

Point Loma Nazarene University
Department of History and Political Science

POLITICAL SCIENCE 441: ISSUES IN PUBLIC POLICY

Spring 2019
Course Time: Tues./Thurs. 10:00-11:45am
Course website: Canvas.pointloma.edu
Location: Colt 120

Instructor: Professor Amy Nantkes
Office: Colt Hall 118
Office Hours: Tues./Thurs. 12:30-1:30 (or by appointment)
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PLNU Mission

To Teach-To Shape-To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This seminar-format ¹course is designed as an introduction to the study of public policy in the United States. Broadly, “public policy” is what we get after we have conducted elections and inaugurated representatives; under the most common definitions, policy is what Congress writes, the President approves, and the courts interpret. In this course, we will discuss theories of public policy, approaches to the policymaking process, and some of the present-day social problems that our legislators are struggling to address with substantive policy initiatives. In doing so, we’ll look at the many institutions, structures, and people involved in policy design, implementation, and evaluation. Much of this conversation will occur through the lens of equality, liberty, and justice – in particular, we will ask: how can the policymaking process maximize these democratic ideals and produce a political system that maintains America’s democratic promise? Finally, this course will push us to move beyond policy theory and analysis and venture into the real world of policymaking and problem solving.

Course Readings

All readings are required, and textbooks are available at the bookstore. Articles and other readings are available on Canvas. Please bring your readings to class.

¹ “In a seminar course, students do assigned reading and then... grapple aloud with the ideas they’ve read. They learn to form arguments and support them with facts; they learn to communicate coherently and courteously with those who disagree” (Stanford Teaching Commons, 2018).

1. Kraft, M. E., & Furlong, S. R. (2018). *Public Policy: Politics, Analysis, and Alternatives*. Washington (D.C.): CQ Press. ISBN: 9781506358154
2. Greenan, S. (Ed.). (2019). *Issues for Debate in American Public Policy*. Washington (D.C.): CQ Press. ISBN: 9781544303970
3. Various articles, chapters, and pieces will also be assigned and posted on Canvas. They appear in the “schedule” section below.

Course Format and Expectations

This course will meet two times per week and, in order to maximize your learning process, it is in your best interest that you attend everyday. It is also essential that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. Class time activities will vary, but will often include a combination of lectures, discussion, group activities, writing, and videos.

Specifically, the course learning outcomes (CLOs) include the following:

- Students will demonstrate a keen understanding of the theoretical foundations of the academic field of American public policy studies.
- Students will evaluate and articulate the ways in which policy approaches, policy design, and policy outcomes collectively impact the American political system.
- Students will employ the vocabulary used to describe public policymaking in the United States.
- Students will critically analyze the power dynamics at work in public policymaking and policy outcomes.
- Students will analyze a contemporary policy issue, demonstrating policy domain and framework knowledge through papers and oral presentations.
- Students will engage in thoughtful, civil, and empirically-based discussions about particular policy areas in the current American political system.

And for political science majors, this course assesses the following **program learning outcomes** (PLOs):

- Develop an appreciation of the field of politics (PLO 1).
- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (PLO 3).
- Demonstrate social scientific information literacy (PLO 4).
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (PLO 6).

The Big Picture: Why Does This All Matter?

This course will have you actively applying – to real social problems – the theoretical concepts and approaches that dominate the field of American public policy studies. In doing so, the goal is to inspire you to become active political participants in the American policy process – as conscious observers, thoughtful commentators, dedicated problem solvers, and civil-minded activists. Whether or not you choose to pursue a career in public service, the goal is that you emerge from this course as an engaged citizen, eager to contribute to this country’s democratic tradition of collective problem-solving. Still not convinced? Consider this – the qualities just mentioned make you not only an “ideal citizen” but also

an ideal job candidate. Indeed, in a recent study of employers (business and non-profit leaders), 93% said that a college graduate’s “demonstrated capacity to **think critically, communicate clearly, and solve complex problems** is more important than [a candidate’s] undergraduate major.”² In addition, more than 75% of employers said they “want *more emphasis* on 5 key areas including: **critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings.**” This course aims to help you hone these skills and prepare you for the “real-world” of messy politics, fuzzy policies, grayish laws, deepening partisan polarization, enduring social problems, growing inequities, changing demographics, and a slightly apathetic and cynical populace.

Assignments

3-2-1 Reading Responses (11)

As a student of policy, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to each class session throughout the semester. Therefore, you will write brief 3-2-1 Reading Responses to support you in comprehension, critical thinking, and to bolster class discussion. These responses will be submitted before class on Canvas and will help you to be prepared for class and will drive our discussions of policy theory and process. A template is available on Canvas.

