PUAD 5260/4600: Managing for Social Equity
Course Syllabus
Spring 2024

School of Public Affairs
University of Colorado Denver

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Office hours: By appointment, in person or via Zoom

Class days/times: Fully online (asynchronous)

<u>COURSE DESCRIPTION</u>

Public administrators, nonprofit leaders, and policy makers are often tasked with developing strategies to achieve social equity or to improve equity in organizations; this course will guide students through defining, measuring, evaluating, and effectively responding to these public demands for increasing equity. Discussion and topics covered include the tensions and opportunities that arise when considering equity alongside the other public administration pillars of effectiveness, efficiency, and economy; the role and importance of identities and intersectionality in public service; managing organizational nervousness; social equity and representative bureaucracy; budgeting with an equity lens; social equity and governance networks; among other topics studied in the context of diverse policy arenas.

<u>TEACHING PHILOSOPHY, COURSE GOALS & LEARNING OBJECTIVES</u>

My teaching philosophy is centered in the notion of equity, which guides all my academic work and is influenced by my own struggles –and privileges– as a cisgender male, Latinx immigrant in U.S. academia. Consequently, I approach teaching as a process that must acknowledge and embrace the diversity of individual identities, while critically assessing the structural factors that affect these identities. In doing so, my goal is to provide students with a meaningful and inclusive learning experience.

This course is aimed to equip students with a deep understanding of the social equity perspective, as developed both theoretically and in practice in the contemporary public administration literature, mainly but not exclusively in the U.S. For public organizations and society at large, managing for social equity is important as it promotes good governance in democratic contexts (Blessett et al., 2019). At the individual level, managing with a social equity lens contributes to developing the five 'universal competencies' of public administrators identified by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). These competencies are: "(1) to lead and manage in the public interest; (2) to participate in, and contribute to, the policy process; (3) to analyze, synthesize, think critically, solve problems and make evidence informed decisions in a complex and dynamic environment; (4) to articulate, apply, and advance a public service perspective; and (5) to communicate and interact

productively and in culturally responsive ways with a diverse and changing workforce and society at large" (NASPAA's Commission on Peer Review and Accreditation, 2019, p. 5). Similarly, the University of Colorado Denver School of Public Affairs has a predefined set of competencies and sub-competencies for students to develop throughout its programs. In line with those competencies, this course has the following learning objectives and relevant course activities for PUAD 4600 and PUAD 5260:

Table 1. Learning Objectives and Course Activities, PUAD 4600 and PUAD 5260

Learning objectives (PUAD 4600)	Relevant course activities
Build the skills necessary to analyze information, think critically, and problem solve effectively in a public service environment	Through course readings, lectures and assignments, students will learn to use and apply the social equity framework to critically analyze the causes and consequences of social inequities and propose feasible solutions to address them.
Gain an appreciation for the issues related to diversity, cultural awareness, and sensitivity to diverse values and differences and develop the aptitudes and skills to promote inclusiveness	Course readings and assignments will provide an opportunity for students to learn about cultural competency, the role of identities and intersectionality in public service, diversity, inclusiveness, among other key aspects of social equity in public administration.
Develop effective oral and written communication skills in the context of public service organizations and activities	Discussion boards and written assignments will allow students to practice and enhance their written communication skills in the context of public service
Strengthen awareness of the democratic values and ethical concerns applicable to government and nonprofit organizations and develop aptitudes and skills to act ethically	Course materials and assignments will allow students to understand and value the connection between democracy, fairness, and justice with social equity, and to develop the skills and aptitudes to instill an equity perspective in governmental and non-profit organizations.
Learning objectives (PUAD 5260)	**Relevant course activities**
Analyze, synthesize, think critically, solve problems and make decisions, meaning the student is able to: • Locate and critically assess, review, and understand relevant research • Use data and apply ethical lenses, different perspectives and assumptions to generate	Through course readings, lectures and assignments, students will learn to use and apply the social equity framework to critically analyze the causes and consequences of social inequities and propose feasible solutions to address them.

