

**EDA 391J**  
**Policy and Policy Development in Higher Education**  
**08930**  
**Spring 2005**  
**Thursday 1-4 p.m.**  
**SZB 526**

**Course Syllabus**

**OBJECTIVES**

To expand upon a student's understanding of policy as a concept, policy responsibilities of leadership and policy development in higher education;

To examine distinctions and relations between policy formulation and policy implementation (process/procedure);

To provide practice in formulating, analyzing and refining institutional policy responses to select issues in higher education, thereby testing and enhancing critical thinking, policy analysis and policy writing skills.

**COURSE ACTIVITIES/ORGANIZATION**

In a seminar setting and utilizing the knowledge and experience of class members, the instructor and some guest administrators, the focus of the course will be on shared learning. Some supplemental reading will be assigned to students who have not completed EDA 388P (Educational Politics and Policy--a departmental core course providing a good theoretical framework for policy development) and/or for those who need some review on policy as a concept in order to ensure a common conceptual framework for the shared learning experience.

Since the focus of this course is largely on policy from an institutional perspective, other assigned reading will be limited primarily to specific UT System and/or UT System component institution policies, policies from comparable non UT institutions, and appropriate background information related to policy issues being considered in class.

Active participation is essential to successful completion of the course. The preparation for such participation and the quality of participation each week will constitute a major portion of the final grade assessment for each enrolled class member.

Course content will focus primarily on predetermined policy issues representing a broad spectrum of areas of higher education administration. However, some allowance may be made for accommodating additional or substitute policy issues raised during the course of the semester by current events, the unique background or experience of the instructor or class guests or class member interests.

**REQUIREMENTS**

1. Access to or a subscription to The Chronicle of Higher Education is required. If not already a subscriber, the Department can arrange for reduced rates for the semester or calendar year since this is also a Higher Education Administration Program requirement. Note: a subscription also provides web access to their historical data base and via email to "Academe Today" which provides a daily chronology of the latest developments in higher education.
2. Class attendance, weekly preparation and participation are critical components and requirements of this course.

3. Each class member will be expected to have access to the UT System Regents' Rules and Regulations and to access via Web or other means assigned UT policies not included in the Regents' Rules. *Note: Access to UT System Policies and Regulations at <http://www.utexas.edu/administration/> and Regents' Rules and Regulations at <http://www.utsystem.edu/bor/rules/>.*
4. Each student will identify a different non UT institution or System of higher education to regularly access their policies on issues being discussed and to be prepared to compare and contrast that institution's policies in class.
5. Regular in class written exercises will be used to help sharpen individual analysis and critique of policy issues and to provide experience in developing effective policy responses to issues. Instructor critique of these exercises will constitute part of the final grade assessment for the course and in making judgments about the quality of weekly preparation and participation.
6. Final term paper. Each student will do a policy analysis or develop a policy response with appropriate analysis to an institutional issue not covered in depth in the course of the semester. The final selection of a policy issue is subject to instructor approval based on a one page outline and preliminary bibliography due by March 24. The selection may be of an issue for which the current institutional policy response is judged inadequate and therefore in need of revision or be an issue for which no current policy response exists. In addition to the proposed policy response, the paper should include sufficient background identification and analysis of the issue(s) and adequate documentation and support for the proposed response. Use of one or a combination of theoretical policy analysis models to which exposed is considered desirable. The final paper (including bibliography) should not exceed 12 pages and shorter papers of quality are encouraged. A summary of the paper will be presented to and open to discussion by the class in the last two (2) class sessions.

## STUDENT ASSESSMENT (GRADING)

Class Attendance/Preparation/Participation	55% *
In Class Written Exercises	25%
Term Paper/Paper Presentation	20%

\* Instructor evaluation regarding preparation/participation is obviously somewhat subjective and will be based on observations/judgments made during general class discussion, group exercises and written assignments. Thus, it is incumbent on all class members to have read pertinent policies and any assigned readings and to participate in the related discussions.

