

**University of Maryland**  
**College of Education**  
**Department of Counseling, Higher Education, and Special Education**  
**FEDERAL POLICIES IN POSTSECONDARY EDUCATION**  
**EDHI 755**  
**Spring 2016**

**Instructor:** Marvin A. Titus, Ph.D.  
3209 Benjamin Building  
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Phone – 301.405.2220

Date and time: Wednesdays, 4:15 p.m. – 7 p.m.

Class location: JMZ 0120

Office hours: 1 pm – 3 pm, Wednesdays and by appointment

**Course Objective:**

This course is intended to provide students with an overview of federal policies with respect to higher education in the United States. This course focuses on the economic and financial aspects of federal policies as they relate to higher education. This course also covers social and political aspects of federal policies that are germane to the higher education industry and students. This course endeavors to help students understand the inter-relationship between federal policies, and higher education and critically analyze the pertinent scholarly literature. Students will also be provided the opportunity to learn and apply analytical methods to conduct postsecondary education federal policy analysis.

Among the topics to be addressed in this course are the following:

1. History of economic and financial as well as social and political aspects of federal policies with regard to higher education;
2. The role of the federal government in financing higher education;
3. Theoretical frameworks for understanding the formulation of federal policy and federal policy outcomes with regard to higher education;
4. An overview of federal policy issues of importance to higher education currently being debated; and
5. Research and analyses of federal policies germane to higher education.

**Required texts:**

None

Students are expected to read *The Chronicle of Higher Education* during the semester and to pay particular attention to issues pertinent to federal policies and higher education.

**Recommended texts:**

Cook, C. E. (1998). *Lobbying for higher education: How colleges and universities influence federal policy*. Nashville: Vanderbilt University Press.

Parsons, M. D. (1997). *Power and politics: Federal higher education policymaking in the 1990s*. Albany: State University of New York Press.

Other books students may find helpful:

Writing

Browne, M. N. & Keeley, S. M. (1998). *Asking the right questions: A guide to critical thinking*. Upper Saddle, NJ: Prentice Hall, Inc. Fifth Edition. [You may also want to check the most recent edition.]

Galvan, J. L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. 3<sup>rd</sup> edition. Pyrczak Publications.

Williams, J. M. (1995). *Style: Toward clarity and grace*. Chicago: The University of Chicago Press. [I strongly recommend this book.]

Statistics

Arellano, M. (2003). *Panel Data Econometrics*. New York: Oxford University Press. [This is a very good but advanced text on using econometric techniques with panel data that are introduced in this course.]

Baum, C.F. (2006). *An Introduction to Modern Econometrics Using Stata*. College Station, TX: Stata Press. [Note: “Econometrics” is the economist’s term for “statistics”.]

Hoffmann, John P. (2004). *Generalized linear models: An applied approach*. Boston, MA: Pearson. [This is an excellent beginning-level applied statistics text on generalized linear models.]

Kennedy, P. (1998). *A Guide to Econometrics. Fourth Edition*. Cambridge, MA: The MIT Press. [This is a good intermediate level econometrics book that is clearly written for an audience that includes non-econometricians.]

Woodbridge, J. M. (2002). *Econometric Analysis of Cross Section and Panel Data*. Cambridge, MA: The MIT Press. [This is a comprehensive that is intended for use in a second -semester graduate level course on micro-econometrics.]

Recommended software:

Stata

Website students may find helpful:

US Department of Education, Office of Postsecondary Education - Home Page  
(<http://www.ed.gov/about/offices/list/ope/index.html?src=oc>)

Tracking bills in the 113th United States Congress  
(<http://www.govtrack.us/>)

Learning Objectives:

Students will demonstrate the ability to:

1. Explain and critically analyze theoretical concepts and perspectives in federal policies in post-secondary education
2. Synthesize and critically analyze the literature pertaining to federal policies in post-secondary education
3. Apply analytical methods to conduct postsecondary education federal policy analysis

### **Student Responsibilities**

Because this is an advanced graduate course, students should not only plan on attending **all** classes, but also on setting aside additional time to complete required readings, do exercises, and work on a final project. The success of the class depends largely on the extent to which students engage in active discussion and debate around the issues posed in the lectures and readings. Because a substantial amount of reading is required and most assignments are sequential, keeping up with assigned deadlines is critical. Late assignments **will** result in the lowering of a student's grade. Incompletes will be granted only for **exceptional** circumstances.

