EDA 6195.0042
Education Policy Development:
Higher Education Policy

Wednesday, 5:10pm – 8:10pm
New Norman 1331

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Required Texts:
Education Policy: Affordability, Access, and
Accountability (2nd ed.). Baltimore, MD: The Johns
Hopkins University Press.

Theoretical Concepts and Research Methods.
Mahwah, NJ: Lawrence Erlbaum.

Recommended Text:
Manual of the American Psychological Association

Course Purposes:
The purpose of the course is to critically review current policy issues in higher education. The
policymaking process as well as methods of policy analysis and policy research will be
reviewed, understood, and applied during the course. Proposed solutions to selected issues and
problems will be considered, and alternative solutions will be developed and debated.

The major emphasis throughout the course will be on methods of analyzing, interpreting, and
evaluating policy issues in terms of their relevance for the continued improvement and
development of higher education institutions, programs, and services. The course will also offer
students exposure to higher education administrators, researchers, policymakers, and policy
analysts throughout the higher education sector. As a student of higher education policy, you
should be able to communicate effectively with researchers or policymakers and analysts. Thus,
the two primary assignments required this semester consider each audience. One assignment will be a policy analysis report whose audience will be an education policymakers and practitioners. The other major assignment will be a research proposal whose primary audience will be the research and academic audience.

**Course Objectives:**
The objectives of this course include:

1. developing an understanding of higher education policymaking, and the relative influence of state and national governments on postsecondary education;

2. developing an understanding of the relative influence of the postsecondary education enterprise on the policymaking process and implementation of policy;

3. familiarity with the policy issues shaping the future of American postsecondary education;

4. determining the appropriateness of the application of theoretical and conceptual models of policymaking in the higher education context;

5. understanding and applying the many empirical frameworks to policy research;

6. enhancing one’s skills for higher education policy analysis and advocacy, especially policy research and the critical thinking about policy issues; and

7. developing one’s aptitude in accurate, intelligent, persuasive, and succinct public speaking and professional writing skills.

**Course Prerequisite:**
The primary prerequisite is a fundamental interest in and intellectual aptitude for learning about the education policies relevant to higher and postsecondary education. Students who have a solid background in research and quantitative methods will fare well with many of the required readings for the course. Please understand that while highly recommended, none of the recommendations above is required for you to perform well academically in this class. The instructor will make every effort to provide you with the requisite information needed for you to be successful.

**Syllabus Change:**
This syllabus is subject to change at the instructor’s discretion. Advance notice within a reasonable period will be provided of any changes made.
Course Requirements:

1) **Class Discussion/Participation:** This course requires the participation of each and every student to be successful. Each student brings to the course a wealth of expertise and knowledge that will significantly enrich classroom discussion. In addition to the necessity of the presence of each student in every class, it is important that all students come prepared, having read all of the assignments. It is also important that all students fully participate in each class by providing information, probing for details, making connections among materials, and linking ideas to general theory. Participation means quality, not quantity—the ability of a statement to advance the general discourse, to connect concepts, and to foster general understanding and learning. Participation is considered the minimum performance level for a graduate student.

2) **Weekly Reading Responses:** Each week you will be responsible to read, review, and critically evaluate the required readings for the week. Please note that in most weeks I will provide you with actual questions for which you will use as you generate your reading responses, however, there will be weeks for which I will not provide you with any guided questions. During these weeks, you are to write freely and openly about any of the topics or content provided in any of the readings for that week. Your reading responses should be from a ½ page to a maximum of 2 pages single-spaced. These responses must be uploaded onto Sakai by 10:00 pm on Monday evenings. Subsequently, students are to read each others’ responses before the start of class on Thursday.

3) **Peer Review:** Students will be required to peer review and critically evaluate another students’ final paper. This project will require you develop a 1 or 2 page written critique of your fellow students paper. Additionally, you should assist your fellow student by providing comments through track changes or other mechanisms in the Word processor or PDF viewer.