decisions among alternatives	Discussion boards and writing assignments will allow students to understand and critically use contemporary research on social equity. Writing assignments will allow students to apply the ethical aspects of the social equity perspective to propose potential solutions to inequities in diverse policy arenas.
Communicate and interact productively with a diverse and changing workforce and citizenry, meaning the student: • Understands, values, honors and engages with workforce and citizenry with diverse backgrounds and viewpoints • Understands how privilege and bias affect decision-making in public service and has developed skills and tools to counter those biases • Is able to communicate effectively in writing for a variety of audiences	Course readings and assignments will provide an opportunity for students to learn about cultural competency, the role of identities and intersectionality in public service, diversity, inclusiveness, among other key aspects of social equity in public administration. By examining power structures that have historically shaped inequities and the social construction of individual and collective identities, course materials and assignments will allow students to better understand the role of privilege and bias in public service. Discussion boards and written assignments will allow students to practice and enhance their written communication skills in the context of public service

COURSE MATERIALS

Video lectures
Every week, the instructor will post a 10-15-minute-long video lecture in Canvas. These lectures do not substitute the required reading materials for the class, but provide contrasting viewpoints, reinforce key concepts, and/or offer further considerations on the week's topic. Thus, it is expected that students watch all the lectures in addition to reading the assigned materials.

Class readings and optional books
This class relies on a carefully curated selection of readings and other materials that will be made available to students on Canvas. Additionally, the following books are complementary and optional resources for this course. YOU ARE NOT EXPECTED TO BUY THEM, unless you want to do so.

Gooden, S. T. (2014). *Race and Social Equity: A nervous area of government*. Routledge. (Printed copy and online version available at Auraria library).

Guy, M. E., & McCandless, S. A. (Eds.). (2020). *Achieving Social Equity: From Problems to Solutions*. Irvine, CA: Melvin & Leigh Publishers. (Printed copy available at Auraria library)

Johnson, R.G., III, & Meyer, S. J. (Eds.) (2022). *Lessons in social equity: A case study book*. Birkdale Publishers.

Additional online resources on social equity

– Advancing Equity and Racial Justice Through the Federal Government
www.whitehouse.gov/equity/

– Department of Personnel & Administration (DPA) of the State of Colorado. Resources on Equity, Diversity, and Inclusion. https://dpa.colorado.gov/about-us/edi

– Journal of Social Equity and Public Administration, JSEPA.
https://jsepajournal.org/index.php/jsepa

– Justice, Equity, Diversity, and Inclusion Initiative: A Select Reading List. Programs of Public Affairs, University of Utah. https://publicaffairs.utah.edu/jedi_reading_list.php

– Local and Regional Government Alliance on Race and Equity, GARE.
https://www.racialequityalliance.org/tools-resources/

– National Academy of Public Administration, NAPA. Standing Panel on Social Equity in Governance. https://napawash.org/working-groups/standing-panels/social-equity-in-governance

– Othering and Belonging Institute. University of California Berkeley.
- Racial disparities dashboard: https://belonging.berkeley.edu/racial-disparities-dashboard
- The structural racism remedies repository:
https://belonging.berkeley.edu/structural-racism-remedies-repository

ACTIVITIES AND ASSIGNMENTS

Introduction video   *(5 points)*
Due January 17th

During the first week of the semester, you must post an introduction video on Canvas, which should include: your name, pronouns, current location, career interests, experience with public policy and public administration (if any), and what you would like to learn from this course. Also include something interesting and/or fun that you would like to share about yourself. This activity will be graded considering how many of the elements noted above you effectively address in your video.

If for any reason you do not feel comfortable recording and sharing a video with the class, you can answer the questions above through a post in Canvas.

Interactive Discussion Boards (IDBs)   **(10*4 = 40 points)**
Due: Ongoing (See course schedule)

Your meaningful and regular participation throughout the semester is fundamental for a successful and enriching class. During ten weeks of class, we will use Canvas to have discussions related to the course readings, other materials, and your own experiences, when

applicable. You can earn up to 4 points in each Interactive Discussion Board (IDB), for a maximum of 40 points total.