### **Instructor Responsibilities**

The instructor for this course has high expectations not only for students in the course but also for himself. Students should expect that the instructor in this course will:

- Be prepared for class, read and return students' work in a timely manner, and be interested and engaged in students' projects;
- Remember that each student brings a different experience, and perspective to this course;
- Meet with students individually or in groups upon request and be available in person, by telephone, and by e-mail; and
- Work hard, have fun, and empower students to have a better understanding of topics with regard to federal policies in higher education.

**Class Schedule and Assignments:****Week 1 Introduction and Overview****Week 2 The Policy Process****Required readings:**

Ripley, R. B. (1997). The Nature of the Policy Process. In L. F. Goodchild et al., (Eds.). *ASHE Reader Series: Public Policy and Higher Education*. Needham Heights: Simon & Schuster Custom Publishing. [on Canvas]

Kingdon, J., W. (1995). *Agendas, alternatives, and public policies. 2nd Edition*. New York, NY: HarperCollins College Publishers., Chapters 4,6, 7, &, 8 [Canvas]

## Recommended readings:

Kingdon, J., W. (1995). *Agendas, alternatives, and public policies. 2nd Edition*. New York, NY: HarperCollins College Publishers. [entire book]

Stone, D. (1997). *Policy paradox: The art of decision making*. New York, NY: W. W. Norton & Company.

**Policy Analysis – Introduction of analytical techniques**

A review of ordinary least squares (OLS) regression  
Introduction to Stata

**Week 3 The historical context of federal policy and higher education****Assignment due:****Analytic paper # 1****Required readings:**

Gladieux, E., King, J. E. & Corrigan, M. E., (2005). The federal government and higher education. In Altbach, P. G., Berdahl, R. O., and Gumport, P. J. (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges, 2nd Ed.* Chapter Six. Baltimore: The Johns Hopkins University Press. [on CANVAS]

Bettinger, E., & Williams, B. (2013, November). Federal and State Financial Aid During the Great Recession. National Bureau of Economic Research  
<http://www.nber.org/chapters/c12861.pdf> [focus on federal financial aid policy]

**The national agenda for higher education****Required readings:**

Hutcheson, P. A. (2007). Setting the nation's agenda for higher education: A review of selected national commissions reports, 1947-2006. *History of Education Quarterly*. 47(3), 359–367.

**Analyzing policy – An introduction to panel data analysis**

Fixed-effects regression, random-effects regression and two-way error components regression

**Week 4 Public policy and federal regulation higher education industry****Required readings:**

Courant, P. N., McPherson, M., & Resch, A. M. (2006). The public role in higher education. *National Tax Journal*, 59(2), 291-318.

Heller, D.E. (2011). The Impact of Gainful Employment Regulations. *Change: The Magazine of Higher Learning*, 43(5), 58-64

Guida Jr, A. J. & Figuli, D. (2012). Understanding Education in the United States: Higher Education's Gainful Employment and 90/10 Rules: Unintended "Scarlet Letters" for Minority, Low-Income, and Other At-Risk Students. *University of Chicago Law Review*, 79, 131-158.

**Recommended readings:**

Paulsen, M.B., & Smart, J.C., (2001). *The finance of higher education: Theory, research, policy, & practice*. New York: Agathon Press., pp. 95-106.

Parsons, M. D., (1997). *Power and politics: Federal higher education policy making in the 1990s*. Albany: State University of New York Press, Chapter 3.

**Analyzing federal policy in postsecondary education**

Example: Investigating the relationship between graduate school enrollment and federal academic R&D expenditures

**Debate for and against:**

The Obama Administration's most recent plan to make college more affordable for the middle class includes developing a college ratings system.

[http://www.whitehouse.gov/the-press-office/2013/08/22/fact-sheet-president-s-plan-make-college-more-affordable-better-bargain-](http://www.whitehouse.gov/the-press-office/2013/08/22/fact-sheet-president-s-plan-make-college-more-affordable-better-bargain)

**Analyzing federal policy and higher education: An introduction to instrumental variable (IV) regression analysis****Week 5 The federal financing of higher education – An Overview****Required readings:**

St. John, E P. & Parsons, M. D. (2004). *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press., pp. 17- 59. [on CANVAS]

