

George Mason University
Schar School of Policy and Government & College of Education and Human Development

POGO 750-011 / EDUC 797-004 – Higher Education Policy
3 Credits, Fall 2018
Thursdays 4:30-7:10 p.m., Founders Hall 475, Arlington Campus

Faculty

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Office Hours: Wed. 3:30-4:30 (Fairfax), Thur. 3:00-4:30 (Arlington) & By Appointment
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Prerequisites/Corequisites

Enrollment is limited to Graduate or Non-Degree level students.

University Catalog Course Description

POGO 750 Topics in Policy and Government: Focuses on selected topics in policy and government not covered in fixed-content Schar school courses.

EDUC 797 Advanced Topics in Education: Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. Notes: May be repeated for credit with GSED approval. Offered by Graduate School of Education. May be repeated within the term.

Course Overview

This course examines current higher education policy issues, developments, trends and debates at the federal and state level, with a focus on enabling students to understand policymaking structures and processes and think critically about the challenges and opportunities facing the field today. In particular, we will examine higher education indicators and outcomes, review policies and proposals for reform to improve postsecondary affordability, equity, quality, and accountability, and consider the role of advocacy groups, ideology and research in shaping and advancing policy agendas. The course also explores important connections between K-12 and higher education and discusses their impact. While a brief historical overview of higher education provides necessary context, the course primarily emphasizes recent trends and contemporary concerns, including federal and state policy deliberations and responses.

Course Delivery Method

This course will be delivered using a seminar/lecture format.

Learning Outcomes/Objectives

This course is designed to enable students to do the following:

1. Understand the historical development of higher education policy, including landmark legislation, and the distinct roles and responsibilities of federal and state government.
2. Review critical issues and trends in federal and state higher education policy, as well as the differing perspectives and key actors involved in current debates and decision-making.
3. Explore contemporary and emerging policy approaches and proposals to improve the higher education system's performance, including the Higher Education Act reauthorization.
4. Study in depth a higher education policy issue by examining its progress and impact.
5. Think critically and communicate effectively about higher education policy and politics.

Required Texts

Required reading assignments are listed under the *Class Schedule*. Most are accessible via the provided hyperlinks, while the remaining are posted in Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time and in the manner outlined by the instructor. *All assignments are due by 4:30 p.m. on the date indicated below and must be uploaded on Blackboard.* Format for written assignments: Times New Roman size 12 font, 1" page margins and 1.5 line spacing. Citations/references should adhere to the APA style guide manual.

- **Class Participation:** Students are expected to actively participate in class discussions. (10 points)
- **Assignments and/or Examinations**

Assignment	Points	Due Date
Legislative Hearing	20	Sept. 13
Policy Memo	20	Oct. 18
Policy Paper	50	Nov. 29

- **Legislative Hearing (due Sept. 13):** Watch online and/or read the official transcript of a recent (within the past five years) federal or state legislative hearing on any higher education issue and prepare a summary that describes a) the topic and its significance, b) legislator statements and witness testimonies and perspectives, c) the discussion among legislators and the witnesses, and d) your thoughts and commentary. (20 points)
 - Master's students: The summary should be no less than three pages.
 - Doctoral Students: The summary should be no less than four pages.

- **Policy Memo (due Oct. 18):** Assume that you are preparing a memo for a federal or state policymaker (legislative or executive) on a higher education issue of your choice. The memo should include a) its purpose, b) issue background and recent developments, c) description of the policy problem and/or pending decision, d) discussion of options, including pros/cons and support/opposition, and e) your recommendation, along with a rationale. (20 points)
 - Master's students: The memo should be no less than four pages.
 - Doctoral Students: The memo should be no less than five pages.

