

Hi Ed 640: Policymaking in Higher Education
Fall 2014

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Office:	Education North 104D
Office #:	903-886-5518
Office Hrs:	(1) In the office, (2) by telephone, (3) in a real-time chat via eCollege, and (4) by course email.
E-mail:	eCollege class email should be used for course information and communication, always put HiEd 640 in the subject line.
Class Meetings	Online
Dates	Start August 25 - End May 14, 2014.

Course Description: Examines the development, implementation, and enforcement of policies by institutions of higher education, state higher education agencies, governing boards, and the government. Emphasis is placed on the impacts of policies on institutions and students.

Text: St. John, E. Duan-Barnett, N. & Moronski-Chapman, K. (2013). Public policy and Higher Education: Reframing strategies for preparation, access, and college success. New York, NY: Routledge Publishing.

Course Organization: The course will be delivered online via eCollege. Course resources and assignments are available there. The course will offer students an opportunity to work in a policy area of their selection and to develop an in-depth understanding of that topic.

Requirements: Participation online will be important to your success. Each member will be given the opportunity to do the following:

- Research online and present to the class (via Doc Sharing) one briefing on a current Texas issue in higher education. It will be important to include national background or comparison data so we can appreciate the context and get a sense of how and where Texas is going.
- Prepare a case briefing and lead an online discussion on one of the states included in text.
- Select, with instructor approval, a current policy issue and prepare a research paper conducting a thorough analysis of the problem along with description of the options/recommendations for solving it and, finally, your recommendations for the disposition of the issue/problem, including assignment of actions to appropriate players.
- Present an executive briefing (via Doc Sharing) on the topic of your research.
- Publish abstract of your research paper for class peer review.
- Discussion questions via the Discussion Forum in eCollege.

Grading: Course participation will be important at every stage of the semester, as will your willingness to work both independently and collaboratively.

• Briefing on a current Texas issue in higher education.	100
• Prepare with a colleague a case briefing on one state	200
• Research paper & abstract	400
• Present an executive briefing on research topic	100
• Discussion question(s) & participation	<u>400</u>
	1,200

OBJECTIVES

This course will focus on the mechanics and issues involved in American public policy on higher education. We will examine the policymaking processes at the state and federal levels [executive, legislative and judicial branches, state coordinating entities and other policymakers such as the Education Commission of the States, the National Governors Association, and the higher education associations and think-tanks]. We will become familiar with the resources available to investigate policy issues in higher education, and the policy concerns that higher education leaders and our publics identify as most immediate and serious. Students will be offered a variety of readings, often representing conflicting points of view, and will be encouraged to explore the “truth” of the differing perspectives. Students will be afforded the opportunity to present information both orally and in writing in modes that are suitable to the policymaking environment. This entails limited and focused speech and writing, designed to convey essential information for decision making without excess verbiage.

Upon completion of this course, the student will be able to do the following:

- Explain the significance of the Higher Education Act of 1965 and the ensuing acts.
- Identify major groups involved in higher education policy at the national and state levels.
- Identify primary resource materials and groups in higher education policy formulation.
- Explain key points embedded in three current policy issues in American higher education.
- Use the Web and other resources to conduct research on a particular policy question.
- Present a concise briefing about a major issue in Texas higher education.
- Complete a substantive research paper on a current higher education policy question using APA guidelines effectively.

CLASS SCHEDULE

Week 1:

- Reading: Bardach, E. (2009). A Practical guide for policy analysis: The Eightfold path to more effective problem solving. Washington, D.C.: CQ Press
- What is policy?
- Policy issues facing Texas
- Selecting higher education advocates for briefings

Week 2:

- How is policy made?
- Policy issues affecting higher education

Week 3:

- Higher Education Act of 1965
 - Who, What, When, Where, Why
- What are our commonly held beliefs and values about higher education?

Week 4:

- Political Ideologies and Policy Matters
- Policy Frames and Market Forces

Week 5:

- Access to Higher Education
- College Success and Degree Completion

Week 6:

- Briefings - Research online and present to the class (via Doc Sharing) for **peer review** (guidelines will be provided) and **class discussion** a briefing on a current Texas issue in higher education. It will be important to include national background or comparison data so we can appreciate the context and get a sense of how and where Texas is going.

Week 7:

- Briefings - Research online and present to the class (via Doc Sharing) for **peer review** (guidelines will be provided) and **class discussion** a briefing on a current Texas issue in higher education. It will be important to include national background or comparison data so we can appreciate the context and get a sense of how and where Texas is going.

Week 8:

- Readings: Kelman, S. Why public ideas matter & Ripley, R. The nature of the policy process
- Why public ideas matter
- What Drives Public Policy?

Week 9:

- Prepare briefings on associations/agencies advocating for higher education in the Federal arena. Name of the group, when founded, mission and purpose, who they represent, what are their “policy issues,” and what is their advocacy structure or approach (if you can tell)?