St. John, E. P. & Wooden, O. S., (2006). Privatization and Federal Funding for Higher Education. In D. M. Priest & E. P. St. John. *Privatization and public universities*. Bloomington, IN: Indiana University Press., Chapter Two. [on CANVAS]

Johnstone, D. B. (2003). Fundamental assumptions and aims underlying the principles and policies of federal financial aid to students. (download from:

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED472453&ERICExtSearch\\_SearchType\\_0=no&accno=ED472453](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED472453&ERICExtSearch_SearchType_0=no&accno=ED472453))

Fried. V.H. (2011, June). Federal Higher Education Policy and the Profitable Nonprofits. Cato Institute *Policy Analysis*. 678  
([http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1959992](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1959992))

### **Analyzing federal policy in postsecondary education**

Example: Analyzing the relationship between college tuition and Pell grants: An application of the Granger “causality” test

## **Week 6**

### **Financing higher education – The federal role of grants**

#### **Assignment due: Analytic paper # 2**

#### **Required Readings:**

Curs, B. R., Singell, L. D. & Waddell, G. R., (2007). The Pell program at thirty years. In J. Smart (Ed.), *Higher education: Handbook of theory and research XXII*, pp. 281-334. [on CANVAS]

Singell Jr., L. D. & Stone, J. A. (2007). For whom the Pell tolls: The response of university tuition to federal grants-in-aid. *Economics of Education Review*, 26(3), 285–295.

Robinson, J. A & Cheston, D. (2012). *Pell Grants: Where does all the money go?* The Pope Institute  
<http://files.eric.ed.gov/fulltext/ED535450.pdf>

Gillen. A. (2012). *Introducing Bennett Hypothesis 2.0*. Center for College Affordability and Productivity.  
[http://news.heartland.org/sites/default/files/introducing\\_bennett\\_hypothesis\\_2.pdf](http://news.heartland.org/sites/default/files/introducing_bennett_hypothesis_2.pdf)

#### Recommended readings

Mahan, S. M. (2011). *Federal Pell Grant Program of the Higher Education Act: Background, Recent Changes*, Congressional Research Services.  
<http://cnsnews.com/sites/default/files/documents/FEDERAL%20PELL%20GRANT%20PROGRAM-CRS-MAY-12-2011.pdf>

Turner, L. J. (2013). *The Road to Pell is Paved with Good Intentions: The Economic Incidence of Federal Student Grant Aid*.  
[http://econweb.umd.edu/~turner/Turner\\_FedAidIncidence.pdf](http://econweb.umd.edu/~turner/Turner_FedAidIncidence.pdf)

Frederick, A. B., Schmidt, S.J., & Davis, L. S. (2012). Federal policies, state responses, and community college outcomes: Testing an augmented Bennett hypothesis. *Economics of Education Review*, 31(6), 908–917.

College Board (2013). *Trends in Student Aid, 1983-2013*. pp. 24 -26.  
<https://trends.collegeboard.org/sites/default/files/student-aid-2013-full-report.pdf>

**Week 7****Financing higher education – The role of loans****Assignments due: Final paper topic****Required readings:**

Somers, P., Hollis, J. M., & Stokes, T. (2000). The federal government as first creditor on student loans: Politics and policy. *Educational Evaluation and Policy Analysis*. 22(4), 331-339.

Hearn, J. C. & Holdsworth, J. M., (2004). Federal Student Aid: The Shift from Grants to Loans. In E. P. St. Johns & M. D. Parsons (Eds.) *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press., Chapter Three. (on CANVAS)

Dillon. E. (2007, May). Leading Lady: Sallie Mae and the Origins of Today's Student Loan Controversy. Education Sector.

([http://www.educationsector.org/usr\\_doc/SallieMae.pdf](http://www.educationsector.org/usr_doc/SallieMae.pdf))

Eberly, J.C. (2010). Comment on "Guaranteed versus Direct Lending: The Case of Student Loans". In D. Lucas (Ed.). *Measuring and Managing Federal Financial Risk*. National Bureau of Economic Research.

(<http://www.nber.org/chapters/c3076.pdf>)

**Recommended readings:**

Congressional Budget Office (2013). Options to Change Interest Rates and Other Terms on Student Loans.

