

EDH 738: Public Policy in Higher Education

Course Overview

The curriculum provides an overview of public policy analysis with an emphasis on higher education policies in the context of national economic and social welfare interests.

Course Objectives

Students will learn broad public policy analysis skills with a focus on: (a) the processes that create education policies, (b) the ways in which institutions interpret and enact these policies, and (c) the key theories that explain education policy design, implementation, and outcomes. At the conclusion of the course, students should be able to:

1. Contextualize education policy analysis with regard to the public good.
2. Understand different conceptual theories associated with policy development, implementation, and outcomes.
3. Apply theoretical knowledge to particular higher education problems.

Key Questions

- What is public policy and how do educational issues enter into public policy discussion?
- Who are education policy actors and how do the connections amid actors affect policy design, implementation and outcomes?
- How does context mediate policy implementation and outcomes?
- What are the policy trends in higher education, and how have these trends changed institutional practice?

Homework

There are 3 categories of homework due every week: (1) reading, (2) writing, (3) peer critique. write a brief (500—550 words, excluding bulleted questions and references) that focuses on one article (your choice) for analysis.

Weekly Readings

Each week, you will read at least 2 articles. There are two types: didactic and case study.

- Didactic readings explain the nuts and bolts of public policy analysis. These readings help answer the key questions listed above and provide the vocabulary with which to discuss course content.
- Case study readings demonstrate how the vocabulary and concepts from the didactic readings are applied to educational problems.
- *You are responsible for downloading all the readings listed in this syllabus. The readings are posted on Google Drive. There is a course link to the Google Drive provided on your MyWebCampus menu. If you have trouble accessing the folder, please email me and I will give you direct sharing access.*
- All readings should be printed and brought to class for direct reference during in-class discussions.

Weekly Written Briefs

Each week, you will write and submit a brief (500—550 words, excluding bulleted questions and references) that:

- Focuses on 1 (your choice) of the assigned readings for analysis.
- Complies with the guidelines and [rubric](#) at the back of this syllabus (note: a sample reading brief is available on MyWebCampus).
- All briefs must be uploaded to MyWebCampus by midnight on the Monday BEFORE class (unless otherwise stated). This is so I have time to review the briefs before class on Tuesday.
- You may have one homework extension on turning in a brief (provided you email Rebecca in advance). Otherwise late briefs will receive a full grade deduction. Missing briefs will receive a zero.

Weekly PeerMarks

Each week, you will:

- Use Turnitin on MyWebCampus.com to read and critique the written work of your peers.

Policy Forums

Via the policy forums, you will develop a point of view on a specific policy that addresses an overriding problem of your own choosing. Choose a policy problem of personal interest to you that you will stick with the whole semester.

For each forum, you will write a [Policy Forum Paper](#) (1,000—1,250 words) and present findings to the class via an [Ignite! \(PowerPoint\) presentation](#). Each paper will:

- Focus on the way in which a single “real” policy (implemented at an institution, state or federal level) addressed/addresses your overriding problem.
- Cite between 3 and 5 policy documents (review the [Policy Forum Resources](#) as the back of the syllabus).

Note: Although all your forum work will focus on the same problem, each paper/presentation will analyze 3 different “real” policies (1 per paper) designed and implemented to address the same problem (e.g. in different states or institutions or at different times).

Content guidelines and the rubric for the forum papers and Ignite! presentations are at the back of this syllabus.

Final Exam

There will be a final examination in this course. Details are TBA.

Grading

Grading is designed to reflect not only your individual achievement in the class, but also your commitment to the collective learning experience of the Socratic Seminar. Your grade will reflect your consistent effort and engagement for the duration of the semester.

Grading Breakdown

Professional Scholar Conduct			
	Assigned Reading Briefs (10 @ 500-525 words each)	20%	45%
	Socratic Engagement & Attendance	20%	
	Peer Review	5%	
Policy Forums			
	Papers (3 @ 1,250 words each)	40%	45%
	Ignite! Presentations (3 total)	5%	
Final Exam			
	TBA	10%	10%
	TOTALS	100.00%	100%

Instructor Feedback

You will receive a grade (but not necessarily written comments) on the weekly reading briefs. If you want to discuss the briefs in detail, please come to office hours or schedule an appointment. You will receive **extensive written comments** on your forum papers.