- **Policy Paper (due Nov. 29):** Choose a higher education issue and analyze its significance, progress and impact. The paper should a) discuss the policy issue and historical background, b) summarize the relevant research literature, c) describe recent policy developments, and d) provide your ideas and suggestions for future actions in this area. The purpose of this assignment is to demonstrate a student's in-depth knowledge of a particular issue and to clearly articulate a position that is grounded in research and factual evidence. (50 points)
 - Master's students: The paper should be no less than 10 pages, excluding citations and references.
 - Doctoral Students: The paper should be no less than 15 pages, excluding citations and references, with a minimum of 5 pages of literature review.

- **Other Requirements**

Students are expected to arrive on time, actively participate in discussions, read assignments prior to class, and meet deadlines. Please notify the instructor in advance if you are unable to meet any of these requirements. Phone/tablet use is not allowed during class.

- **Grading**

This course uses the university-wide system for grading graduate courses. See <http://catalog.gmu.edu/policies/academic/grading/> Cumulative points corresponding to each grade are as follows:

A+	97-100	B+	87-89	C	70-79
A	93-96	B	83-86	F	≤ 69
A-	90-92	B-	80-82		

Schar – Plagiarism

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus, any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School. It constitutes a serious breach of professional ethics and it is unacceptable. *Plagiarism is the use of another's words or ideas presented as one's own.* It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined. Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the Schar School takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For international students who are on a university-sponsored visa (e.g., F-1, J-1 or J-2), dismissal also results in the revocation of their visa. To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. <http://schar.gmu.edu/current-students/masters-advising/academic-policiesforms/>

CEHD – Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

CEHD – Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit <https://cehd.gmu.edu/students/>

For additional information on the Schar School of Policy and Government, please visit <https://schar.gmu.edu/current-students/masters-student-services>

Note: Faculty reserves the right to alter the syllabus as necessary, with notification to students.

CLASS SCHEDULE

Aug. 30: Introduction

No required readings. Review of syllabus.

Sept. 6: Historical Overview

Benson, M.T., & Boyd, H.R. (2015, Summer). The public university: Recalling higher education's democratic purpose. *Thought & Action*, 31, 69-84. Available [here](#)

Kiener, R. (2013). Future of public universities. *CQ Researcher*, 23(3), 63 and 66-69. (Just these pages)

McGuinness, A. (2016). *State policy leadership for the future: History of state coordination and governance and alternatives for the future*. Denver, CO: Education Commission of the States. Available [here](#) (Just skim this)

Mintz, S. (2017, May 7). 11 lessons from the history of higher ed. *Inside Higher Ed*. Available [here](#)

Pelletier, S.G. (2015, Fall). History's lessons: The meaning of the Higher Education Act. *Public Purpose*, 2-9. Available [here](#)

Philo, H. (2011). Goals for United States higher education: From democracy to globalization. *History of Education*, 40(1), 45-57.

TG Research and Analytical Services (2005). Chapter 1: Historical background. In *Opening the doors to higher education: Perspectives on the Higher Education Act 40 years later* (pp. 3-12). Round Rock, TX: Author. Available [here](#) (Just this chapter)

Sept. 13: Value & Inequality

Cahalan, M., Perna, L. W., Yamashita, M., Wright, J. & Santillan, S. (2018). *2018 Indicators of higher education equity in the United States: Historical trend report*. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennAHEAD). Available [here](#) (Just skim this)

Carnevale, A., Jayasundera, T., & Gulish, A. (2016). *America's divided recovery: College haves and have-nots*. Washington, DC: Georgetown University, Center on Education and the Workforce. Available [here](#) (Just skim this)

Cassidy, J. (2015, September 7). College calculus: What's the real value of higher education? *New Yorker*. Available [here](#)

Dynarski, S.M., & Bailey, M.J. (2011). *Gains and gaps: Changing inequality in U.S. college entry and completion*. Cambridge, MA: National Bureau of Economic Research. Available [here](#)

Ma, J., Pender, M., & Welch, M. (2016). *Education pays 2016: The benefits of higher education for individuals and society*. New York, NY: College Board. Available [here](#)