COURSE EVALUATION: At the conclusion of the course students will be asked to evaluate the course and the instructor using the university's standard course and instructor survey and to provide additional commentary to guide future course enhancements.

ACADEMIC ACCOMMODATION: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For information, contact the office of the Dean of Students at 471-6259 or 471-4641.

SCHOLASTIC DISHONESTY: Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One,

Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

INCOMPLETE GRADE: The instructor will work with students who for a specific and valid reason find they cannot finish an assignment on time. However, out of respect for students who do complete their assignments on time, a student should expect that under normal circumstances the grade for work submitted late will be less than for the same work submitted on time. All work is to be completed by the end of the semester (i.e. an incomplete will be acceptable only under unusual circumstances).

#### **INSTRUCTOR CONTACT/OFFICE HOURS**

Offices: Educational Administration, SZB 374C. Phone: 471-7280 (Leave voice messages this office only)  
PCL Library, 6.102. Phone: 495-4263

Office Hours: Wednesday, noon – 2:00 p.m.  
Thursday, 10:00 a.m. - noon  
Other days subject to availability or by appointment

E-mail: [j.duncan@mail.utexas.edu](mailto:j.duncan@mail.utexas.edu)

Home Phone: 830-336-3804

## Course Outline

DATE/TOPICS	ASSIGNMENTS
<p>Jan. 20: Introduction: Review/Refinement of Course Objectives/Class Expectations</p> <p>Review Policy Definitions/Concepts</p>	<p>Students who have not taken EDA 388P (Education Politics and Policy) or for review by all students read the following by Feb. 3</p> <p>1. <u>Policy Studies for Educational Leaders: An Introduction</u> (second edition), Frances C. Fowler, Pearson Merrill Prentice Hall, 2004. First edition copies (1999) available through prior use will adequately serve class purposes (copy on reserve at PCL)</p> <p>Chapter 1 -- "Policy: What It Is and Where It Came From"</p> <p>Chapter 8 -- "Getting the Words and the Money: Policy Formulation and Policy Adoption"</p> <p>Chapter 10 -- "Policy Implementation: Getting People to Carry Out a Policy"</p> <p>2. <u>Public Policy and Higher Education</u>, edited by Lester F. Goodchild, Cheryl D. Lovell, Edward R. Hines, and Judith I. Gill. (ASHE Reader Series) (copy on reserve at PCL)</p> <p>"Introduction", pp. xxi-xxxi</p> <p>"What is Policy" (Ripley, Spitzer, and Wildavsky) pp. 3-45</p> <p>"Governors Versus College Presidents: Who Leads? (Gilley) pp.160-164</p> <p>"The Study of Public Policy" (Anderson) pp. 172-188</p> <p>"Policy Analysis, Incrementalism, and Process"(Lindblom, Cates, Gill and Saunders) pp. 206-233</p> <p>Be prepared to chronicle experiences with policy development/ policy implementation in higher education and to venture a definition of policy based on your knowledge, experiences and observations.</p>
<p>Jan. 27:</p>	<p>Policy Leadership and Board Level Policy Considerations. Be prepared to refine your concept of policy and to discuss elements, features and functions of policy. Be prepared to identify comparative institution choice (other than UT) and to discuss access to that institution's policies.</p>

<p>Feb. 3 - April 7 (9 weeks):</p> <p>Class seminars on specific policy issues in higher education. Each focused topic for policy development will typically consume 1 to 2 class sessions. Thus, the estimated number of policy issues to be treated in depth for the semester is between 6 and 10 issues.</p> <p>A specific schedule of topics will be available for review by first class. Class guests may be involved on some issues. Thus, the schedule may be subject to some change based on guest availability and/or unexpected targets of opportunity or class interests in terms of policy issues.</p>	<p>UT System policies and comparative institution policies per schedule.</p> <p>(Note: Proposal for final paper due NLT 3/10, general outline NLT 3/24)</p>
<p>April 14 and 21 Term Paper Presentations/Discussion</p>	<p>.</p>
<p>April 28</p>	<p>No formal class meeting Finalize paper Instructor conference by appointments</p>