Professional Student Conduct

By professional student conduct, I mean that you approach this class the way you would approach any job. You will be compensated in learning. Failure to show up for your job will result in less compensation. Texting and/or surfing the web while in class may result in forfeiture of your device.

The job requirements are threefold: (1) Read all the assigned materials, (2) Engage in meaningful and thoughtful discussion with your classmates and the instructor during class (this is not possible unless you have done the assigned reading), and (2) Complete all written assignments according to the guidelines and due dates.

Absences and Tardies

You are expected to be on time at every class period. It's rude to be late. Students who are consistently tardy will be asked to drop the course at mid-semester. Attendance is mandatory. No more than 1 absence is acceptable. More than 1 absence will result in a grade deduction of 7% per absence. Absences due to circumstances beyond your control will be assessed on a case by case basis.

Writing Style

All assignments must be typed and should conform to the style and reference notation format in the *Publication Manual of the American Psychological Association (APA)*. Points will be deducted from your papers if they are formatted incorrectly.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Fall 2016: Course Schedule

DATE	TOPIC	ASSIGNED READINGS	DUE
Class #1:	Studying Policy	<ul style="list-style-type: none"> Cochran, C., Mayer, L., Carr, T., Cayer, N., & Mckenzie, M. (2011). American public policy: An introduction. Gilbert, C. K. & Heller, D. (2013). Access, equity, and community colleges. 	<i>Pre-Course Homework</i>
Class #2:	Models & Theories	<ul style="list-style-type: none"> Nowlin, M. C. (2011). Theories of the policy process. Weible, C. M., Heikkila, T., & Sabatier, P. A. (2012). Understanding and influencing the policy process. 	<i>Reading Brief #1</i>
Class #3:	Goals of Education	<ul style="list-style-type: none"> Labaree, D. F. (1997) Public Goods, Private Goods. Checkoway, B. (2001). Renewing the civic mission of the American research university. 	<i>Reading Brief #2 & Brief #1 PeerMark</i>
Class #4:	Problems	<ul style="list-style-type: none"> Stone, D. A. (1989). Causal stories and the formation of policy agendas. Portz, J. (1996). Problem definition and policy agendas: Shaping the educational agenda in Boston. 	<i>Reading Brief #3 & Brief #2 PeerMark</i>
Class #5:	Systems & Change	<ul style="list-style-type: none"> Kezar, A. & Eckel, P. (2002). The effect of institutional culture on change strategies in higher education Brewer, D., Gates, S., & Goldman, C.A. (2002). In Pursuit of Prestige. 	<i>Reading Brief #4 & Brief #3 PeerMark</i>
Class #6:	Stakeholders & Systems	<ul style="list-style-type: none"> Weatherly, R. and Lipsky, M. (1977). Street-level bureaucrats and institutional innovation. Bastedo, M. N. (2009) Convergent institutional logics in public higher education. 	<i>Reading Brief #5 & Brief #4 PeerMark</i>
Class #7:	<i>POLICY FORUM ALPHA</i>		<i>PAPER & IGNITE!</i>
Class #8:	Design	<ul style="list-style-type: none"> Schneider A. & Ingram H. (1993). Social construction of target populations. Schneider A. & Ingram H. (1990). Behavioral Assumption of Policy Tools. 	<i>Reading Brief #6 & Forum Alpha Peer Mark</i>
Class #9:	Accountability	<ul style="list-style-type: none"> Zumeta, W. (1998). Public University Accountability to the State in the Late Twentieth Century: Time for a Rethinking? O'Day, J. (2002). Complexity, Accountability, and School Improvement. 	<i>Reading Brief #7 & Brief #6 PeerMark</i>