Oreopoulos, P., & Petronijevic, U. (2013). *Making college worth it: A review of research on the returns to higher education*. Cambridge, MA: National Bureau of Economic Research. Available [here](#)

Thompson, D. (2017, August 31). The myth of American universities as inequality-fighters. *The Atlantic*. Available [here](#)

Sept. 20: Differing Perspectives

Berrett, D. (2015, January 26). The day the purpose of college changed. *Chronicle of Higher Education*. Available [here](#)

Caplan, B. (2018, January/February). The world might be better off without college for everyone. *The Atlantic*. Available [here](#)

Carlson, S. (2016, November 27). When college was a public good. *Chronicle of Higher Education*. Available [here](#)

Cooper, P. (2017, August 18). If higher education were a public good... *Forbes*. Available [here](#)

Jaschik, S. (2015, January 20). Well-prepared in their own eyes. *Inside Higher Ed*. Available [here](#)

Lederman, D. (2017, December 15). Is higher education really losing the public? *Inside Higher Ed*. Available [here](#)

Smith, N. (2017, December 11). College isn't a waste of time. *Bloomberg*. Available [here](#)

Spellings, M. (2018, February 22). The perils of trashing the value of college. *Chronicle of Higher Education*. Available [here](#)

Sept. 27: Funding

Chingos, M., & Baum, S. (2017). *The federal-state higher education partnership: How states manage their roles*. Washington, DC: Urban Institute. Available [here](#)

Huelsman, M. (2018). *The unaffordable era: A 50-state look at rising college prices and the new American student*. New York, NY: Dēmos. Available [here](#) (Just skim this)

Hinrichs, P. (2017). *Trends in revenues at US colleges and universities, 1987–2013*. Cleveland, OH: Federal Reserve Bank of Cleveland. Available [here](#)

Marcus, J. (2017, June 7). Higher education seeks answers to leaner years. *New York Times*. Available [here](#)

Pew Charitable Trusts (2017). *How governments support higher education through the tax code*. Washington, DC: Author. Available [here](#) (Just skim this)

Pew Charitable Trusts (2015). *Federal and state funding of higher education*. Washington, DC: Author. Available [here](#)

Seltzer, R. (2017, April 12). Health care vs. higher ed. *Inside Higher Ed*. Available [here](#)

State Higher Education Executive Officers Association (2018). *State higher education finance: FY 2017*. Boulder, CO: Author. Available [here](#) (Just skim this)

Oct. 4: Pricing & Affordability

Akers, B., Dancy, K., & Delisle, J. (2017). *The affordability conundrum: Value, price and choice in higher education*. New York, NY: Manhattan Institute. Available [here](#)

Burd, S. (2016). *Undermining Pell: Volume III - The news keeps getting worse for low-income students*. Washington, DC: New America Foundation. Available [here](#)

Commonfund Institute (2016). *Higher education price index: 2016 update*. Wilton, CT: Author. Available [here](#) (Just skim this)

Goldrick-Rab, S., & Kendall, N. (2016). *The real price of college*. New York, NY: The Century Foundation. Available [here](#)

Ma, J., Baum, S., Pender, M., & Welch, M. (2017). *Trends in college pricing 2017*. Washington, DC: The College Board. Available [here](#) (Just skim this)

Poutré, A., Rorison, J., & Voight, M. (2017). *Limited means, limited options: College remains unaffordable for many Americans*. Washington, DC: Institute for Higher Education Policy. Available [here](#)

The Institute for College Access and Success. (2017). *A state-by-state look at college (un)affordability*. Oakland, CA: Author. Available [here](#)

Oct. 11: Financial Aid

Baum, S., Jennifer, M., Pender, M., & Welch, M. (2017). *Trends in student aid 2017*. New York, NY: The College Board. Available [here](#) (Just skim this)

Heller, D. (2012, July 19). Testimony before the U.S. Senate Committee on Health, Education, Labor, and Pensions, *Making College Affordability a Priority: Promising Practices and Strategies*. Available [here](#)