5) **Written Final Policy Analysis Report/Research Paper:** There are two options for the course’s major assignment. **OPTION 1:** Students will develop a report that will address a current policy issue in higher education. The report will be prepared for a particular practitioner or policy audience that is primarily concerned with this issue. The report will be written in three parts. The first part will describe the nature of the problem and the importance of the policy problem. The second part will review the current research about and knowledge base relevant to the policy issue. Finally, the third part will recommend specific policy solutions/actions to address the problem. It may recommend a specific research study that could be undertaken to address lingering questions. However, I am more interested in the development of an innovative policy solution for this assignment. See the pages toward the end of the syllabus for a detailed description of this assignment. **OPTION 2:** Write a research paper as a research proposal relevant to policies in education, postsecondary education, higher education, or education policy development. See the pages toward the end of the syllabus for a detailed description of this assignment.

6) **Oral Presentation of Final Policy Analysis/Research Paper:** You will be responsible for providing a formal presentation (Conference Presentation Style).
Course Grading:

3.68-4.00  A
3.34-3.67  A-
3.01-3.33  B+
2.68-3.00  B
2.34-2.67  B-
2.01-2.33  C+
1.68-2.00  C
1.34-1.67  C-
1.00-1.33  D+
0.68-0.99  D
0.01-0.67  D-
0.00     E

Course Grading Breakout:

1) Class Discussion/Participation  15%
2) Weekly Written Responses 25%
3) Peer Review Experience 10%
4) Oral Final Paper/Report 20%
5) Written Final Paper/Report 30%

Additional Text Resources (Recommended):


Guest Speakers/Noted Scholars/Policy Actors/Policy Researchers:
Please take note that throughout the semester I have invited some noteworthy organizations to guest speak in your class primarily using Skype technology. Representatives from the American Council on Education (ACE), Institute for Higher Education Policy (IHEP), and the US Department of Education are currently considering invitations to guest lecture/speak in class. Be sure to attend these sessions and prepare insightful questions to ask.

State Level Policy Session (Tallahassee Meeting)
In addition, we will travel to Tallahassee, FL one week to have general conversations with state level policymakers about higher education or education policy and the policymaking process within the State of Florida. This will be a required session of the course. You will need to set aside time to attend this session due to the nature of the trip. As a group of students, you may wish to arrange travel together to reduce the costs associated with driving to Tallahassee. This session will substitute for your weekly scheduled course meeting during this session. This
session will require you to make arrangements with your current employer or supervisor for time away from work. It will likely require an afternoon.

**ADA and Persons with Disabilities**
Persons with disabilities may request and, if necessary, receive appropriate academic accommodations from the University of Florida. Students must first register with and provide the needed documentation to the Disability Resource Center in the basement of Reid Residence Hall (392-8565). Second, students must bring a letter to the instructor originating from the DRC indicating the needed academic accommodations. As the student, you are responsible for initiating and completing these steps prior to receiving such accommodations.

**Academic Integrity**
All students are to abide by the University’s policy regarding academic integrity and academic honesty in course work. Your registration in this course indicates your agreement with the University’s policy and the instructors’ application of the policy to this course. Contact me within the first week of class if you do NOT agree with the following statement:

“I understand that the university of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

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Last Version -- 01/04/2012
TENTATIVE COURSE SCHEDULE

Week 1—January 11  Introduction to the Study of Higher Education Policy
Week 2—January 18  Theories and Models of Education Policy
Week 3—January 25  Theories and Models of Education Policy
Week 4—February 1  Methods of Educational Policy Research
Week 5—February 8  Analysis of Education Policy*
Week 6—February 15 Analysis of Education Policy*
Week 7—February 22 Analysis of Education Policy*
Week 8—February 29 Analysis of Education Policy*
Week 9—March 7  SPRING BREAK**
Week 10—March 14 Federal Higher Education Policy
Week 11—March 21 STATE LEVEL POLICY SESSION
Week 12—March 28 State Higher Education Policy
Week 13—April 4  Access
Week 14—April 11 Affordability
Week 15—April 18 Accountability
Week 16—April 25 Research Presentations**
Week 17—May 2  Research Presentations (If Needed)**

*Required Weekly Responses. You have to generate 10 Weekly Responses.
**Weekly Responses are not Applicable
TENTATIVE COURSE SCHEDULE

Week 1—January 11  Introduction to the Study of Higher Education Policy

Course Introduction and Reflections—Why study higher education policy? What is public policy? What relationship(s) do/does public policy have on or to higher education? What educational backgrounds are needed to study public policy and the policymaking process?