Each week, you need to write at least three posts. On Monday, the Instructor will post a question on the week's topic. You need to write:
- One post by Wednesday, fully addressing the prompt
- One post by Friday, responding to at least one post from classmates
- One more post by Sunday, providing a response to other students' and/or the instructor's questions and/or comments addressed to you.

All your posts are due by 11:59 p.m. MST on Wednesdays, Fridays and Sundays of the weeks specified in the course schedule on page 8 below. Posts should fully address the prompts posted by the instructor and should be:
- Thorough but succinct
- Relevant/meaningful to the topic
- Respectful/professional
- Critical/analytical (that is, they provide an analysis in addressing the question)
- Understandable/readable
- Clearly connected to the readings, lectures, and other class materials, including citations when appropriate (see note below)
- Provide evidence or support for claims
- Experience-based, where and when applicable

You do not need to include a reference list unless you are citing sources beyond the required readings/materials. But please do make sure to cite your sources in your posts following APA style citation guidelines. Resources on writing and APA citation style are provided later in this syllabus.

Students will earn points by:
- Fully addressing the question(s) posed
- Including the above substantive criteria
- Commenting on at least one post from classmates
- Being responsive to questions/comments addressed to you

🤖 📝 **IDB 2.0** 📝 🤖

Once during the semester on a rotating basis, you will be asked to use ChatGPT (or any other Artificial Intelligence text generator of your preference) to answer the prompt of the IDB for that week. Then, you will record and upload a short video (or write a post) summarizing and assessing the outcome generated by the AI tool. For this activity, you must answer the following questions: Which tool did you use and what are the main points of the response? Does the response fully and accurately answer the prompt? That is, are the claims and/or data of the response <u>factually correct</u>? How similar or different are the arguments made by the AI tool to those reviewed in class? (Make sure to contrast the AI output with other reliable sources, including class readings and materials!).

This activity will substitute for your participation in that week's IDB. I highly encourage you to watch/read and comment on the IDBs 2.0 posted by your classmates on a regular basis!

Written Assignments PUAD 5260 and PUAD 4600
During the semester, we will develop three writing assignments to demonstrate the theoretical knowledge of the social equity perspective in public administration, and the ability to apply that knowledge to a real-world problem. For these assignments we will assume that you have been hired as a consultant by a governmental or nonprofit organization. You are tasked with identifying and making the case for a social equity problem of your interest, and developing an equity-oriented solution –or analyzing an already existing one– to tackle that problem.

To that end, we will employ Gooden's (2014) *Naming, Blaming,* and *Claiming* framework. This means that the three papers are connected, with the first paper (*naming*) serving as a basis for the following two assignments (*blaming* and *claiming* papers). Thus, I strongly encourage you to start working on the first written assignment as early as possible. DO NOT HESITATE TO REACH OUT TO ME to discuss your ideas and/or ask questions on these assignments.

Students enrolled in PUAD 5260 must follow all the instructions below and complete the totality of the assignments accordingly (both, black and <u>orange underlined text</u>). Students enrolled in PUAD 4600 must complete just the sections of the assignments marked in orange underlined text below.

Note that I am not requesting a minimum number of pages for these assignments. I am more interested in the quality of your work, but please make sure that you follow the instructions and address all requested items.

First paper. *Naming* (15 points)
Due: February 15th

For this assignment you must identify and analyze an inequity or social equity problem that you are interested in working with throughout the semester. In this paper you must:
- Identify and describe the problem
  - State why the selected issue is important to you
  - State why the selected issue is –or should be– considered a social equity problem
    - Why is this something that governments, nonprofits and/or society at large should care about from an equity perspective? In other words, why is this an unjust or unfair situation, and for whom? (Make sure to refer to and properly cite at least one of the definitions of social equity from class's readings)
    - Are there any groups or individuals more affected than others due to their racial or ethnic background, gender, national origin, disability status, and/or any other identity? If so, which ones? (Use data and other evidence available to support your claims)
- Analyze your problem from an equity perspective
  - Use Johnson and Svara's (2011) framework to analyze your selected problem. Is the issue mainly about procedural fairness, access, quality, or outcomes, or is it a combination of two or more of these four dimensions?