Lederman, D. (2011, September 6). Grant recipients and race. *Inside Higher Ed*. Available [here](#)

National Association of Student Financial Aid Administrators. (2018). *National student aid profile: Overview of 2018 federal programs*. Washington, DC: Author. Available [here](#) (Just skim this)

National Association of State Student Grant and Aid Programs (2017). *47th annual survey report on state-sponsored student financial aid: 2015-2016 academic year*. Washington, DC: Author. Available [here](#) (Just skim this)

Protopsaltis, S., & Parrott, S. (2017). *Pell Grants - a key tool for expanding college access and economic opportunity - need strengthening, not cuts*. Washington, DC: Center on Budget and Policy Priorities. Available [here](#)

U.S. Department of Education. (2018). *Student financial assistance: Fiscal Year 2019 budget request*. Washington, DC: Author. Available [here](#)

Oct. 18: Student Debt

Chakrabarti, R., Gorton, N., Jiang, M., & van der Klaauw, W. (2017). *Who is more likely to default on student loans?* New York, NY: Federal Reserve Bank of New York. Available [here](#)

Delisle, J. (2017). Opposing perspectives on student debt. *Education Next*, 17(2), 91-92. Available [here](#)

Delisle, J., & Holt, A. (2015). *Why student loans are different: Findings from six focus groups of student loan borrowers*. Washington, DC: New America. Available [here](#) (Just skim this)

Hegji, A., Smole, D.P., & Heisler, E. J. (2016). *Federal student loan forgiveness and loan repayment programs*. Washington, DC: Congressional Research Service. Available [here](#) (Just skim this)

Huelsman, M. (2015). *The debt divide: The racial and class bias behind the “new normal” of student borrowing*. New York, NY: Dēmos. Available [here](#)

Looney, A., & Yannelis, C. (2015). *A crisis in student loans? How changes in the characteristics of borrowers and in the institutions they attended contributed to rising loan defaults*. Washington, DC: Brookings. Available [here](#) (Just skim this)

Scott-Clayton, J. (2018). *The looming student loan default crisis is worse than we thought*. Washington, DC: Brookings. Available [here](#)

The Institute for College Access and Success. (2017). *12th annual report: Student debt and the class of 2016*. Oakland, CA: Author. Available [here](#) (Just skim this)

U.S. Department of Education. (2018). *Student loans overview: Fiscal Year 2019 budget proposal*. Washington, DC: Author. Available [here](#)

Oct. 25: Student Outcomes

Carter, D.F., Locks, A.M., & Winkle-Wagner, R. (2013). From when and where I enter: Theoretical and empirical considerations of minority students' transition to college. In M.B. Paulsen M. (Ed.). *Higher Education: Handbook of Theory and Research*. Higher Education: Handbook of Theory and Research, (Vol. 28, pp. 93-149). Cham, Switzerland: Springer. (Just skim this)

Duncan, A. (2015). *Toward a new focus on outcomes in higher education*. Washington, DC: U.S. Department of Education. Available [here](#)

Houle, J.N., & Warner, C. (2017). Into the red and back to the nest? Student debt, college completion, and returning to the parental home among young adults. *Sociology of Education*, 90(1), 89-108. (Just skim this)

Kelchen, R., & Li, A.Y. (2017). Institutional accountability: A comparison of the predictors of student loan repayment and default rates. *The ANNALS of the American Academy of Political and Social Science*, 671, 202-223.