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Week 2—January 18  Theories and Models of Education Policy

[Approximately 117 pages of reading]

Heck: Chapter 1 “An Introduction to Policymaking and Its Study”
Heck: Chapter 3 “Studying Policy Development, Implementation, and Impact”

Research on higher education policy often relies extensively on certain paradigms, theories, and conceptual models to help frame the research investigations or policy solutions. Some of these ideas develop under certain environmental conditions. What conditions are most important in how ideas become higher education policy or practice? These theoretical lenses often are drawn from economics, political science, and sociology. What other disciplines/fields should be involved in the development of theories useful in higher education policy development, enactment, and implementation? What conceptual frameworks do you consider more appropriate to your questions of interest in the current higher education context?

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Week 3—January 25  Theories and Models of Education Policy

DUE: SUBMIT PAPER TOPICS

[Approximately 102 pages of reading]

Heck: Chapter 4 “Political Culture and Policymaking”
Heck: Chapter 5 “Punctuated-Equilibrium Theory and the Advocacy Coalition Framework”
Heck: Chapter 6 “Economic and Organizational Perspectives”
Heck: Chapter 7 “Going Against the Grain: New Approaches”

This week we continue to examine the most popular theories useful in understanding higher education and phenomena of interest. These diverse theoretical frameworks include new philosophical approaches that may be studied using qualitative research methods as well as quantitative methods. How are these theoretical lenses similar/different from one another? What theoretical lenses/approaches can be used to answer higher education policy research questions
better? Is there a framework/perspective you think is more appropriate given your own interpretation of higher education? What other policy frameworks are needed to fully explore higher education policy?

Week 4—February 1  *Methods of Educational Policy Research*

Heck: Chapter 9  “Qualitative Methods in Policy Research”
Heck: Chapter 11  “Growth Modeling Methods for Examining Policy Change”

The previous three weeks of readings have been devoted to the theoretical conceptions useful in framing the study of higher education policy. We now turn to the empirical methods available to study higher education policy. Numerous research methods have been proposed in studying postsecondary education. Which of these stands out as most appropriate for higher education policy questions? Is there a place for qualitative research methods in the study of higher education policy? Is there a place for quantitative research methods in the study of higher education policy? Does research really matter in higher education policy? Are policymakers and policy actors using research?

Week 5—February 8  *Analysis of Education Policy*


Week 6—February 15  *Analysis of Education Policy*


Week 7—February 22  

**Analysis of Education Policy**

[Approximately 72 pages of reading]


Week 8—February 29  

**Analysis of Education Policy**

[Approximately 50 pages of reading]


A series of frameworks have been developed and articles written, which education policy analysts and researchers use when conducting analyses of education policy. Each student will lead a short teaching explanation of each of these articles/chapters. Please log onto Blackboard to get the article you will read and respond to in class. All students are required to review all of the articles. The voluminous nature of the readings makes this week challenging as you review the articles. I suggest you work in teams to help each other during this week and start reading throughout the semester. Also, provide a written summary of your article of no more than one page single spaced to your fellow students and me.