Class #10:	<p>Implementation</p> <ul style="list-style-type: none"> Honig, M. (2006). Complexity and policy implementation. McDonnell, L. M. and R. F. Elmore (1987). Getting the job done. <p><i>Reading Brief #8 & Brief #7 PeerMark</i></p>
Class #11:	<p>FORUM BETA PAPER & IGNITE!</p>
Class #12:	<p>Scalability</p> <ul style="list-style-type: none"> Datnow, A. (2002). Can we transplant educational reform and does it last? May H. and Supovitz, J. A. (2006). Capturing the cumulative effects of school reform. <p><i>Reading Brief #9 & Forum Beta Peer Mark</i></p>
Class #13:	<p>Resources & Limitations</p> <ul style="list-style-type: none"> Hanushek, E. A. (1997). Assessing the Effects of School Resources on Student Performance: An Update Archibald, R. B. & Feldman, D. (2006). State Higher Education Spending and the Tax Revolt <p><i>Reading Brief #10 & Brief #9 Peer Mark</i></p>
Class #14:	<p>FORUM GAMMA PAPER & IGNITE!</p>
Class #15:	<p>Study Week</p> <p style="text-align: right;"><i>Forum Gamma Peer Mark</i></p>
Class #16:	<p>Final Exam</p>

Weekly Written Brief Guidelines

WRITING EXPECTATIONS	<ul style="list-style-type: none"> • Briefs must be between 500—525 words (excluding bulleted questions and references) • Sections should be roughly equal in length (125—150 words each).
INTRODUCTION: Article Précis	<ul style="list-style-type: none"> • Synthesize... • The article's policy problem, theoretical frame(s), main argument and scholarly approach/methods.
HEADER I: Interesting Points	<ul style="list-style-type: none"> • Isolate and discuss... • One or two points raised by the author(s) that YOU believe bring an interesting perspective to the fields of public policy and/or higher education • Note: Explain why <u>you</u> think something is interesting (don't assume it's interesting to anyone else).
HEADER II: Article Critique	<ul style="list-style-type: none"> • Identify and explain... • The analytic issues that weaken the article's scholarship (your critique should demonstrate an objective/peer reviewer's perspective).
CONCLUSION: Relationship to Other Readings	<ul style="list-style-type: none"> • Discuss... • How the text compares and contrasts with the perspectives offered in other or previously assigned readings (i.e. think critically about how this week's article addresses the overriding themes of policy discourse and research).
BULLETS: Questions for Class Discussion	<ul style="list-style-type: none"> • Provide... • Three bulleted questions for class discussion that pertain to the content of your reading brief. Make them good questions or class discussions will be very boring.

Policy Forum Guidelines

WRITING EXPECTATIONS

- Papers must be between 1,000—1,250 words (excluding references)
- Each section must cite vocabulary from the course readings.
- Sections should be roughly equal in length (200—250 words).

INTRODUCTION: Problem Background

- **Identify...**
- The policy problem according to the scholar (you)
- The policy problem according to stakeholders at various system levels
- The implications of stakeholder perceptions for policy's design

SECTION I: Policy Design Statement(s)

- **Analyze...**
- The problem definition as implied by explicit vs. implicit statement(s)
- Consistencies & inconsistencies between the problem definition and stakeholder perceptions
- The implications of the design for implementation & outcomes

SECTION II: Implementation

- **Describe...**
- How various stakeholders interpreted explicit policy statements
- How various stakeholders interpreted implicit policy statements
- The implications of stakeholder interpretations for outcomes

SECTION III: Outcomes

- **Assess...**
- The alignment of the policy measures to evaluate the policy goal(s)
- The policy's effectiveness & efficiency in addressing the problem
- Intended & unintended consequences on stakeholders

CONCLUSION: Discussion

- **Critique...**
- The alignment issues (within & across) each of the policy stages
- The degree to which your findings converge/diverge with outcomes in course readings
- Identify implications for policy reform & future research