Nichols, A. (2017). *A look at Latino student success*. Washington, DC: Education Trust. Available [here](#) (Just skim this)

Nichols, A. (2015). *The Pell partnership: Ensuring a shared responsibility for low-income student success*. Washington, DC: Education Trust. Available [here](#)

Nichols, A., & Evans-Bell, D. (2017). *A look at Black student success: Identifying top- and bottom-performing institutions*. Washington, DC: Education Trust. Available [here](#) (Just skim this)

Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A. & Bhimdiwali, A. (2017). *Completing college: A national view of student completion rates – fall 2011 cohort*. Herndon, VA: National Student Clearinghouse Research Center. Available [here](#)

Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A & Bhimdiwala, A. (2018). *Completing college: A state-level view of student completion rates*. Herndon, VA: National Student Clearinghouse Research Center. Available [here](#) (Just skim this)

Nov. 1: Quality & Accreditation

Alexander, L. (2015). *Higher education accreditation: Concepts and proposals*. Washington, DC: U.S. Senate Committee on Health, Education, Labor and Pensions. Available [here](#)

Association of American Colleges and Universities. (2016). *Higher education learning outcomes assessment movement moves away from standardized tests, according to new national survey*. Washington, DC: Author. Available [here](#)

Berrett, D. (2016, October 16). The next great hope for measuring learning. *Chronicle of Higher Education*.

Campbell, C.M. (2015). Serving a different master: Assessing college educational quality for the public. In M.B. Paulsen M. (Ed.). *Higher Education: Handbook of Theory and Research*. Higher Education: Handbook of Theory and Research, (Vol. 30, pp. 525-579). Cham, Switzerland: Springer.

Flores, A. (2015). *Hooked on accreditation: A historical perspective*. Washington, DC: Center for American Progress. Available [here](#)

Government Accountability Office. (2017). *Expert views of U.S. accreditation*. Washington, DC: Author. Available [here](#) (Just skim this)

Jankowski, N.A., Timmer, J.D., Kinzie, J., & Kuh, G.D. (2018). *Assessment that matters: Trending toward practices that document authentic student learning*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. Available [here](#) (Just skim this)

Kelderman, E. (2015, April 10). Support for overhauling accreditation raises hard questions. *Chronicle of Higher Education*. Available [here](#)

Roll, N. (2017, June 14). Online learning for whom? Experts weigh in. *Inside Higher Ed*. Available [here](#)

Nov. 8: For-Profit Colleges

Cellini, S.R., & Nicholas, T. (2018). *Gainfully employed? Assessing the employment and earnings of for-profit college students using administrative data*. Cambridge, MA: National Bureau of Economic Research. Available [here](#)

Deming, D.J., Goldin, C., & Katz, L.F. (2013). For-profit colleges. *The Future of Children*, 23(1), 137-163. Available [here](#)

Goldstein, D. (2017, March 7). The troubling appeal of education at for-profit schools. *New York Times*.

Kreighbaum, A. (2018, August 15). More pressure on accreditors in changing higher ed landscape. *Inside Higher Ed*. Available [here](#)

Lang, K., & Weinstein, R. (2012). *Evaluating student outcomes at for-profit colleges*. Cambridge, MA: National Bureau of Economic Research. Available [here](#)

Protopsaltis, S. (2017, December 11). For-profit colleges may be headed for a new boom cycle - thanks to the Trump administration. *Washington Post*. Available [here](#)

Shireman, R. (2017). *The for-profit college story: Scandal, regulate, forget, repeat*. Washington, DC: Century Foundation. Available [here](#)

Nov. 15: Transparency & Accountability

Cowan, J., & Kessler, J. (2015, February 19). How to hold colleges accountable. *New York Times*.

Deming, D.J., & Figlio, D. (2016). Accountability in US education: Applying lessons from K-12 experience to higher education. *Journal of Economic Perspectives*, 30(3), 33-56. Available [here](#)

Freeland, R. (2017, September, 8). Stop looking at rankings. Use academe's own measures instead. *Chronicle of Higher Education*. Available [here](#)

Horn, K., & Kelly, A. (2015). *Moving beyond college: Rethinking higher education regulation for an unbundled world*. Washington, DC: American Enterprise Institute. Available [here](#) (Just skim this)

Looney, A., & Watson, T. (2018). *A risk-sharing proposal to hold higher ed institutions accountable to their students*. Washington, DC: Brookings. Available [here](#)