POL 441 Reading Response				
Name:				
Reading Topic:				
Date:				
3 Read what is assigned, then choose and describe the three most important aspects (concepts, issues, factual information, etc.) of the reading, justifying your choices.	1.	2.	3.	
	2 Identify two aspects of the reading you do not understand, and briefly discuss why these confusing aspects interfered with your general understanding of the reading. Put them in priority order.	1.	2.	
		1 Pose a question to the text's author, the answer to which should go beyond the reading content and does not reflect the areas of confusion in requirement.		

Policymaking in the News Updates (2)

Another goal of this class is to familiarize students with how public policy is actually practiced. This activity provides you the opportunity to check your learning, understanding, and ability to apply course concepts to current events outside of our course readings.

² Association of American Colleges and Universities. 2013. “It Takes More than a Major: Employer Priorities for College Learning and Student Success.” Washington, DC: Association of American Colleges and Universities and Hart Research Associates.

During the semester, you will have **due two written analyses of public policymaking** as it is currently happening in the United States. You will choose from the list of policy domains on the first day of class when we review the syllabus. You may write about a current specific policy in the domain or about what is happening generally now in the policymaking process in the chosen policy domain. ***Papers must be submitted prior to presenting in class.***

Policymaking in the News Updates are two-part:

1. **A 2-3 page paper** (APA format) that is an analysis of a current (within the last 30 days) news article. The purpose of asking you to analyze a story from the last month is that I want you to be reading quality news articles *throughout this course*, continuously analyzing how the course relates to current events. Your write-up should link the news story to the week's assigned policy domain and give a critical analysis (*not* just a summary) of the article, drawing on lessons from lecture, the readings, and class discussions. Please attach the article to your analysis. The article must come from one of the following approved sources: *New York Times, Los Angeles Times, The San Diego Union-Tribune, The Washington Post, The Wall Street Journal, The Economist, Newsweek Magazine, or Time Magazine*. *If you find an article from another credible source and wish to use it, you must clear this with Professor Nantkes first.
2. **A 5-minute in class presentation based on the content of your analysis.** (No PowerPoint necessary unless if you have visuals to share with the class.) **You will then engage your classmates in a 10-minute discussion** (2-3 prepared questions should suffice) on the policy issue.

Midterm Application Assignment: Letter to your Member of Congress

You will write a 1-2 page letter about your chosen research paper policy issue emphasis. This formal letter will be addressed to your Congressional representative, either from the House of Representatives or the Senate. See rubric and instructions on Canvas. The letter must include: an introduction (introducing the student as a constituent of the Member of Congress), a clear explanation of the policy issue and reason for concern/support, and your intent to research the issue further in your school studies. You should state your position on the issue and ask the Member of Congress to consider this as they formulate and pass future legislation. Assessment will be based on timeliness, the presence of the required elements, thoughtfulness, professional voice and articulation of the issue. As there must also be no mechanical errors, you should be prepared to have a peer editor review your letter prior to submission. You will present your letter to your classmates for feedback and edits before it is sent.

San Diego County Board of Supervisors Meeting Report

As a class, we will attend a meeting of the San Diego County Board of Supervisors. (see the schedule below for the date and time). You will write 2-3 pages (in APA format) analyzing the key aspects of policymaking as you observed it at the meeting, focusing particularly on the meeting process, the quality of dialogue and deliberation, the relationship between constituents and councilmembers, and the overall quality of democratic decision-making. Our observation of this meeting will provide a bridge between our more theoretical discussions of public policy and our understanding of how policy is decided "on the ground".

Current Policy Issue Research Paper

The integrative policy paper is a 8-10 page research paper (in APA format) on a major policy implemented at the state or federal level. Students can choose their policy. The policy topic selection **must** be proposed to the instructor and approved in Week 5 of the course. In the paper, students will use a theory/framework discussed in the course to examine the background of the policy and will describe the stage of the policy process the policy is currently in, identifying key political actors and stakeholders. Students will describe and consider two alternative solutions and will make a justifiable recommendation for the future of the policy. Full instructions and rubric are posted under the assignment on Canvas.

Current Policy Issue Research Paper Presentation

This 10-slide presentation is a summary of your policy paper and will be 12-15 minutes. Slides should be academic, clear, free of errors, and easy to follow. Presentations will be made in class as your final exam. Full instructions and rubric are posted under the assignment on Canvas.