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Week 9—March 7  

**Spring Break**

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Week 10—March 14  

**State Level Policy Session**

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Week 11—March 21  **Federal and State Lobbying/Advocacy for Higher Education**  
[Approximately 83 pages of reading]

Heck: Chapter 2  “Federalism and Policymaking”
**Cook: Chapter 1  “Higher Education Policies and Representation”**
**Cook: Chapter 2  “A History of Association Lobbying”**

Guest Speaker: **Jonathan S. Fansmith, American Council on Education (ACE) [Already Setup]**

The federal government has been instrumental in higher education policy enactment and implementation. While the federal government has no constitutional responsibility to support higher education, the federal government historically has been more involved in higher education policy than the states, or has it? What role does and *what role should* the federal government play in higher education policy? What role have lobbying/advocacy associations played in the development of higher education policy at either the state or federal levels? Several organizations have emerged as leaders in the advocacy for various sectors in higher education, especially at the federal level. What advocacy/lobbying techniques are most influential in higher education policy? Do advocacy organizations play different roles in federal versus state higher education policy environments?

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Week 12—March 28  **State Higher Education Policy**  
[Approximately 100 pages of reading]

Heller: Chapter 3  “Reforming the Ways in which States Finance Higher Education”
**Richardson & Martinez: Chapter 1 “Strengthening the Policy—Performance Connection”**
**Richardson & Martinez: Chapter 2 “Rules in Use and Performance”**
**Martinez: Chapter 6 “State Policy and Higher Education Supply”**

Guest Speaker: **Daniel J. Hurley, American Association of State Colleges and Universities (AASCU) [Setup Already]**

Recently, state higher education policy has begun to receive greater attention in being instrumental in higher education change. How are states similar to or dissimilar from the federal government in its higher education policy? Does state or federal policy prove to be more *influential* in higher education? Which of these is more agile in developing higher education policies? An enduring question remains as to the greater effectiveness of federal policy or state policy. Which system of higher education policy is most effective?
Week 13—April 4  

**Access**

**DUE: 1st Draft of Paper due to Colleague for Peer Review**

[Approximately 174 pages of reading]

Heller: Chapter 4 “Reframing Access and Opportunity: Problematic State and Federal Higher Education Policy in the 1990s”


**Long, B. T. (2007). The contributions of economics to the study of college access and success. Teachers College Record, 109, 2367-2443.**

**Goldrick-Rab, S. (2007). What higher education has to say about the transition to college. Teachers College Record, 109, 2444-2481.**

**Guest Speaker:** Edward Smith, Institute for Higher Education Policy [Setup Already]

Who enters the gates and walks the hallowed grounds of Harvard, Princeton, and Yale certainly differs from those who decide to attend the local community colleges. Many theories have been developed that help explain the reasons why some students have primarily attended certain types of institutions. Which of the many theories do you believe is more able to explain the phenomena? Why?

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Week 14—April 11  

**Affordability**

[Approximately 76 pages of reading]

Heller: Chapter 1  “Trends in Affordability of Public Colleges and Universities: The Contradiction of Increasing Prices and Increasing Enrollments”

Heller: Chapter 2  “The Paradox of College Prices: Five Stories with No Clear Lesson”


**Guest Speaker:** Christopher M. Mullin, American Association for Community Colleges [Setup Already]

One of the most persistent problems higher education deals with is in the financing of higher education, which invariably has implications on the affordability of postsecondary education institutions. The nexus between federal, state, and institutional grants, loans, and work-study funding programs along with the setting of tuition and fee policies largely establish the perceptions of institutional affordability. Additionally, the drift and changes in the percentage of costs of higher education paid by students suggests that higher education now is considered a private benefit rather than a public good. What can be done from a policy perspective to ensure that college remains affordable to students and their families? How can state and federal governments work together along with institutions to ensure a representative populace among college student enrollees? Are community colleges really more affordable than four-year public institutions of higher education when accounting for taxation and tuition? Who should pay for college?
Week 15—April 18  Accountability

DUE: Revisions and Critique of Colleague’s Paper due back to Colleague
[Approximately 105 pages of reading]

Heller: Chapter 7  “Public Policy and Accountability in Higher Education: Lessons from the Past and Present for the New Millennium”
Heller: Chapter 9  “The Call for Public Accountability: Rethinking the Linkages to Student Outcomes”


Accountability remains as one of the most controversial issues higher education encounters and will continue to encounter in the future. Two persistent themes have remained the most volatile in higher education. One such issue is whether the public who largely funds higher education should have a larger role in the governance of higher education institutions. Can assessment serve accountability on higher education? Should higher education be accountable to states or the federal government? If conflicting perspectives emerge between state and federal governments, who should institutions be most accountable to? What does accountability really serve in higher education? Who benefits from the accountability measures imposed by government?