<http://www.cbo.gov/sites/default/files/cbofiles/attachments/44318-StudentLoans.pdf>

Hillman, N. H. (2014). College on Credit: A Multilevel Analysis of Student Loan Default. *The Review of Higher Education*, 37(2), 169-195

College Board (2013). *Trends in Student Aid, 1983-2013*. pp. 17-18

<https://trends.collegeboard.org/sites/default/files/student-aid-2013-full-report.pdf>

**Analyzing federal policy in postsecondary education**

Using NCES datasets to analyze federal policy and postsecondary student outcomes: Examples

**Spring Break – no class****Week 8****Financing higher education – The federal role: Tax policy****Assignment due: Outline of final paper****Required readings:**

Silliman, B. R. (2000). Federal tax policy in the making: 32 years to enact college tuition tax credits. *Review of Business*. 23(1), 38-43.

Pike, A. D. (2007). No wealthy parent left behind: An analysis of tax subsidies for higher education. *American University Law Review*. 56(5), 1229-1260.  
(on CANVAS)

Recommended readings:

Jackson, P. J., (2006). An overview of tax benefits for higher education expenses. *Congressional Research Service - The Library of Congress*.  
([http://assets.opencrs.com/rpts/RL32554\\_20060117.pdf](http://assets.opencrs.com/rpts/RL32554_20060117.pdf))

Government Accountability Office (GOA) Report to the Committee on Finance, U.S. Senate. (2012, May) HIGHER EDUCATION Improved Tax Information Could Help Families Pay for College. GAO-12-560 (<http://files.eric.ed.gov/fulltext/ED533006.pdf>)

**Analyzing federal policy in postsecondary education**

Examples

**Week 10**

**Federal financial aid: Implications for college access and persistence**

**Assignment due: Analytic paper # 3**

**Required readings:**

Gilbert, C. K. & Heller, D. E. (2013). Access, Equity, and Community Colleges: The Truman Commission and Federal Higher Education Policy from 1947 to 2011. *The Journal of Higher Education*, 84(3), 417-443.

Curs, B. R., Singell, L. D. & Waddell, G. R. (2007). Money for Nothing? The Impact of Changes in the Pell Grant Program on Institutional Revenues and the Placement of Needy Students. *Education Finance and Policy*, 2(3), 228-261.

Dowd, A. & Coury, T. (2006). The Effect of Loans on the Persistence and Attainment of Community College Students. *Research in Higher Education*, 47(1), 33-62.

Turner, N. (2011). The Effect of Tax-Based Federal Student Aid on College Enrollment. *National Tax Journal*, 64(3), 839-862.

Long, B. T. (2007). Do Loans Increase College Access and Choice? Examining the Introduction of Universal Student Loans. Boston, MA: New England Public Policy Center at the Federal Reserve Bank of Boston, NEPPC Working Paper 07-1.  
(<https://bostonfed.org/economic/neppc/wp/2007/neppcwp0701.pdf>)

Recommended readings:

Burman, L. E. et al., (2005, August). The Distributional Consequences of Federal Assistance for Higher Education: The Intersection of Tax and Spending Programs. The Urban-Brookings Tax Policy Center. Discussion Paper No. 26.

Cellini, S. R. (2010). Financial Aid and For-Profit Colleges: Does Aid Encourage Entry. *Journal of Policy Analysis and Management*, 29(3), 526-552.

Wei, C.C., & Horn, L. (2002). *Persistence and attainment of beginning students with Pell grants* (NCES 2002-169). Washington, DC: U.S. Department of Education.

Seftor, N. S. & Turner, S. E. (2002). Back to school: Federal student aid policy and adult college enrollment. *The Journal of Human Resources*. 37(2), 336-352.

**Analyzing federal policy in postsecondary education: Examples**



**Week 11 Federal support for research**

**Required readings:**

Matthews, C. M. (2012, October). Federal Support for Academic Research. Congressional Research Service  
<https://www.fas.org/sgp/crs/misc/R41895.pdf>

Wu, Y. (2013). The cross-state distribution of federal funding in the USA: The case of financing academic research and development. *Science and Public Policy*, 4 (3), 316-326.

Payne, A. A. (2003). The effects of Congressional appropriation committee membership on the distribution of federal research funding to universities. *Economic Inquiry*. 41(2), 325-345.

Recommended reading:

Slaughter, S. (1998). Federal policy and supply-side institutional resource allocation at public research universities. *The Review of Higher Education*. 21(3), 209-244.

**Week 12 Federal support for minority institutions**

**Required readings:**

Wolanin, T. R. (1998). The federal investment in minority-serving institutions. *New Directions for Higher Education*, 1998(102), 17-32.

