

**College of Education** **& Health Professions**

**Columbus State University**

**Department of Counseling, Foundations, and Educational Leadership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course:** | **EDHE 8110: Policy and Politics of Higher Education** |  | **Semester:** | Spring 2021 |
| **Instructor:** | **Dr. Adam McGhee** | **Time & Days:** | **Online** |
| **Office:** | **Virtual** | **Location:** | Online |
| **Phone:** | **334-663-1209 (emergency)** | **Teaching Schedule:** | **Weekly** |
| **Email:** | **adamc@auburn.edu** | **Prerequisites:** |  |
| **Office Hours:** | **Please email or call as needed.** | **Co-requisites:** |  |

**Course Description: (3-0-3).** This course is designed to provide frameworks and approaches to the policy and politics of higher education. Politics contributes heavily to policy development and policy implementation.

This class involves an investigation of the politics and policies of higher education. It is designed to be taught in a short time frame in an online format. Readings must be done quickly because of time limitations. Also, assignments must be done at a fast pace so as to not fall behind. It is all doable, so enjoy it as much as you can.

The assignments are divided into eight parts. You will have a week to do each. There are also three additional projects that will be due during the course of the semester. The assignments involve readings, discussion posts and writings on various topics. Of course, the emphasis will be not so much on what you read, but on your interpretation and projection of the subject matter into the future. Due dates will be clearly noted. You are encouraged to begin early on your interviews. More on expectations, grading and assignments are below.

The College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership.

**ADA Statement:**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. We recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 221, 706-507-8755 as soon as possible. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need.

**NBPTS Core Assumptions:**

The College of Education and Health Professions has adopted the five (5) core assumptions, below, of accomplished teaching of the National Board of Professional Teaching Standards (NBTS) as standards for advanced teachers.

1.Teachers are committed to students and their learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.

3. Teachers are responsible for managing and monitoring student learning.

4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.

**ISLLC Standards**

The College of Education Educational Leadership Program has adopted the six (6) standards of the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.
4. A school administrator is an educational leader who understands economic, legal, and cultural context.

The NBPTS Core Assumptions and the ISLLC Standards provide the foundation for graduate study (except for Counseling) in the College of Education and Health Professions (COEHP). They are moral agents and social advocates for children and the communities they serve and their work is anchored on central themes of learning/ teaching and school improvement. In a very real sense, they affirm the commitment of the College of Education ***"To achieve excellence by guiding individuals as they become professionals…"*.**

**Instructional Goals**

 A. Develop an understanding of the goals and purposes of American higher education and its role in American society.

 B. Understand the historical origins and contemporary status of policy making in postsecondary education.

C. Understand the policy precedents that shaped the structure and governance patterns observed in public and private higher education.

 D. Become familiar with the professional literature on politics in postsecondary institutions.

 E. Critically analyze the behavior of crucial policy and political actors within their contextual environment.

 F. Discriminate between policy, rules, regulations and administrative guidelines.

G. Analyze current and emerging policy and political decisions at the state and national levels.

H. Provide an intellectual dialogue and analytical engagement with the implications of higher education as a major social institution for the broader society.

I. To gain an understanding of the vast impact that societal trends and developments have for higher education institutions and their primary participants and constituents.

J. Develop an understanding of how educational politics permeate educational systems and influence equity and social justice.

**Course goals/Objectives**

A. Demonstrate knowledge of the general social dynamics which frame the complex interplay between colleges and universities and the broader society.

B. Analyze colleges and universities within the broader social contexts in which they are embedded, particularly along geographic/spatial, demographic, political, economic, and technological dimensions.

C. Evaluate the various social structures and processes that shape, organize, and impact higher education organizations (i.e., traditions, policies, and practices) their constituents, critics, and others impacted by their actions.

D. Describe the avenues for examining the various challenges and benefits of the social and political responsibilities of higher education in terms of its paradoxical role as both an engine of social mobility as well as social reproduction.

E. Analyze political conceptual frameworks and theories to explain leadership behavior that either encourage or hinder educational equity and social justice*.*

F. Evaluate the political processes to determine their impact on educational equity and social justice.

G. Illustrate how the political process relates to improving and deterring educational equity and social justice, including ethical and philosophical principles/foundations, policy cycle, political culture, political arenas (organizations), power, conflict, actors, agenda setting, political systems, and research and analysis.

H. Describe the applicability and implications of politics of equity and social justice for individual practice, educational organizations, and policy.

I. Articulate personal values regarding political processes that may advocate for educational equity and social justice.

J. Describe the broad institutional, socio-economic, and political contexts of state and federal policy-making.

K. Analyze the leadership perspectives of government and university officials, public policy-making structures, processes and programs.

L. Analyze issues and trends in public policy-making and their changing impact within higher education.

**Required Materials**

1. Between Citizens and the State: The Politics of American Higher Education in the 20th Century by Christopher P. Loss. Copyright 2012 by Princeton University Press. ISBN-10: 0691163340. ISBN-13: 978-0691163345.

http://press.princeton.edu/titles/9577.html

1. APA Manual
2. www.insidehighered.com – I expect everyone to sign up for their email news service, which sends an email once a day about relevant issues in higher education. I don’t expect you to read all of the articles, but it will be a very good resource for you, and should prompt discussions.