Week 10:

- Prepare a case briefing and lead an **online discussion** on one of the states included in text. States will be assigned to you.

Week 11:

- Prepare a case briefing and lead an **online discussion** on one of the states included in text. States will be assigned to you.

Week 12:

- Reading: Burns, Peltason, Cronin & Magleby. American federalism.
- Reading: Gill, J. & Saunders, L. Conducting policy analysis in higher education
- Advocacy groups representing higher education in Washington
- What are the Higher Education Priorities of the Obama Administration??

Week 13:

- Publish abstract of your research paper for class peer review.

Week 14:

- Research Paper.

Week 15:

- Research Paper due.

This syllabus may be changed as the semester progresses at the professors discretion

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-510 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Civility: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

(See Student's Guide Book –

<http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>)

Attendance Policy: Procedure Statement At Texas A&M University-Commerce, students are expected to be present for all face-to-face and interactive video classes in which they are enrolled. (See Student's Guide Book –

<http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>)

Academic Honesty: *Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.*

To reduce the likelihood of plagiarism, the University has adopted detection Software (Turnitin) which will be run against all papers submitted.

Appendix A: Approval of Research Paper Topic

The major purpose of my study will be to

Name _____

Phone _____

email _____

Instructor's Approval _____

I have used the following specific titles, authors, and page numbers to identify this topic:

Name _____

Appendix B: Organization of Term Paper

Introduction

Introduction
Research Question
Method of Procedure
Assumptions
Limitations
Definition of Terms
Organization of Remaining Chapters

Analysis of Data

Conclusions and Recommendations

Recommended Readings:

Campbell, William, Stephen Ballou, and Carol Slade. Form and Style. 7th Edition. American Psychological Association. Publication Manual of the American Psychological Association. 5th Ed.
Hodges, John, Mary Whitten, Winifred Horner. Harbrace College Handbook. 11th Edition. 1990.

Criteria for Evaluation of Term Paper

1. Topic selected was suitable for research and related directly to education policy.
2. Topic was delimited so that it could be developed sufficiently within the paper.
3. Content reflected the most current materials available.
4. Style of writing was characterized by unity, clarity, and originality as well as correct grammar, spelling and punctuation.
5. Format for documentation followed APA manual.

USEFUL LINKS FOR HIGHER EDUCATION
from THECB Web Site

Higher Education Associations and Information Resources
<u>American Association of Collegiate Registrars and Admissions Officers (AACRAO)</u>
<u>American Association of Community Colleges (AACCC)</u>
<u>American College Personnel Association (ACPA)</u>
<u>Association for Career and Technical Education (ACTE)</u>
<u>Association for Institutional Research (AIR)</u>
<u>Association of College & Research Libraries Standards (American Library Association)</u>
<u>Association of Schools of Allied Health Professions (ASAHP)</u>
<u>Association on Higher Education and Disabilities (AHEAD)</u>
<u>Boards of Higher Education in the U.S.</u>
<u>Career Colleges and Schools of Texas (CCST)</u>
<u>Center for the Health Professions – PEW Health Professions Commission</u>
<u>Classification of Instructional Programs: 1990 Edition</u>
<u>Classification of Instructional Programs: 2000 Edition</u>
<u>ERIC Database (online search function)</u>
<u>Healthcare Career Resource Center</u>
<u>International Technology Education Association (ITEA)</u>
<u>Joint Admission Medical Program (JAMP)</u>
<u>NAFSA: Association of International Educators</u>
<u>National Association of College and University Business Officers (NACUBO)</u>
<u>National Association of Student Personnel Administrators (NASPA)</u>
<u>National Library of Medicine (NLM)</u>
<u>Society for College and University Planning (SCUP)</u>
<u>Southern Regional Education Board (SREB)</u>
<u>State Higher Education Executive Officers (SHEEO)</u>
<u>Tech Prep Texas Statewide Articulation and Evaluation</u>

<u>Texas Administrators of Continuing Education (TACE)</u>
<u>Texas Association for Developmental Education (TADE)</u>
<u>Texas Association of College Registrars and Admissions Officers (TACRAO)</u>
<u>Texas Association of College Technical Educators (TACTE)</u>
<u>Texas Association of Institutional Researchers (TAIR)</u>
<u>Texas Common Course Numbering System</u>
<u>Texas Community College Teachers Association (TCCTA)</u>
<u>Texas Skill Standards Board</u>
<u>Texas Society of Allied Health Professions (TSAHP)</u>
<u>Virtual College of Texas</u>
<u>Western Interstate Commission for Higher Education (WICHE)</u>

Regional Accrediting Bodies
<u>Middle States Commission on Higher Education (MSCHE)</u>
<u>New England Association of Schools and Colleges (NEASC)</u>
<u>North Central Association of Colleges and Schools (NCA)</u>
<u>Northwest Association of Colleges and Universities (NWCCU)</u>
<u>Southern Association of Colleges and Schools (SACS)</u>
<u>Western Association of Schools and Colleges (WASC)</u>