Course Participation (Instructor Evaluated)

This assessment will include, but not be limited to, your contributions to whole class and small group discussions and activities, emailing me (or coming to office hours) with questions or comments regarding the course, and generally having a participatory and positive attitude regarding elements of the course.

Late Assignment Policy

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. Any assignment or deliverable submitted more than four days late will not be accepted.

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Professor Nantkes an email or come talk to me as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

Grading

Assignment	Points Possible
3-2-1 Reading Responses (11 @ 20 points each)	220
Midterm Application Assignment: Letter to Member of Congress	150
Policymaking in the News #1	50

Policymaking in the News #2	50
SD County Board of Supervisors Meeting Report	80
Current Policy Issue Research Paper	250
Current Policy Issue Research Paper Presentation	100
Course Participation (Instructor evaluated)	100
TOTAL POINTS POSSIBLE	1000
Extra Credit: Course Evaluation Completion	10

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Course Schedule

<i>Date</i>	<i>Topic of Class Session</i>	<i>Assigned Readings for Class</i>	<i>Assignments Due</i>
	PART I: FOUNDATIONS OF PUBLIC POLICY		
January 10	Course Introduction Public Policy: What is it and why do we need it?	Kraft & Furlong chapter 1	
January 15	Who Makes Policy?	Kraft & Furlong chapter 2 Heitshusen article	3-2-1 Reading Response
January 17	Policy Emphasis: Economic & Budgetary Policy	Kraft & Furlong chapter 7 The Economic Lowdown Podcast: <i>Fiscal Policy's Link to Inequality</i> Video: <i>What is Gross Domestic Product?</i>	
January 22	Applying Policymaking Theories/Frameworks (Part I)	Kraft & Furlong chapter 3	3-2-1 Reading Response
January	Policy Emphasis:	Issues for Debate chapter	

24	Criminal Justice Policy	16 NPR Podcast: <i>One Lawyer's Fight for Young Blacks and Just Mercy</i> (38 minutes)	
January 29	Applying Policymaking Theories/Frameworks (Part II)	Stone article Schneider & Ingram article Kreitzer & Smith article	3-2-1 Reading Response
January 31	Policy Emphasis: Social Welfare and Social Security Policy, Universal Basic Income	Kraft & Furlong chapter 9 Issues for Debate chapter 3 Harris Public Policy Podcast: <i>Winning the War on Poverty?</i> (17 minutes)	
February 5	Agenda-Setting and Policy Formulation (Part I) Collective Action	Anderson chapter 3 Ostrom article	3-2-1 Reading Response
February 7	Policy Emphasis: Health Care Policy	Kraft & Furlong chapter 8 The RAND Blog: <i>Medicare for All: Sounds Good, but What Does It Mean?</i> Crash Course: The Economics of Healthcare Video	Submit Policy Research Paper Topic on Canvas
February 12	Agenda-Setting and Policy Formulation (Part II) The Role of Interest Groups and Think Tanks	Kingdon chapters 6-7 NPR Podcast: <i>Understanding the Impact of Citizens United</i> (17 min)	3-2-1 Reading Response
February 14	Policy Emphasis: Education Policy	Kraft & Furlong chapter 10	

		Hattie article	
February 19	Policy Adoption	Anderson chapter 4 Lindblom article	3-2-1 Reading Response
February 21	Policy Emphasis: Environmental and Energy Policy	Kraft & Furlong chapter 11 TED Radio Hour Podcast: <i>How Can We Create A Thriving Economy For Ourselves And The Planet?</i>	
February 26	Policy Implementation (Part I)	Anderson pgs. 225-249	Midterm Application Assignment: Letter to your Member of Congress Due
February 28	Share Midterm Letters in class	No reading	
March 5 & 7	Spring Break- No Classes	No reading	
March 12	Policy Emphasis: Foreign Policy & Homeland Security	Kraft & Furlong chapter 12 Rational Security Podcast (Episode TBD)	Mid-semester Grades Distributed
March 14	Policy Implementation (Part II) Guest Speaker: Kristen Almaraz, MA	Anderson pgs. 249-282 Lipsky article Bertelli article	
March 19	Policy Analysis: An Introduction	Kraft & Furlong chapter 4	3-2-1 Reading Response
March 21	Policy Emphasis: Immigration Policy	Issues for Debate chapter 1 Bipartisan Policy Center Podcast: <i>What You Need to Know About Immigration Reform</i>	
March 26	Field Trip to SD County Board of Supervisors Meeting (8:30 am meet time-12:00 pm return to PLNU)	No reading	