Second paper. *Blaming* **(15 points)**
Due: March 13th

For this second paper you must identify and discuss in detail the cause or causes of the problem you selected in your Naming paper before. Therefore, you must state:
- o   What is causing the problem?
- o   Which structural factors (i.e., power structures, historical reasons, socioeconomic systems, etc.) may be shaping the problem and how? Are these factors interrelated? If so, in which ways?
- o   What is the role of the structural factors that you identified with the identities of the more severely affected groups that you documented in your first paper?
- o   Can Gooden's nervousness framework and principles to conquer nervousness be helpful in discussing the problem's causes (blaming)? If so, how?

Third paper. *Claiming* **(15 points)**
Due: April 24th

For this final paper you must develop a solution to the social equity problem that you previously identified and analyzed in your *Naming* and *Blaming* papers. Hence, here you should:
- Describe your proposal in detail. Is it a program, an administrative process, a legal reform, etc.? How would your proposal increase equity and in which specific dimensions (procedural fairness, access, quality, outcomes, a combination and/or all of them)?
- Discuss how your proposed solution would integrate and employ at least three of the following concepts reviewed in class:
- o   Identities and intersectionality
- o   Cultural competency
- o   Organizational nervousness
- o   Diversity and Inclusion
- o   Administrative rulemaking
- o   Budgeting
- o   Governance networks
- Assess your proposal in terms of effectiveness, efficacy, and economy. Is the expected increase in equity at the expense of any of the 'three E's'?
- Finally, consider two potential challenges to your proposal. For example, budgetary restrictions, political feasibility, lack of data, etc. What would you recommend the organization that hired you to do about those challenges?

Final presentation **(10 points)**
Due: May 1st
Prepare and virtually deliver a ten-to-fifteen-minute-long PowerPoint presentation, summarizing the content of your three papers. Identify your problem (naming), analyze its causes (blaming) and summarize your proposed solution (claiming). Upload your presentation to Canvas by May 1st, and check out and comment on your classmates' presentations.

🫀🤖 **Extra-credit opportunity. Robot or human?** 🫀🤖   **(3 points)**
Online education poses several challenges, among them the 'distance' between Instructors and students due to the nature of asynchronous classes. Sometimes, and with the impressive recent developments on artificial intelligence, this can feel like interacting with a 'bot.'

This extra-credit opportunity is designed for you to virtually meet your very human Instructor to discuss your expectations and address any questions you may have about the class. I highly encourage you to also use this opportunity to talk with me about your policy interests and the social equity problem that you are planning on studying this semester.

Pick a date and time to schedule a Zoom meeting with me here. This extra-credit opportunity is available until February 4th.

COURSE SCHEDULE

Week and Dates	Topics	Readings and Assignments
W1 Jan 16 – Jan 20	Course overview and Introductions	🤓📖 **Required readings** – The class Syllabus – For real, read it! – McCandless, 2021. (Accountability for Social Equity) 🖊 **Post your introduction video on Canvas by January 17th**
W2 Jan 21 – Jan 27	What is social equity and why it matters?	🤓📖 **Required readings** – Frederickson, 1990. Public Administration and Social Equity) – McCandless and Guy, 2020. The Social Equity Imperative **Optional reading** – Moloney and Lewis, 2023. The Flawed Foundations of Social Equity. **Interactive Discussion Board, IDB 1**
W3 Jan 28 – Feb 03	The past, present and future of social equity in public administration	🤓📖 **Required readings** – Yu et al. 2023. Social Equity in Public Administration: Past, Present, and the Future. – Blessett et al. 2019. Social Equity in Public Administration. **Optional readings** – Gooden, 2015. PAR's Social Equity Footprint – Stivers et al., 2023. Beyond Social Equity. **IDB 2**
W4 Feb 04 – Feb 10	Balancing the 'four E's': Equity, Effectiveness, Efficiency and Economy.	🤓📖 **Required readings** – Norman-Major, 2011. Balancing the Four E's. – Wooldrige and Bilharz, 2017. The Fourth Pillar. **Optional reading** – Glaser, 2012. Social Equity and the Public Interest. **IDB 3**