**The federal government and higher education desegregation**

**Required readings:**

Conrad, C. F. & Weerts, D. J., (2004). Federal Involvement in Higher Education Desegregation: An Unfinished Agenda. In E. P. St. Johns & M. D. Parsons (Eds.) *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press, Chapter Four (on CANVAS).

Recommended readings:

Brown II, C. M., Butler, J. L., & Donahoo, S., (2004). Desegregation and Diversity. In E. P. St. Johns & M. D. Parsons (Eds.) *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press, Ch. 6

**Analyzing federal policy in postsecondary education: Examples**

**Week 13 Reauthorization of the Higher Education Act (HEA) of 1965**

**Assignment due: Presentation of recommendations for reauthorization of the HEA**

**Required readings:**

Carey, K. & Kelly, A. P. (2011). The Truth Behind Higher Education Disclosure Laws. Education Sector/American Enterprise Institute.  
[http://www.aei.org/files/2011/11/07/-truthhigherdisclosurelaws\\_185621335060.pdf](http://www.aei.org/files/2011/11/07/-truthhigherdisclosurelaws_185621335060.pdf)

Recommended reading:

The Higher Education Act of 1965

[http://www.house.gov/legcoun/Comps/HEA65\\_CMD.pdf](http://www.house.gov/legcoun/Comps/HEA65_CMD.pdf)

**Analyzing federal policy in postsecondary education:** Examples

**Week 14**      **Federal policy and higher education – Costs, Benefits, and Accountability**

**Required readings:**

**The Obama Administration's and higher education**

**Week 15**      **Federal policy and the future of higher education**

**Assignment due:**

**Final paper presentations due**

**Week 16**      **Final Paper due**

It is expected that all students will be in attendance to present and be part of the audience. The presentation should take no more than **12 minutes**. Please submit a hard copy of the presentation to me.

**Class evaluations**

**If you have not already done so, complete the course evaluation at:**

**[www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)**

**Farewells**

**Course requirements:**1. **Reviews** – 10% of final grade

Students are expected to prepare and present materials delineated in the course content section of the syllabus. The reviews will be assigned during the first class meeting. These reviews should be prepared as if you are the course instructor responsible for educating the class on the content. An approximately 2-3 page (no more than 3 pages) supporting document will be made available to the class and should include appropriate references to pertinent research. The review will be presented orally during the week the topic appears on the syllabus and a hard copy of the supporting document should be submitted to the instructor.

2. **Analytic papers (3)** – 15% of final grade

Each student is expected to complete three 2-3 page (**no more than 3 pages**) analytic papers. The papers must include a cover page that has a substantive title, your name, course, and date. A copy of the paper must be submitted to the instructor, via Canvas. Each analytic paper will explore in further detail and provide a **critical analysis [not a mere description or personal opinion]** of a topic addressed in the required readings assigned for the date the paper is due. Students are encouraged to also draw on the recommended readings and related higher education literature. Each analytic paper will be graded on their content, clarity, coherence, cohesion, and concision.

3. **Recommendations for the HEA reauthorization** – 25% of final grade

Working in teams, students are expected to develop and present recommendations to the 1965 Higher Education Act (HEA). The recommendations should be made as if it is coming from senior staff to the U.S. House Sub-Committee on Higher Education and Workforce Training. The House sub-committee is chaired by Virginia Foxx (R-NC). Another set of recommendations should be made as if it is coming from senior staff to the U.S. Senate Committee on Health, Education, Labor, and Pensions (HELP). The HELP Committee is chaired by Lamar Alexander (R-TN). The recommendations could include new programs, changes to programs, new policies, and policy changes. The recommendations should also include the costs estimates of changes to the HEA.

4. **Final paper** – 45% of final grade

For the final paper, students have two choices: (A) scholarly literature review or (B) federal policy research paper.