March 28	Public Problems and Policy Alternatives	Kraft & Furlong chapter 5	3-2-1 Reading Response
April 2	Assessing Policy Alternatives	Kraft & Furlong chapter 6	3-2-1 Reading Response
April 4	Policy Evaluation Methods Workshop	Anderson chapter 7 (pg. 290-311 only) Savitz et. al (RAND logic modeling materials)	SD County Board of Supervisors Meeting Report due
	PART II: POLICY TARGETS AND GOALS		
April 9	Analyzing Policy Goals: Equity Policy Design and Social Construction: Case Study	Crowley et. al article Stone chapter 2 King & Smith article	3-2-1 Reading Response
April 11	Policy Emphasis: Voting and Elections Policy	Issues for Debate, chapter 13 Schroedel & Hart article Four Directions Video: Native Americans Sue to Get to the Polls TED-Ed video: Gerrymandering How drawing jagged lines can impact an election	Submit rough draft of policy issue research paper for feedback
April 16	Analyzing Policy Goals: Efficiency, Welfare, Liberty, Security	Stone chapters 3-5 <i>(one chapter will be assigned to groups for presenting in class)</i>	3-2-1 Reading Response
April 18	Easter Break (No class) Western Political Science Association Conference in San Diego (April 18-20)	No reading	

April 23	Policy Emphasis: Housing Policy	Hoenes, et al. paper HUD Evidence Matters Summer /Fall 2018 Issue Buckley article Benjamin Schneider article	
	PART III: WRAPPING UP		
April 25	Politics, Analysis, and Policy Choice	Kraft & Furlong chapter 13	
April 30	Policy Issue Research Paper Presentations	No reading	Current Policy Issue Research Paper and Presentation Slides Due on Canvas (before 10am start of class) Presentations in Class

Citations for Course Readings and Media (Available on Canvas)

Anderson, J. (2015). *Public Policymaking 8th Edition*. Stamford, CT: Cengage Learning.

Anderson, D., Liu, J. and Friedberg. (2018, November 19) The RAND BLOG. *Medicare for All: Sounds Good, but What Does It Mean?* Retrieved from: <https://www.rand.org/blog/2018/11/medicare-for-all-sounds-good-but-what-does-it-mean.html>

Bertelli, A. (2016). Who are the policy workers, and what are they doing? citizen's heuristics and democratic accountability in complex governance. *Public Performance & Management Review*, 40(2), 208-234. doi:10.1080/15309576.2016.1180306

Bipartisan Policy Center Podcast. (n.d.) "What You Need to Know About Immigration: Episode 5 Immigration Reform". Retrieved from <https://soundcloud.com/user-51947831/what-you-need-to-know-on-immigration-immigration-reform>

Buckley, Cara. (2010 December 8). "To test housing program, some are denied aid." *New York Times*.

Crash Course. (2016). *The economics of healthcare*. (Video). Retrieved from: <https://www.youtube.com/watch?v=cbBKoyjFLUY>

Crowley, J., Watson, M., & Waller, M. (2008). Understanding "power talk": Language, public policy, and democracy. *Perspectives on Politics*, 6(1), 71-88.

- Four Directions. (26 August 2016). Native Americans Sue to Get to the Polls. Retrieved from https://www.youtube.com/watch?time_continue=11&v=BOUR-b29pes
- Harris Public Policy Podcast. (18 September 2018). Winning the War on Poverty? Retrieved from <https://harris.uchicago.edu/node/19311>
- Hattie, John. (2015). What doesn't work in education: The politics of distraction. London: Pearson.
- Heitshusen, V. (2018). Introduction to the legislative process in the U.S. Congress. Washington, D.C.: Congressional Research Service.
- Hoenes, G., Huang, X., Nantkes, A., and Kim, S. (2017). Affordable housing in San Diego County, California: Policy recommendations. Claremont: Claremont Graduate University.
- King, D., & Smith, R. (2005). Racial orders in American political development. *The American Political Science Review*, 99(1), 75-92.
- Kingdon, John. 2003 (Revised 2nd edition). *Agenda, Alternatives, and Public Policies*. New York: Longman Press.
- Kreitzer, R., & Smith, C. (2018). Reproducible and replicable: An empirical assessment of the social construction of politically relevant target groups. *PS: Political Science & Politics*, 51(4), 768-774. doi:10.1017/S1049096518000987
- Lindblom, Charles. (1959). The Science of Muddling Through. *Public Administration Review*. Vol. 19, no. 2, pp. 79-88.
- Lipsky, M. (1981). Street-level bureaucracy: Dilemmas of the individual in public services. *Michigan Law Review*, 79(4), 811-811. doi:10.2307/1288305
- Marginal Revolution University. (2015). *What is Gross Domestic Product (GDP)?* Retrieved from: <https://www.youtube.com/watch?v=mjJmo5mN5yA>
- National Public Radio. (2012). Understanding the role of Citizens United. Retrieved from: <https://www.npr.org/2012/02/23/147294511/understanding-the-impact-of-citizens-united>
- National Public Radio. (2014). "One lawyer's fight for young blacks and 'Just Mercy'". Retrieved from: <https://www.npr.org/2014/10/20/356964925/one-lawyers-fight-for-young-blacks-and-just-mercy>
- Ostrom, E. (2008). "A behavioral approach to the rational choice theory of collective action: Presidential address, American Political Science Association, 1997." *The American Political Science Review*, Vol. 92(1): 1-22