McCann, C., & Laitinen, A. (2017). *The Spellings Commission: Same story, different decade*. Washington, DC: New America. Available [here](#)

Protopsaltis, S., & McCann, C. (2018, April 16). Misguided effort to dismantle federal protections. *Inside Higher Ed*. Available [here](#)

Rooney, C. (2016, June 12). Skin in the education game. *US News & World Report*. Available [here](#)

U.S. Department of Education, (2006). *A test of leadership: Charting the future of U.S. higher education*. Washington, DC: Author. Available [here](#) (Just skim this)

Voight, M. (2017). *Empowering students and families to make informed decisions on higher education: Testimony provided to the Subcommittee on Higher Education and Workforce Training, Committee on Education and the Workforce*. Washington, DC: United States House of Representatives. Available [here](#)

Worthen, M. (2018, February 23). The misguided drive to measure “learning outcomes.” *New York Times*. Available [here](#)

Nov. 29: State Policy - Reforms, Trends and Innovations

Bowman, N., Seifert, T.A., Wolniak, G.C., Mayhew, M.J., & Rockenbach, A.N. (2017, May 10). What policies for improving graduation rates actually work? *Inside Higher Ed*. Available [here](#)

Fink, J., Jenkins, D., & Yanagiura, T. (2017). *What happens to students who take community college “dual enrollment” courses in high school?* New York, NY: Community College Research Center Teachers College, Columbia University. Available [here](#)

Hillman, N. (2016). *Why performance-based college funding doesn't work*. New York, NY: Century Foundation. Available [here](#)

Institute of Education Sciences, U.S. Department of Education. (2017). *Dual Enrollment Programs (WWC Intervention Report)*. Washington, DC: Author. Available [here](#) (Just skim this)

Jones, D. (2016). *Outcomes-based funding: Taking stock*. Boulder, CO: National Center for Higher Education Management Systems. Available [here](#)

Mangan, K. (2018, August 1). Dual-credit classes serve some students in Texas well. But not all of them — and they might not be saving any money. *Chronicle of Higher Education*.

Ness, E.C., Tandberg D.A., & McLendon, M.K. (2015). Interest Groups and State Policy for Higher Education: New Conceptual Understandings and Future Research Directions. In M.B. Paulsen M. (Ed.). *Higher Education: Handbook of Theory and Research. Higher Education: Handbook of Theory and Research*, (Vol. 30, pp. 151-186). Cham, Switzerland: Springer. (Just skim this)

Scott-Clayton, J. (2017). *As Cuomo proposal rekindles free college movement, new research provides ammunition for skeptics*. Washington, DC: Brookings. Available [here](#)

Stone, M. (2016, April 4). What happened when American States tried providing tuition-free college. *Time*. Available [here](#)

U.S. Department of Education. (2017). *Developmental education: Challenges and strategies for reform*. Washington, DC: Author. Available [here](#) (Just skim this)

Dec. 6: Looking Forward

Deming, D., & Dynarski, S. (2009). *Into college, out of poverty? Policies to increase the postsecondary attainment of the poor*. Cambridge, MA: National Bureau of Economic Research. Available [here](#)

Johnson, E., & Broad, M.C. (2017). Here comes the Golden Age of higher education. *Trusteeship*, 25(3). Available [here](#)

Marcus, J. (2017, June 7). Higher education seeks answers to leaner years. *New York Times*.

Page, L.C., & Scott-Clayton, J. (2015). *Improving college access in the United States: Barriers and policy responses*. Cambridge, MA: National Bureau of Economic Research. Available [here](#)

Peterson, J., & Rudgers, L.M. (2018, January 2). Saddle up: 7 trends coming in 2018. *Inside Higher Ed*. Available [here](#)

Simonton, D. (2018, July 24). How Republican and Democratic wish lists on higher education stack up. *Chronicle of Higher Education*.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.