

**PUB AFRS 7503 – Higher Education Policy Seminar  
Summer Session 2015 Syllabus  
3 credit hours (Class Number 4381)**

**Thursdays, 5:45 pm to 9:20 pm + On-line Content  
Page Hall 0060**

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**Office Hours: By Appointment**

### **Course Overview**

The focus of this graduate seminar is on education policy as it applies to higher education. The course will focus on various phases of the public policy process, including policy formulation, implementation, and evaluation. Several models of policy analysis will be used to understand policy options. Students will develop policy analysis papers and briefs geared toward policy makers with special focus on the Higher Education Reauthorization Act and other legislation, an analysis of state-wide systems of higher education, access and affordability issues, the impact of business practices centered on sustainability and cost containment, and other topics. Education policy issues facing K-12 education that impact higher education will be discussed in this class.

### **Course Goals**

Upon completion of this course, students will:

1. Have a better understanding of the public policy process and various public policy models.
2. Be able to articulate various challenges confronting K-12 and higher education today in the United States.
3. Understand actual policy issues facing Ohio State, Columbus, and Ohio.
4. Further develop their critical thinking and reading skills.
5. Further develop their oral and written communication skills through classroom discussion and written assignments.

## Readings

1. Hacker, A. & Dreifus, C. (2010). *Higher education? How colleges are wasting our money and failing our kids – and what we can do about it.* New York: Times Books, Inc. ISBN: 9781429943390.
2. Additional course readings on Carmen website.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

## Grading

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Letter grades will be applied as follows:

A	93-100	C+	77-79	E	< 59
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	60-66		

## Course Policies

**Misconduct:** Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct. Your work should be original. Excessive quotation and paraphrasing of other's work with or without citation will not be accepted. See: ([http://studentlife.osu.edu/resource\\_csc.asp](http://studentlife.osu.edu/resource_csc.asp)).

**Late assignments:** Informing instructor of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a one-third-letter grade penalty (e.g., A to A-, A- to B+, B+ to B-) for each day that it is late.

**Missed examinations or group presentations:** Barring instances of severe illness documented by a medical professional, there is no make-up option for missed assignments.

**Grade appeals:** You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will not re-grade an individual component of an assignment; instead I will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

**Class preparation:** Students are expected to have readings, exercises, and presentations completed before the class session under which they are listed.

Disability Statement: Students with disabilities that have been certified by the Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Conduct and Confidentiality: Students are expected to be supportive, polite and respectful of any individual who is contributing to a class. You will be learning from and teaching other students using some of your own experiences as “case studies” to be analyzed. To get the most out of these activities, everyone needs to feel comfortable so they can be open and honest about their experiences. Therefore, it is critical that everyone in the class respect the CONFIDENTIALITY of the information being shared. This means no repeating stories to outsiders or talking about peers’ stories outside the classroom in public areas.

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## Course Requirements

### *Class Participation and Preparation (20 points)*

Students are expected to complete the following items in this graduate level seminar to demonstrate a commitment to learning and engagement in the class:

- Attend each class session for the entire class meeting period. Students may miss one class session without penalty, for a pre-approved reason. Additional absences will result in letter grade reductions, with no opportunities for make-up work.
- Complete reading assignments prior to the class for which they are assigned.
- Contribute to class discussions, including participation in class activities.
- Subscribe to the free Inside Higher Education online newsletter by adding an email address to: <http://www.insidehighered.com/newsletter/signup> and selecting “Weekly News Update” under the list options category. At several points during the course, we will discuss topics posted on this higher education e-community, and students will need to submit a one page bullet point list that outlines key issues from a selected topic and key questions to discuss in class.
- In this hybrid course, students will fulfill about two hours of course content outside of the class weekly meeting through on-line videos and assignments. Class participation points will be awarded for thorough and thoughtful interaction in discussion board assignments. Participation grades will be presented at a midpoint so students can review progress on the hybrid assignments.

### *Memo to Policymakers (20 points)*

Students will write one memo that will outline key points made in the class presentations by guest speakers, discuss specific policy problems related to the topic, and include ideas for how policymakers could implement new strategies. These ideas will come from assigned readings and your own additional research. The memo should be no longer than three pages in length (double spaced) and will be due the week following a class policy presentation using this schedule:

- June 25 Higher Education Financing topic – memo will be due on July 2
- July 2 Community College topic – memo will be due on July 9

Memos will be addressed to “Governor John Kasich” and should be written in an accessible tone relevant for policymakers. Please do not include a cover page and do include a reference page at the end of the memo. Your recommendations should be rooted in research that you have conducted that shows evidence to support your assertions.