- Savitz, S., Matthews, M., & Weiland, S. (2017). Assessing impact to inform decisions: A toolkit on measures for policymakers. Santa Monica, CA: RAND Corporation. Retrieved from: <https://www.rand.org/pubs/tools/TL263.html>.
- Schneider, A. & Ingram, H. (1993). "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87 (2): 334-47.
- Schneider, B. (2018 May 16). The next American housing crisis might be our next political issue. Retrieved from <https://www.citylab.com/equity/2018/05/is-housing-americas-next-big-political-issue/560378/>
- Schroedel, J., & Hart, R. (2015). Vote dilution and suppression in Indian country. *Studies in American Political Development*, 29(01), 40-67. doi:10.1017/S0898588X1400011X
- Stone, D. (1989). Causal stories and the formation of policy agendas. *Political Science Quarterly*, 104(2), 281-281. doi:10.2307/2151585
- Stone, D. 2011 (3rd edition). *Policy paradox: The art of political decision making*. New York: WW Norton.
- The Economic Lowdown Podcast. (2018 September 13). *Fiscal policy's link to inequality*. Retrieved from: <https://www.stlouisfed.org/timely-topics/fiscal-policys-link-to-inequality>
- TED-ED. (2012 October 25). Gerrymandering: How drawing jagged lines can impact an election. Retrieved from <https://www.youtube.com/watch?v=YcUDBgYodIE&vl=en>
- TED Radio Hour. (2018 December 7). *Kate Raworth: how can we create a thriving economy for ourselves and the planet?* Retrieved from: <https://www.npr.org/templates/transcript/transcript.php?storyId=674117856>
- U.S. Department of Housing and Urban Development. (2018). Evidence matters. Rachele Levitt, ed. Retrieved from <https://www.huduser.gov/portal/sites/default/files/pdf/EM-Newsletter-summer-fall-2018.pdf>

Online Resources

The following resources are not required but will be useful for completing assignments as well as the final policy paper. This is only a partial list--there are many others given in your text as well.

California State Legislation and Budget Sites

- California Budget Center (California Fiscal and Policy Analysis): <http://calbudgetcenter.org/>
- California State Legislature: <http://www.legislature.ca.gov/>

Federal Legislation and Budget Sites

- Gov Track (Legislative Activity Tracker): <https://www.govtrack.us/start>
- Congressional Budget office: <https://www.cbo.gov/>

Policy Think Tanks

- Abdul Latif Jameel Poverty Action Lab (J-PAL): <https://www.povertyactionlab.org/>
- American Enterprise Institute for Public Policy Research: www.aie.org
- American Legislative Exchange Council: www.alec.org
- Brookings Institution: www.brookings.edu
- Cato Institute: www.cato.org
- Center on Budget and Policy Priorities: www.cbpp.org
- Competitive Enterprise Institute: www.cei.org
- Center for Strategic and International Studies: www.csis.org
- Heartland Institute: www.heartland.org
- Heritage Foundation: www.heritage.org
- Hudson Institute: www.hudson.org
- Public Agenda: www.publicagenda.org
- RAND Corporation: www.rand.org
- Resources for the Future: www.rff.org
- Urban Institute: www.urban.org

Policies

Course Website and Email

Please check your PLNU email regularly for class announcements. You should also check Canvas for announcements, links, lecture PowerPoints, and assignments. I will respond to emails within 24 hours and ask you to do the same.

Final Presentation Policy

Successful completion of this class requires presenting your final paper on the designated day(s). No requests for early presentations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign

a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow protocol and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential for optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.
