social reality of our lives: it may range from the very immediate context of the workplace itself to family and community content to broader political issues.
- We will ensure, and ask for your careful consideration in this, that any images and videos used in class during presentations are carefully considered and used respectfully and with integrity, particularly in the ways they may represent underrepresented persons.

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 friend 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.

RECOGNITION OF RELIGIOUS PLURALISM:

Per the University's policy on absences for religious observances, students who will be tardy 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. Appropriate and mutually agreeable accommodations will be made.

ACADEMIC INTEGRITY:

Graduate students and professionals should not steal idea 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 paper 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. 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>).

APPENDIX A

Sources to Track Policies

Governmental Agencies	
California Legislature	Information Search
Federal Legislature	Congress
Advocacy Organizations	
Community College League of CA	Bill Tracking
Education Commission of the States	State Policy Tracking
National Conference of State Legislatures	Bill Tracker
Campaign for College Opportunity	What we do
The Education Trust	Government Affairs & Advocacy
Education Trust-West	Publications and Reports
Association of American Universities (AAU)	Key Issues Library

Potential Policies to Select

FEDERAL

Executive Order: [Deferred Action for Childhood Arrivals](#)

Current Policy Changes: <https://www.dhs.gov/deferred-action-childhood-arrivals-daca>

HR-2486: H.R.2486 - [FUTURE Act](#)

<https://www.insidehighered.com/quicktakes/2019/12/10/future-act-passes-house>

[The Success for Rural Students and Communities Act](#)

<http://www.ccdaily.com/2020/01/senate-bill-focuses-rural-students/>

Title IX- Title IX and Sex Discrimination: [Policy Guidelines \(Dear Colleague\)](#)

[How Betsy DeVos plans to change the rules for handling sexual misconduct on campus](#)

STATE

Being Developed

AB-1862: [ADT CSU Tuition Bill](#) [News story](#)

CSU System: [Quantitative Reasoning Proposal](#)

AB-1930: [University of California and California State University: student eligibility policy](#)

AB-302: [Seeks to provide homeless students with overnight parking and additional resources](#)

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB302

Being Implemented

SB-412 (2016): [California Promise Program](#) [Progress Report](#)

AB-705 (2017): [Matriculation and Assessment](#) [Progress Report](#)

AB-1809 (2018): [Establishes Online Community College and the Student Equity and Achievement Program](#)

SB-206 (2019): [Fair Play to Pay Act](#) [News story](#)