### *Team Policy Presentations (20 points)*

Each student will work with a team and each team will be assigned a presentation topic. Teams will need to conduct research on these additional higher education policy topics and present their findings in class. Presentation topics will include:

- ✓ Admissions and Diversity/Affirmative Action
- ✓ Financial Aid/Federal Government Support
- ✓ Intercollegiate Athletics
- ✓ For Profit Institutions
- ✓ Tenure & Promotion

The team should outline key issues about the topic, conduct a brief literature review on the topic, outline the key issues facing our state and nation today regarding the policy issue, link the issue to one of the following policy models (see below – find sources on your own), and present suggestions about where the future opportunities and challenges lie for the issue.

- “Garbage can” model
- “Black box” model
- Stages model

Presentations should be no longer than 45 minutes (30 minutes for content and 15 minutes for class discussion). Each team member must have a visible role in the presentation and the team should be prepared to use PowerPoint (10-12 slides maximum, include list of sources, turn in one handout of slides – 6 to a page to the instructor). Presentations will take place on July 16 and 23, and team assignments will be made by the instructor.

### *Final Paper (40 points)*

Students will complete a review of the book *Higher Education?*, which evaluates the current state of higher education, by examining critical issues like tenure and promotion, education costs, and employment trends. Students will submit a 10 page review of the book that responds to these questions:

1. What are your reactions to the overall focus of this book?
2. If you were to implement policy changes as a result of this book’s Part 3, what policy models would you follow? Why?
3. What recommendations do you have for responding to issues like college costs, changes in tenure and promotion, athletics programs, or the changing demographics on college campuses? Select one chapter from chapters 7, 8, 9, or 10, highlight the major issues from that chapter, and make recommendations of your own in response to the issues found in that chapter.
4. Based on the *Higher Education?* reading, what are your answers to these questions: Should government continue to support higher education and students who attend college? What are the arguments for and against such government support?

The paper should be double spaced, follow APA format, and use 5-6 sources (from class and/or outside of class). The paper is due on July 30 to the Carmen Drop Box. For additional information, visit this website: <http://highereducationquestionmark.com/> about this book selection.

## Class Topics and Readings

(note that additional readings may be assigned during the seminar and that guest speakers may change)

Date	Class Agenda	Readings/Assignments
18 June Class 1	<p>Class Introductions and Overview</p> <p>Introduction to Higher Education and Public Policy</p> <p>Understanding Public Policy</p> <p>Unique Issues in Higher Education</p> <p>Higher Education Reauthorization Act</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• AASCU, <i>Top 10 State Policy Issues for 2015</i></li> <li>• NASPA <i>Public Policy Agenda</i></li> <li>• ACE, <i>An Open Letter to College and University Leaders</i></li> <li>• Birkland, Chapters 1 and 2 (optional)</li> <li>• Birkland, Chapter 9 (optional)</li> <li>• Ripley, <i>The Nature of the Policy Process</i> (optional)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Subscribe to Inside Higher Education newsletter by adding an email address to: <a href="http://www.insidehighered.com/newsletter/signup">http://www.insidehighered.com/newsletter/signup</a> and selecting "Weekly News Update" under the list options category.</li> </ul>
On-line Module 1	Class 1 to Class 2 on-line content	<p>View the following video at the link posted on Carmen.</p> <p>Declining by Degrees: Higher Education at Risk (1:56:02). Watch the first hour of the documentary.</p>

<p>25 June Class 2</p>	<p><b>Higher Education Financing</b> <i>Guest Speaker: Mr. Jack Hershey, President &amp; CEO, Ohio Association of Community Colleges</i></p> <p><b>Access to Higher Education and Affordability of Higher Education</b> <i>Guest Speaker: Ms. Tally Hart, Senior Economic Access Advisor &amp; Director, Financial Aid at the Ohio State University (Retired)</i></p> <p><b>Understanding University Leadership Roles</b></p> <p><b>Academic and Student Affairs</b></p> <p><b>Inside Higher Ed topics</b></p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Changing Higher Education, <i>How Can We Think About the New Wave of Innovations in Higher Education?</i></li> <li>• <i>Dispatch</i> report, <i>A Decade-long Building Boom Erected on a Mountain of Debt</i></li> <li>• <i>The Nation</i>, <i>What Makes Ohio State the Most Unequal Public University in America?</i></li> <li>• Manning, <i>Higher Education Organizational Perspectives</i></li> <li>• Thelin, <i>Historical Overview of Higher Ed</i> (optional)</li> <li>• <i>Chronicle</i>, <i>The Imminent Crisis in College Leadership</i></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Inside Higher Ed Discussion Prep: Prepare a one page bullet point list to submit to the instructor that addresses an issue from the past week with key points and questions for discussion.</li> </ul>
<p>On-line Module 2</p>	<p>Class 2 to Class 3 on-line content</p>	<p>View the following video at the link posted on Carmen.</p> <p>Declining by Degrees: Higher Education at Risk (1:56:02). Watch the second hour of the documentary and then respond to the discussion board questions that appear on Carmen by July 2 for On-line Module 2 Post.</p>