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Week 16—April 25  Research Presentations

POLICY RESEARCH PROPOSALS ARE DUE ON MONDAY APRIL 23

All students will have access to all proposals submitted electronically. Students will have 15 minutes (no more and no less) to make a presentation regarding their research projects/papers and 5 minutes for Q&A. The presentations will cover your research topic, relevance to higher education policy, design of research methodology, and a contemporary argument for the need to study the topic. If possible, appropriate steps will be taken to answer your research question using available data resources.

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Week 17—May 2  Research Presentations (If Needed)

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**Indicates that the item is available for downloading/viewing on Sakai eLearning.
FINAL ASSIGNMENT GUIDELINES

Note: Education is a communal process where data, research, and literature is made available for public critique and evaluation. Consequently, all assignments will be made public in our course. All assignments will be submitted through Sakai eLearning and will be made available to your student colleagues and any other person I decide should see your work without equivocation. Names will not be redacted from any assignment when made public.

Option 1: Policy Analysis Report

The first option for the first assignment will be the development of a written policy brief/report. Additionally, the report will be presented orally (briefly) to your fellow students. The objective is to undertake a thorough examination of a policy problem at the state or federal level, and offer particular policy solutions having an impact on higher education. The report will be approximately 10 (single-spaced) pages in length excluding front matter and references. I will provide examples of reports you can use to model as you write this report.

The policy brief/report will address a current policy issue in higher education. The report will be prepared for a particular practitioner or policy audience that is primarily concerned with this issue. The report will be written in three parts. The first part will describe the nature of the problem and the importance of the policy problem to higher education. The second part will review the current research knowledge about the issue. Finally, the third part will recommend specific policy solutions/actions to address the problem. It may recommend a specific research study that could be undertaken to address lingering questions. However, I am more interested in the development of an innovative policy solution for this assignment.

Option 2: Research Paper

The second option will require you to write a research proposal for the investigation of a higher education issue that has policy implications. You will develop a traditional research proposal with the typical structure including an introduction, literature review, research questions, and proposed methodology.

You will use a variety of academic resources in developing the literature review. The literature review may NOT cite a webpage unless it is a research report provided by a reputable organization. You must cite as many academic resources, in particular research articles published in refereed journals and authored/edited books. Please keep editorial citations to a minimum for this assignment. For students using this syllabus, the research proposal will be approximately 20 (double-spaced) pages in length of text excluding title, abstract, references, and appendices.
Suggestions for policies/topics for the Policy Analysis Briefing/Evaluation Reports:
Morrill Act (1862)
Morrill Act (1892)
G.I. Bill (1944)
National Defense Education Act (1958)
Higher Education Act (1965)
Subsequent Reauthorizations and Amendments
Title IX of the Higher Education Act reauthorization
The Solomon Amendment to the Higher Education Act reauthorization
Hope Scholarship Program Act in Georgia
Federal Student Financial Aid Issues
State Appropriations
Incentive/Performance Funding Mechanisms
Racial/Ethnic/Class/Gender/Sexual Orientation/Disability Diversity
Accountability and Government Regulation/Oversight
National Postsecondary Education Goals
Title IX
Federal and State Support for Proprietary Schools (career colleges)
Student Outcomes
Research Issues (Conflicts of Interest, Fraud, Animal Research, Indirect Costs)
Historically Black Colleges and Universities
Hispanic Serving Institutions
Federal Laws regarding Substance Use on Campus
Earmarking for Higher Education
Federal, State, or Local Tax Policy towards Higher Education
FERPA and Parental Notification of Alcohol
State Student Financial Aid Issues
Public Support for Private Colleges
Federal Research Funding for Higher Education
State Higher Education Governance Structures
National Services and Student Aid
Distance Learning and Accreditation
Affirmative Action in Admissions
Removal of the Mandatory Faculty Retirement Age
International Education Policy
Technology Transfer, Licensing, and Patents
Tribal Colleges
Campus Crime
College Savings Plans
Federal Support for Medical Education
Graduation Rates
Results-Based Alternative Syllabus