W5 Feb 11 – Feb 17	Identifying and operationalizing social equity	🤓📖 **Required readings** – Johnson and Svara, 2015. Social Equity and American P.A. – Gooden, 2014. Nervousness in public sector organizations 👩‍💻📩 ***Naming* paper due by 11:59 p.m. MST, on Feb. 15th**
W6 Feb 18 – Feb 24	Identities and Intersectionality in public service (1/2)	🤓📖 **Required readings** – Portillo et al. 2023. Identity in Public Administration – Heckler and Starke, 2020. At the intersection of identities 👀 **Optional Ted Talk** – Kimberlé Crenshaw: The urgency of intersectionality **IDB 4**
W7 Feb 25 – Mar 2	Identities and Intersectionality in public service (2/2)	🤓📖 **Required readings** – Blessett, 2023. Black Women Being Knew – Trochmann, 2021. Identities, Intersectionality, and Otherness **Optional readings** – Blessett, 2020. Rethinking the Administrative State. – Whitebread et al. 2022. Quantitative intersectionality **IDB 5**
W8 Mar 3 – Mar 9	Cultural competency, diversity, equity and inclusion.	🤓📖 **Required readings** – Norman-Major and Gooden, 2012. Cultural competency for public administrators – McCandless et al. 2022, A long road: Patterns and Prospects for Social Equity **Optional readings** – Lopez-Littleton and Blessett, 2015. A Framework for Integrating Cultural Competency – Rice and Mathews, 2012. A New Kind of Public Service Professional **IDB 6**
W9 Mar 10 – Mar 16	Addressing organizational nervousness	🤓📖 **Required readings** – Gooden, 2014. Principles for conquering nervousness – Nelson and Brooks, 2015. Racial Equity Toolkit 👩‍💻📩 ***Blaming* paper due by 11:59 p.m. MST, on March 13th**
W10 🌱🌻 Mar 17 – Mar 23	Spring Break	Spring Break. No class!
W11 Mar 24 – Mar 30	Representative Bureaucracy and Social Equity	🤓📖 **Required readings** – Meier, 2023. Representative Bureaucracy and Social Equity – Riccucci and Van Ryzin, 2016. Representative Bureaucracy: A Lever to Enhance Social Equity **IDB 7**

Week	Topic	Readings/Assignments
W12 Mar 31 – Apr 6	Administrative strategies to advance social equity	🤓📖 **Required readings** – Bearfield et al. 2023. Dismantling Institutional and Structural Racism – Trochmann, 2020. How administrative rulemaking can advance social equity. **Optional reading** – Menendian, 2023. <u>Advancing Racial Equity</u> **IDB 8**
W13 Apr 7 – Apr 13	Budgeting with an equity lens	🤓📖 **Required readings** – McDonald III & McCandless, 2021. Incorporating Social Equity [in Public Budgeting]. – Rubin and Bartle, 2023. Equity in Public Budgeting **Optional reading** Martinez Guzmán et al., 2023. Towards inclusive public administration systems **IDB 9**
W14 Apr 14 – Apr 20	Social equity and governance networks: polycentricity and collaborative management	🤓📖 **Required readings** – Stokan et al. 2022. Fifty years as the fourth pillar – Perikangas et al. 2023. Ensuring social equity through service integration design **Optional readings** – Ford, 2021. Considering social equity in a New Public Management reform. – Cepiku, 2021. Equity in Public Services **IDB 10**
W15 Apr 21 – Apr 27	A comparative approach to the study and practice of social equity	🤓📖 **Required readings** – Johansen, 2019. In Search of a More Global Definition of Social Equity – Gooden, 2023. Social Equity in Public Administration: A Global Challenge **Optional readings** – Johansen 2019, Toward a More Global Conceptualization of Social Equity. – Blanco, forthcoming. Whiteness, *Mestizaje* and Social Equity 👩🏽‍💻 📩 *Claiming* paper due by 11:59 p.m. MST on April 24th
W16 Apr 28 – May 4	Final presentations	- Use this week to finish and submit your Claiming paper assignment. **Final presentation due by May 1st** **Congratulations. You are done!** 🥳