<p>2 July Class 3</p>	<p>Community Colleges &amp; Pathways from High School <i>Guest Speaker: Dr. Mabel Freeman, Advisor to the President, Columbus State Community College (former Assistant Vice President, Undergraduate Admissions and First Year Experience, The Ohio State University)</i></p> <p>Statewide Systems of Higher Education <i>Guest Speaker: Mr. Gary Cates, Senior Vice Chancellor, Ohio Board of Regents</i></p> <p>Federal Government's Role in Education</p> <p>Community College Completion</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• AACC, <i>It's a Matter of Time: Low-Income Students and Community Colleges</i></li> <li>• Achieving the Dream, <i>Building Support for Student Success: A Framework for Achieving the Dream's State Policy Work</i></li> <li>• Ohio Board of Regents, <i>Strategic Plan for Higher Education 2008-2017</i></li> <li>• Department of Education, <i>A Nation at Risk report, 25 Years Later</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Higher Education Financing Memo due for students with last names A-L.</li> <li>• On-line Module 2 Post.</li> </ul>
<p>On-line Module 3</p>	<p>Class 3 to Class 4 on-line content</p>	<p>View the following video at the link posted on Carmen.</p> <p>Watch Nine for IX: Let Them Wear Towels (00:59:04) and the first 30 minutes of Implementation of the VAWA Amendment to the Clery Act (01:02:23). Watch the videos and then respond to the discussion board questions that appear on Carmen by July 9 for On-line Module 3 Post.</p>

<p>9 July Class 4</p>	<p>Title IX Legislation &amp; Clery Act <i>Guest Speaker: Ms. Kellie Brennan, JD, Title IX and Clery Coordinator, The Ohio State University</i></p> <p>Legislation &amp; Policy discussion</p> <p>Inside Higher Ed topics</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Nine Things to Know about Title IX</li> <li>• Summary of the Jeanne Clery Act</li> <li>• The Intersection of Title IX and the Clery Act</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Inside Higher Ed Discussion Prep: Prepare a one page bullet point list to submit to the instructor that addresses an issue from the past week with key points and questions for discussion.</li> <li>• Community College Memo due for students with last names M-Z.</li> <li>• On-line Module 3 Post.</li> </ul>
<p>On-line Module 4</p>	<p>Class 4 to Class 5 on-line content</p>	<p>View the following video at the link posted on Carmen.</p> <p>The College Conspiracy (1:40:26). Watch the entire episode and then respond to the discussion board questions that appear on Carmen by July 16 for On-line Module 4 Post.</p>

<p>16 July Class 5</p>	<p><b>Student Conduct &amp; Discipline Processes</b>  <i>Guest Speaker: Mr. Justin Moses, JD, Director, Student Conduct, Office of Student Life</i></p> <p><b>Team Policy Presentations</b></p> <ul style="list-style-type: none"> <li>• Admissions and Diversity/Affirmative Action</li> <li>• Financial Aid/Federal Government Support</li> </ul> <p>Hacker &amp; Dreifus, Part 1 discussion</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hacker &amp; Dreifus, Part 1</li> <li>• Courts or Campuses? Different Questions and Different Answers</li> <li>• Student Conduct Administration &amp; Title IX</li> <li>• <i>Dispatch series, Campus Insecurity</i></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Team Policy Presentations</li> <li>• On-line Module 4 Post</li> </ul>
<p>On-line Module 5</p>	<p>Class 5 to Class 6 on-line content</p>	<p>View the following video at the link posted on Carmen.</p> <p>Virtual Professional Development: Flipped Classrooms (01:00:43) and Dr. Matt Stoltzfus TEDx (00:14:13).</p>

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<p>23 July Class 6</p>	<p>MOOCs and the “Flipped” Classroom</p> <p><i>Guest Speaker: Dr. Matt Stoltzfus, Lecturer, Department of Chemistry and Digital Media Fellow, The Ohio State University</i></p> <p>Team Policy Presentations</p> <ul style="list-style-type: none"> <li>• Intercollegiate Athletics</li> <li>• For Profit Institutions</li> <li>• Tenure &amp; Promotion</li> </ul> <p>Hacker &amp; Dreifus, Part 2 discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Hacker &amp; Dreifus, Part 2</li> <li>• Levine, <i>MOOCs, History and Context</i></li> <li>• HASTAC, <i>If We Profs Don’t Reform Higher Education</i></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Team Policy Presentations</li> </ul>
<p>30 July Class 7</p>	<p>Class Wrap Up</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Finish Hacker &amp; Dreifus</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Final Paper due to Carmen Drop Box</li> </ul>

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