Ignite! Presentation Guidelines

IGNITE! EXPECTATIONS	<ul style="list-style-type: none">• All Ignite! Presentations will have 15 slides that transition at 15 second intervals.• Each presentation must be uploaded to MyWebCampus as a PowerPoint file prior to the forum.
SLIDES 1-3	<ul style="list-style-type: none">• FORUM PAPER INTRODUCTION:• The policy problem according to the scholar (you)• The policy problem according to stakeholders at various system levels• The implications of stakeholder perceptions for policy's design
SLIDES 4-6	<ul style="list-style-type: none">• FORUM PAPER SECTION I:• The problem definition as implied by explicit vs. implicit statement(s)• Consistencies & inconsistencies between the problem definition and stakeholder perceptions• The implications of the design for implementation & outcomes
SLIDES 7-9	<ul style="list-style-type: none">• FORUM PAPER SECTION II:• How various stakeholders interpreted explicit policy statements• How various stakeholders interpreted implicit policy statements• The implications of stakeholder interpretations for outcomes
SLIDES 10-12	<ul style="list-style-type: none">• FORUM PAPER SECTION III:• The alignment of the policy measures to evaluate the policy goal(s)• The policy's effectiveness & efficiency in addressing the problem• Intended & unintended consequences on stakeholders
SLIDES 13-15	<ul style="list-style-type: none">• FORUM PAPER CONCLUSION:• The alignment issues (within & across) each of the policy stages• The degree to which your findings converge/diverge with outcomes in course readings• Identify implications for policy reform & future research

EDHE 738 Grading Rubric

WRITING GUIDELINES

A	<ul style="list-style-type: none"> • <i>Minimal expectations to receive the following letter grades.</i> <hr/> <ul style="list-style-type: none"> • Meets all content and word count expectations. • Reflects the written standards of academic discourse. • Is formatted according to prescribed headers and/or sections. • <u>For briefs</u>: Provides evidence of critical engagement with the reading(s). • <u>For forum papers</u>: Provides ample evidence of research on the policy and critical engagement with policy documents. • Demonstrates an informed viewpoint on policy analysis consistent with semester headway (i.e. completed course readings). • Cites vocabulary from course readings (and provides APA references).
B	<ul style="list-style-type: none"> • Meets all content and word count expectations. • Deviates (at times) with written standards of academic discourse. • Is formatted according to prescribed headers and/or sections. • Offers accurate, but simplistic cognitive engagement with the readings. • Fails to demonstrate a viewpoint on policy analysis consistent with semester headway. • Uses minimal vocabulary from course readings.
C	<ul style="list-style-type: none"> • Is missing sections of expected content and ignores word count limitations. • Is noncompliant with graduate level academic writing standards. • Oversimplifies the readings and/or offers interpretations impertinent to course topics. • Fails to demonstrate a viewpoint on policy analysis.

Policy Forum Resources

To complete the policy forum assignments, your job will be to identify a particular policy that addresses a policy problem of interest to you, and to analyze the policy design, implementation and outcomes based on at least 3 policy documents. The following organizations may produce policy reports relevant to your research interests. Because these reports may be archived on their websites, the following links may prove helpful.

International

[Center for Higher Education Policy Studies \(CHEPS\)](#)
[Open Learning Agency Website](#)

National

[ACT, Inc.](#)
[American Association of State Colleges and Universities](#)
[Association of American Universities](#)
[Bureau of Economic Analysis \(BEA\)](#)
[Bureau of Labor Statistics](#)
[CAEL \(Council for Adult and Experiential Learning\)](#)
[The Carnegie Foundation for the Advancement of Teaching](#)
[College Board](#)
[Columbia College Research Center](#)
[Council for Aid to Education](#)
[Council of Chief State School Officers \(CCSSO\)](#)
[Department of Education](#)
[Education Commission of the States](#)
[Educational Testing Service](#)
[The Education Trust](#)
[Grapevine \(National Database for Tax Support for Higher Education\)](#)
[Higher Education Policy Research Center](#)
[The Institute for Educational Leadership](#)
[The Institute for Higher Education Policy](#)
[National Association of College and University Business Officers](#)
[National Association for College Admission Counseling](#)
[National Association of Independent Colleges and Universities](#)
[National Association of State Budget Officers](#)
[National Association of State Student Grant and Aid Programs](#)
[National Association of State Universities and Land-Grant Colleges](#)
[National Center for Education Statistics](#)
[National Center for Higher Education Management Systems](#)
[National Center for Postsecondary Improvement](#)