A. Student may choose to complete a **scholarly literature review** paper that involves an analysis and synthesis of the literature pertaining to a topic in higher education federal policy. Students are expected to submit a one-page overview of their topic to the instructor for approval prior to beginning writing. The format of the paper should resemble articles from scholarly journals (e.g., *Journal of Higher Education*, *Research in Higher Education*, *Review of Higher Education*), be 20-25 pages in length (excluding references), double-spaced 12 point Times New Roman font, and use the most recent APA editorial style. The papers must include a cover page that has a substantive title, your name, course, and date. Papers must include an abstract summarizing the entire paper in 75 words or less. The paper should include a description of the significance of the issue addressed, a statement of the problem examined, a **critical review and synthesis of the literature**, and implications for policy or future research. The paper will be evaluated on quality, content, clarity, cohesion, and coherence. A hard copy of the final version of the literature review paper is due at the last class session. The scholarly literature review should reflect the format of a journal article and, therefore, include the following:

1. Abstract (no more than 75 words) – separate page
2. Brief description of the problem, context, and background
3. Purpose of the scholarly literature review

4. Theoretical perspectives or conceptual models in the literature
5. Themes, similarities, and contradictions in the literature
6. Limitations and gaps in the literature
7. Conclusions
8. Recommendations for future research

or

B. Working in research teams of two or individually, students may choose to complete a higher education **federal higher education policy research** paper. The topic for the final paper must be submitted in writing to the instructor for approval. For the policy research paper, you will design and complete a quantitative study that addresses a higher education federal policy-relevant question or set of questions. Purely descriptive papers (e.g., types of federal student financial aid) are **not acceptable**. The results of the analysis are to be presented in a 15-20 page paper (not including references, figures, and tables) that can be submitted for presentation consideration at a professional conference. The policy research paper should reflect the format of a journal article and, therefore, include the following:

1. Abstract (no more than 50 words) – separate page:
2. Brief description of the problem, context, and background
3. Purpose of the study
4. Theoretical framework or conceptual model
5. Research design
  - a. research question(s)
  - b. description of the data
  - c. list of the variables and sources
  - d. description of the method
  - e. limitations of the study
6. Results
7. Conclusions and implications for policy
8. Recommendations for future research
9. Tables and Figures (if needed)

The policy research paper, the figures and tables should adhere to the most recent *APA Publication Manual*. Students who choose to complete a policy research paper should not take the time to conduct a comprehensive literature review. However, if students happen to have knowledge of relevant literature, they should feel free to cite it. You may work on the policy research paper individually or, with the permission of the instructor, in teams of two. The format of the paper should resemble articles from scholarly journals, be 15-20 pages in length (excluding references), **double-spaced**, 12-point Times New Roman font, and use the most recent APA editorial style. The paper must include a cover page that has a substantive title, your name(s), course, and date as well as a separate abstract page of no more than 50 words in length. The papers will be evaluated on quality, content, clarity, cohesion, and coherence.

5. **Review paper presentation** – 5% of final grade

Each student will present a brief (12-minute) summary of his or her paper to the class and respond to questions from class members. (See class schedule for due date.) A hard copy of the presentation must be submitted to the instructor.

**Grading**

This course will follow a plus/minus grading scheme as follows:

<b>A+</b>	<b>100-97</b>
<b>A</b>	<b>96-93</b>
<b>A-</b>	<b>92-90</b>
<b>B+</b>	<b>89-87</b>
<b>B</b>	<b>86-83</b>
<b>B-</b>	<b>82-80</b>
<b>C+</b>	<b>79-77</b>
<b>C</b>	<b>76-73</b>
<b>C-</b>	<b>72-70</b>
<b>D</b>	<b>69-65</b>
<b>F</b>	<b>&lt; 65</b>
<b>IN</b>	<b>Incomplete</b>

Students will not be penalized because of their religious beliefs and observances. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. Students should inform the instructor of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

**ACADEMIC INTEGRITY**

All students are expected to abide by the code of academic integrity throughout this course and all other courses offered at the University of Maryland. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Dean of the Graduate School (or designee). For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the University of Maryland Honor and Honor Pledge on the web at: [www.jpo.umd.edu/aca/honorpledge.html](http://www.jpo.umd.edu/aca/honorpledge.html). Students who have questions about the code, or their obligations under the code, should contact the Honor Council at 301.314.8450.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact the instructor as soon as possible. The instructor will then consult with the Department Chair and Dr. Jo Ann Hutchinson, at Disability Support Services (301.314.7681), who will make arrangements with the student to determine and implement appropriate academic accommodations.

**COURSE EVALUATION**

Students are strongly encouraged to complete the course evaluation at the following website: [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu). Starting Tuesday, April 27 through Wednesday May 12, you can go directly to the website to complete your evaluation. Participation in the evaluation of the courses is a responsibility you hold as a student member of the University academic community. Your evaluation is confidential and important to the improvement of teaching and learning at the University.