LEVEL OF EFFORT

There is an expectation that the equivalent of in-class time will be spent viewing video-lectures and reading and responding to other students (in addition to completing assignments and reading/preparing for class). There is also an expectation of quality work from all students. The expectation is that students are experienced in writing, capable of developing and producing the content requested of each assignment and can meet deadlines for assignments at this level. You will be graded on all aspects of your performance including clarity of your ideas and arguments, timeliness, spelling, grammar, logic, formatting, and use of the APA citation style.

SUMMARY OF ASSIGNMENTS AND GRADING POINTS

Assignment	Points Possible
Introduction video	5
First paper (*Naming*)	15
Second paper (*Blaming*)	15
Third paper (*Claiming*)	15
Interactive Discussion Boards (4*10)	40
Final presentation	10
TOTAL	100

GRADING SCALE

Grade	*Points*
A	94 –100
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	64 – 66
D-	60 – 63
F	< 59

COURSE POLICIES AND PROCEDURES

I.   Submitting Assignments: Written assignments must be submitted using the Assignments tab and the "attach a file" feature. ALL written assignments must be submitted and

attached as a complete paper. DO NOT cut and paste your assignment into the dialog box. Assignments WILL NOT be accepted via email.

All written assignments must be submitted as a complete paper in the form of an attached file that can be accessed using MS-Word or PDF, if appropriate. Unless stated otherwise, all assignments should adhere to the following format guidelines:
•   APA writing and citation format (7th Edition),
•   1-inch margin on all sides (sides, top and bottom),
•   12 points Times New Romans font style.

II.   Late submission policy: With a little bit of planning on your end, the course's activities can be completed and submitted in a timely fashion**.** However, I understand that things can come up, so I will accept up-to-two-days late submissions, with the following deductions on the grades obtained: One day late (from 0 to 24 hours after the deadline), -15% of total possible points; Two days late (after 24 and up to 48 hours after the deadline), -30% of total possible points. This means that an assignment worth 10 points submitted one day late will automatically have a 1.5-point deduction. If that assignment is submitted two days late, the deduction will be 3 points.

IMPORTANT NOTE: This late submission policy does not apply to the final written assignment, where no late submissions will be accepted.

III.   Grades of Incomplete: Incompletes are rare and are not used simply because a student gets behind on work. The current university policy concerning incomplete grades will be followed in this course.

IV.   Communication Policy: All written communication will be by University email. The university periodically makes updates to its malware. Using University email increases the likelihood that communications are not marked as spam. Please be sure to include "PA 5260" or "PA 4600" accordingly, in the subject line of your email. Under normal circumstances, students can expect a response within 24 hours.

V.   Artificial Intelligence (AI) tools: In this class, the use of Artificial Intelligence (AI) text generators is **allowed exclusively for the assignments and activities specified in this Syllabus.** The unauthorized use of AI will be considered an act of academic dishonesty.

When using AI in your work, you must follow four rules: (1) Informed use, being aware of how the system works, including knowing its risks and limitations; (2) Transparent use: always reporting when and how you used AI; (3) Ethical use: do not credit yourself for the work created by AI tools; and (4) Responsible use: always check the outcomes of AI text generators against reliable sources, and never enter confidential or personal information when making queries. (Adopted from Guidelines for the Use of Artificial Intelligence in University Contexts, by Dr. Juan David Gutiérrez)

VI.   Diversity and Inclusion: "You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Atheist, Secular Humanist, Pagan, follow some other belief system, or adhere to no organized belief system at all. You belong here if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or

undocumented. You belong here if you are a person of color, or white, or perceived to be white, or if you are of mixed racial/ethnic heritage, or if you are perceived to be other identities that you aren't. You belong here if you have an exceptionality or disability, if you have intellectual, cognitive, or emotional disabilities or if you are neurotypical. You belong here if you identify as gender nonconforming or LGBTQ, or if you're still learning what some of those letters mean. You belong here no matter what language you grew up speaking. You belong here regardless of your political affiliation, or if you don't have one. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here to learn.