[National Conference of State Legislatures \(NCSL\)](#)
[National Governors' Association](#)
[The National Information Center for Higher Education Policymaking and Analysis](#)
[National Survey of Student Engagement](#)
[RAND](#)
[State Higher Education Executive Officers \(SHEEO\)](#)
[U.S. Census Bureau Home Page](#)

West

[Arizona Board of Regents](#)
[The California Higher Education Policy Center \(1993 - 1998\)](#)
[California Postsecondary Education Commission](#)
[The Campaign for College Opportunity](#)
[Center for Studies in Higher Education, University of California, Berkeley](#)
[Colorado Commission on Higher Education](#)
[Idaho State Department of Education](#)
[Montana Board of Regents](#)
[Montana State University](#)
[New Mexico Commission on Higher Education](#)
[Oregon University System](#)
[University of Alaska Board of Regents](#)
[University and Community Colleges of the State of Nevada](#)
[University of Hawaii Board of Regents](#)
[Utah System of Higher Education](#)
[Education In Wyoming](#)
[Washington's List of Education Resources](#)
[Western Governors University](#)

Midwest

[Coordinating Commission for Postsecondary Education - Nebraska](#)
[Illinois Board of Higher Education](#)
[Illinois State Board of Education](#)
[Kansas Board of Regents](#)
[University of Kansas](#)
[Michigan Department of Education](#)
[Missouri Coordinating Board for Higher Education](#)
[North Dakota University System](#)

[Ohio Board of Regents](#)
[Ohio Public Radio and TV Statehouse News Bureau](#)
[South Dakota Board of Regents](#)
[University of Wisconsin System Administration](#)

South

[Arkansas Department of Education](#)
[Florida Department of Education](#)
[Kentucky Council on Postsecondary Education](#)
[Louisiana Board of Regents](#)
[Mississippi Higher Education](#)
[Oklahoma Higher Education](#)
[State Council for Higher Education-Virginia](#)
[Tennessee Higher Education Commission](#)
[Texas Higher Education Coordinating Board](#)
[University of North Carolina General Administration](#)
[The University System of Georgia](#)

Northeast

[Board of Higher Education-Massachusetts](#)
[New Jersey Commission on Higher Education](#)
[Office of Higher Education- New York](#)
[Rhode Island Board of Governors for Higher Education](#)
[Connecticut Department of Higher Education](#)
[State of Vermont -Education](#)
[University System of New Hampshire](#)
[University of Maine System](#)
[University System of Maryland](#)

[Center for the Study of Higher Education, Penn State University College of Education](#)

Regional Organizations

[Midwestern Higher Education Commission](#)
[New England Board of Higher Education](#)
[Southern Regional Education Board](#)
[Western Interstate Commission for Higher Education](#)

Other Organizations

[A.C.E. Internet Sources for Higher Education Policy and Research Topics](#)
[The Chronicle of Higher Education: Academe Today](#)
[College Savings Plans Network](#)
[Consortium for Policy Research in Education](#)
[Education Week](#)
[Educational Resource Information Center \(ERIC\)](#)
[FinAid](#)
[The Futures Project](#)
[Hechinger Institute on Education and the Media](#)
[Higher Education Abstracts](#)
[Inside Higher Ed](#)
[The James Irvine Foundation](#)
[Lumina Foundation for Education](#)
[National Forum on College-Level Learning](#)
[Public Agenda](#)
[SchoolMatters](#)
[National Center for Developmental Education](#)