**Course Requirements & Grading**

* Grades will be based on the following criteria:
	1. Weekly Participation and Discussion Posts: 200 points *(max of 25 each)*
	2. Weekly Reaction Papers: 320 points *(max of 40 each)*
	3. Interview and report projects: 320 points *(max of 160 each)*
	4. Policy Brief: 160 points
* Candidates are expected to read suggested texts and resource publications.
* **Weekly posts and discussions:** You are expected to post weekly thoughts related the readings or in response to a question from the instructor. You should also read other students’ responses, and respond to at least two others, offering your contribution. These responses will not be graded individually, but the overall quality of your written responses will figure into the weekly participation and discussion grade. Discussions should illuminate new material/thoughts that were not addressed in the readings. Each post/comment should be between 100 and 250 words. Questions/assignments will be posted at least one full week before due date/time.
* **Weekly Reaction Papers:** Papers will be required every week that connect the readings, guided in part by the study questions, to current events and/or personal experiences. Do not re-summarize the readings, but use your space to raise a critique, or develop your reactions to the readings **and/or** relate to a current issue or event in higher education. These reactions will both help you to make sense of your thoughts about the week’s readings and will allow us to address students’ interests as we organize the discussions. These should be posted to the course website under the collaboration tab (make sure you are logged in to the site). Each paper should be 1-2 pages (cover page and reference pages are *not* included in this count), double-spaced, 12-point type, 1-inch margins, Times New Roman font, APA style with at least two scholarly sources (such as a book or peer-reviewed journal article). Additional sources may also be used. Questions/assignments to guide your paper will be posted at least one full week before due date/time.

* **Interview Report Projects**:
1. Interview a practicing higher education administrator (assistant vice president or above) about their job and find out if policy or politics has a bigger impact on their daily task(s). What are some of the most pressing policy and/or political issues impacting them today? What are they worried about in terms of current or developing policy? What policies are the most important to them? Where do they wish there was more or different policies? Where are their policies located? What kinds of topics do they cover? What is not covered? What kinds of policies are they working on, or do they need? ETC!
2. Interview a state or federal elected official, or full-time staff member in their office. How are they involved in higher education? How do they impact higher education? What do they see as the issues impacting higher education today? How do they think politics impacts higher education? What are the issues they are worried about today? What about in the next 5-10 years; will the issues be different? What do they wish people/university administrators/students worried more about? What do they think is the most critical issue to address in higher education? Are they doing anything now or in the upcoming year that will impact **your** life on a college campus? ETC!

Each Interview Report should be 2-3 pages (cover page and reference pages are *not* included in this count), double-spaced, 12-point type, 1-inch margins, Times New Roman font, APA style, with at least 3 scholarly sources (such as a book or peer-reviewed journal article). Additional sources may also be used.

* **Policy Brief:** Students will identify a current policy issue in higher education, research it and address it through a policy brief. The report will be prepared for a particular practitioner or policy audience that is primarily concerned with this issue. The subject matter and audience is the student’s choice, but should be relevant to higher education administrators working today. This assignment is designed to each student’s opportunity to solve a problem he or she learned about during this course. A high level of thought is expected.

Please refer to <http://writingcenter.unc.edu/policy-briefs/> for instructions on completing this assignment. Report should be 2-3 pages double-spaced, 12-point type, 1-inch margins, Times New Roman font, with at least 2 scholarly sources (such as a book or peer-reviewed journal article). Additional sources may also be used.

* Evaluation criteria for papers: Papers will be evaluated in terms of;
1. The writer's ability to use appropriate research techniques associated with disciplined inquiry.
2. The writer's ability to write a rich, descriptive narrative that helps the reader understand both the context and content of the issue or material.
3. The writer's ability to analyze and **synthesize** the issues or material.
4. The writer's ability to demonstrate scholarship by the breadth, depth and appropriateness of sources used in the paper.
5. The writer's organization and clarity of written expression.
6. The writer's ability to meet doctoral standards for written work.
* Total points will be reflected in the following grading:
1. **A** = 900 - 1000 (exceeds expectations for doctoral work)
2. **B** = 800 - 899 (meets expectations for doctoral work)
3. **C** = 700-799 (does not meet expectations for doctoral work)
4. 0-699 (failing grade)
* All assignments are due through the CougarView portal. A backup is to email directly to the professor at adamc@auburn.edu. All assignments must be in by the posted deadline. Late work will not be accepted.
* Please be aware that these requirements and the online nature of this class necessitate that you have access to the Internet. As you also know, there are sometimes technical issues and outages that cause problems with accessing the Internet. Such problems will not be an excuse for a missed deadline. Between the computer labs on campus, smart phones, and the proliferation of Starbucks and other spots around the country that offer free wi-fi, each student should have ample opportunity to turn in assignments as long as they do not wait until the very last minute and hope everything works as it should.