As the instructor for this course, I will try hard to ensure you and your classmates always remember that you belong here, and to ensure you and your classmates feel welcome and valued. I expect all members of this class to do the same. Your decision to remain in this course will serve as your agreement to adhere to the commitments to diversity and inclusion outlined above." *(Adopted from Dr. Brenda Allen, University of Colorado Denver).*

VII.   Student Resources

The Student and Community Counseling Center is located in Tivoli 454 and provides cost-free and confidential mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the Center at http://www.ucdenver.edu/life/services/counseling- center or by calling 303556-4372.

The Loving Lynx Committee is a resource available for CU Denver students dealing with unanticipated events related (but not limited) to: accidents, medical or dental emergencies, natural disasters, and/or a need for temporary housing. If you are unsure if your situation constitutes as an unanticipated event, we encourage you to contact the Dean of Student's Office to discuss your situation. www.ucdenver.edu/life/services/DeanofStudents/Pages/Homeless-StudentInitiative.aspx

The CU Denver Food Pantry provides access to non-perishable food and personal care items for CU Denver students in need; all CU Denver students are welcome (must have current student ID). The CU Denver Food Pantry is located on the 3rd floor of the Lola & Rob Salazar Student Wellness Center. For more information, email foodpantry@ucdenver.edu.

The Campus Assessment, Response & Evaluation (CARE) Team was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the campus Assessment, Response & Evaluation (CARE) Team. The CARE team's purpose is to promote a safe productive learning, living and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at http://www.ucdenver.edu/life/services/CARE/Pages/default.aspx or call 303- 3523579.

Students are highly encouraged to take advantage of the University's Writing Center for written assignments in this course. More information can be found here: http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritin gCenter.aspx. The Writing Center offers one-on-one tutoring, free of charge.

VIII.   APA Style Guide to Electronic References, Seventh Edition
A comprehensive guide to APA citation style can be found in the Publication Manual of the American Psychological Association (7th edition), available at the Auraria library. Other great online and free sources on APA citation style are:
- Purdue Online Writing Lab - https://owl.english.purdue.edu/owl/resource/560/01/
- Cornell University Library - https://www.library.cornell.edu/research/citation/apa

UNIVERSITY POLICIES

I.   Access
The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303- 315-3510, Fax: 303-315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

II.   Academic Honesty

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook: www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

UC Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism. Please make your work you own, use proper citations, and act with integrity. I will deal with infractions on an individual basis, which could involve: 1) failing the assignment or rewriting the assignment for reduced points; 2) failing the course; and 3) further disciplinary action in coordination with school administration.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

III.   Nondiscrimination and Sexual Misconduct
The University of Colorado Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity/Title IX web site to understand the resources available to you or contact the Office of Equity/Title IX Coordinator (1-844-288-4853). http://www.ucdenver.edu/policy/TitleIX/Pages/default.aspx

IV.   Institutional Needs and the Office of Disabilities
The University of Colorado at Denver (UCD) welcomes and supports a diverse student body. The Disability Services Office (DSO) is the designated office that maintains disability-related documents, determines eligibility for academic accommodations, determines reasonable accommodations and develops plans for the provision of such accommodations for students attending UCD. The DSO will provide accommodations as mandated under the ADA and Section 504 of the Rehabilitation Act. If you have special instructional needs because of a disability, please visit the UCD DSO first and obtain the necessary documentation and instructions for the instructor. Next, make an appointment to see me and/or send me a detailed email no later than the second week of class so we can discuss and arrange proper accommodations to facilitate your educational processes and maximize your learning utilities.