Admittedly, many students do not appreciate the high level of expectations I have of them, especially when I review, assess, critique, and evaluate their academic work. Consequently, I have developed an alternative syllabus that reduces the subjective nature of grading from a one-person perspective (me), and introduces a blind-review perspective to assess the quality of work completed. All aspects of the original syllabus will be required. However, grading for the course will be dependent on whether we submit and get a proposal accepted at a national conference such as ASHE, AERA, AEFA, AIR, and others or a manuscript published in a peer-reviewed academic journal.

For conference presentation purposes, if the conference you are interested in is not listed, please contact me about its acceptance as an alternative. For journal publication purposes, the manuscript must be submitted to a journal we agree to prior to submission. In addition to the above requirements, you will be required to stay for one hour after each class or during a designated time to be agreed upon individually.

It should be noted that students who intend to graduate this fall semester should reconsider using the results-based alternative syllabus since the deadlines for proposal submission to conferences for presentations or poster sessions are calendar specific. While submission for peer-reviewed journal article publication is not calendar specific, it must be noted that reviews for journal article publication tend to take one or two months, sometimes even longer for a determination of "accepted," "rejected," or "revise and resubmit."

You will be graded as follows:

- Grade given at the end of the semester until we Finalize the Grade = I
- Manuscript Accepted for Publication in a Peer-reviewed Journal = A
- Revise and Resubmit for Publication in a Peer-reviewed Journal = A-
- Research Paper Presented at an International/National Conference = A-
- Poster Session Presented at an International/National Conference = B+
- Submitted but Rejected for Journal Article Publication = B
- Submitted but Rejected for Conference Presentation Session = B-
- Submitted but Rejected for Conference Poster Session = C+

NOTE: If you do not submit to a Conference for Presentation/Poster and do not submit to a Journal for Article Publication within 1 year = C or less*

*I will base your grade on amount of effort put into the project here and throughout the semester.
Pete’s Pet Peeves for Academic Writing

Never submit a paper without proofreading it. Ask a student or faculty colleague to review all papers before submission for grading.

Never submit a paper without checking for spelling errors using spell-check. Sometimes it is rather obvious that you have not done so when words that do not exist in the English dictionary at all are still included in the paper.

Always try to use grammar check, although there may be times when you may disregard Word’s suggestions. You should always check for grammar using grammar check.

Never submit a “draft” to your professor as your final paper!!!

Never submit a paper without an academic and informative title, not even if it is a short assignment.

Always place a comma before the final “and” in a sequence unless the final two items are in effect an item.
   Example: The three things I find most interesting are the study of college access, student stratification, and college success.

   Example: The following cartoon characters are my favorite: Rocky and Bullwinkle, Beavis and Butt-head, and Tom and Jerry.
While an “and” exists between Tom and Jerry, a comma is not used after Tom because the two cartoon characters represent an established coupling of two characters. However, the cartoon characters that go together form three separate cartoons in effect. Thus, you still must place a comma between the three groups of cartoon characteristics, even after Butt-head.

Use appropriate language even when it may sound too simple. It is always better to sound “pedantic” (I have made an intentional error here. Do you get it?) than to try to sound intelligent and misuse the words.

Know how, why, and when to appropriately use the following: etc., i.e., and e.g. In addition, you should know that you may not use two of these in one sentence. You may only use one in any given sentence.

Always use the latest edition of the APA style manual in any class I teach. Most of my faculty colleagues would concur with this item.

You should not fear using first person language in your writing, especially if the ideas expressed are your own ideas. This makes it easier for you to avoid using passive language.