**Online Resources**

* Galileo databases: http://www.galileo.usg.edu/scholar/columbusstate/databases/
* Commission on the Future of Higher Education <http://www2.ed.gov/about/bdscomm/list/hiedfuture/index.html?exp=0>
* The Tuition Puzzle (special report from The Institute for Higher Education Policy) <http://www.ihep.org/research/publications/tuition-puzzle-putting-pieces-together>
* National Center for Public Policy and Higher Education – <http://www.highereducation.org/>
* Association for the Study of Higher Education (ASHE)

 [http://www.ashe.ws/](http://www.ashe.ws/?page=83)

Council on Public Policy in Higher Education (CPPHE)

[www.ashe.ws/cpphe](http://www.ashe.ws/cpphe)

* The Chronicle of Higher Education – (this journal must be accessed through the CSU Library site)
* Inside Higher Ed

<http://www.insidehighered.com>

**Class Attendance Policy**

This class is conducted fully online. Students will verify their attendance by regularly logging into CougarView class, participating in the online discussions, and completing the assignments.

**Academic Dishonesty Policy**

No form of academic dishonesty will be tolerated. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism. Any work turned in for individual credit must be entirely the work of the student submitting the work unless other’s work is cited.. With regard to homework or other graded assignments, you may get help, but may not copy from each other. Copying work, cheating, or plagiarism forms the basis for disciplinary action. The penalty for academic dishonesty in this course is a failing grade (F) for the course. Specific information regarding academic misconduct is available in the Student Handbook at https://students.columbusstate.edu/policies.php

**Class Withdrawal Policy**

If a student wishes to drop a course after the posted schedule change period, s/he must obtain a withdrawal form from the Office of the Registrar (University Hall), obtain the instructor’s signature on the withdrawal form and return the completed form to the Office of the Registrar. Ceasing to attend class, or oral notice thereof by the student, does **not** constitute official withdrawal and will result in the grade of “F” or “WF.” **For more details, see the Student Handbook** at https://students.columbusstate.edu/policies.php

**Technology**

You should use ***GALILEO*** (including ***ERIC***) to find information to support your articles. Library faculty are available to help, should you need it. You are expected to use word processing when preparing your work. Also, you are encouraged to use e-mail and CougarView to communicate with the instructor at times when you are not on campus.

**Inclusion**

In keeping with the Columbus State University values, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity and different ideals on the various topics will be included in the discussions. Regardless of your opinions, respect for your colleagues is required. This should be reflected in your weekly posts, your communication with student colleagues, and in your papers.

**Weekly Schedule**

**For week ending January 29, at 10 p.m. EST**

● Read Chapter 1 in Between Citizens and the State.

● Introduce yourself to your professor and fellow students and explain your interest in this class.

● Use the posted issue/question to prepare your discussion post and your weekly reaction paper.

**For week ending February 5, at 10 p.m. EST**

● Read Chapter 2 in Between Citizens and the State.

● Use the posted issue/question to prepare your discussion post and your weekly reaction paper.

**For week ending February 12, at 10 p.m. EST**

● Read Chapter 3 in Between Citizens and the State.

● Use the posted issue/question to prepare your discussion post and your weekly reaction paper.

● **Interview Report of college administrator due by 10 pm EST on February 12.**

**For week ending February 19, at 10 p.m. EST**

● Read Chapter 4 in Between Citizens and the State.

● Use the posted issue/question to prepare your discussion post and your weekly reaction paper.

**For week ending February 26, at 10 p.m. EST**

● Read Chapter 5 in Between Citizens and the State.

● Use the posted issue/question to prepare your discussion post and your weekly reaction paper.

**For week ending March 5, at 10 p.m. EST**

● Read Chapter 6 in Between Citizens and the State.

● Use the posted issue/question to prepare your discussion post and your weekly reaction paper.

● **Interview Report of political figure due by 10 pm EST on March 5.**

**For week ending March 12, at 10 p.m. EST**

● Read article in College Fix and discuss policy AND political implications. If you were at a leadership position at Columbus State University when this happened, what would you do in terms of policy? What about in terms of politics?

**March 12 -- Policy brief due by 10 p.m. EST.**

CLASS ideas: (need guidelines on length, etc.)

1. Read article in College Fix and discuss policy AND political implications. If you were at a leadership position at Columbus State University when this happened, what would you do in terms of policy? What about in terms of politics?
2. Interview a practicing higher education administrator (assistant vice president or above) about their job and find out if policy and politics has a bigger impact on their daily task(s). What are some of the most pressing policy and/or political issues impacting them today?
3. Interview a state or federal elected official. What do they see as the issues impacting higher education today? What about in the next 5-10 years; Will the issues be different? Are they doing anything now or in the upcoming year that will impact your life on a college campus?
4. Find and research a current policy issue in higher education. Develop a policy brief for a particular practitioner or policy audience that is primarily concerned with this issue. (need guidelines for how to do this)
5. Research paper