LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 429: Higher Education Policy
Fall 2016 Course Syllabus
Monday, 4:15-6:45 p.m.
Water Tower Campus – Corboy Law Center room 426

Instructor Information

OiYan Poon, PhD.
Assistant Professor, Higher Education
Office: Water Tower Campus, 1134 Lewis Towers
Phone: 312.915.6108
Email: opoon@luc.edu
Office Hours by Appointment

Megan Segoshi, Ph.D. Student
Teaching Assistant
Email: msegoshi@luc.edu
Office Hours by Appointment

Course Description

This course examines frameworks and models of public policy analysis and development, and applies them to current issues confronting post-secondary education in the United States. Students will learn about policymaking structures and processes relevant to higher education at the state and federal levels. They will also gain an understanding of how research relates to higher education policymaking and advocacy.

Outcomes & Objectives

Learning Outcomes
Through this course, students will:

- Understand higher education policy through different frameworks
- Gain a critical understanding of key higher education policy issues
- Gain a general understanding of relevant federal and state policymaking and administrative structures and power levers
- Identify ideological frameworks and their relevance to policy debates and advocacy for change
- Learn to evaluate higher education policies

IDEA Objectives
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to analyze and critically evaluate ideas, arguments, and points of view
3. Learning how to find, evaluate and use resources to explore a topic in depth
School of Education Conceptual Framework

Social Action through Education
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action through Education.” This framework, and its emphasis on the importance of diversity, is consistent with the design and content of this course. Accordingly, this course will challenge students to engage in critical analysis of higher education policy that can limit or advance ideals of equity. By gaining an understanding of policy structures in higher education, students will be encouraged to consider strategies for transforming higher education for social justice.

Institutional Policies & Philosophies

Diversity
This course will explore the many ways in which the diversity of socioeconomic status, relationships with higher education, perspectives, and ideologies can shape debates over higher education policies. Students in this course will consider how policies can produce and/or lessen inequalities in higher education for a diversity of populations. They will also be introduced to public policy frameworks and models to analyze policies, policy initiatives, and agenda, with an eye toward diversity and equity.

Technology
Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Sakai as an educational tool to engage students outside of the classroom setting. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Readings

Required Texts


Other readings/texts as assigned and available on Sakai.

Recommended Text

Learning is a shared and communal process of dialogue. As an educator guided by Freirean principles of pedagogy, I will facilitate this class as a learning community. Within this learning community and its spaces (i.e. classroom, Sakai, email), I expect us all to respect the diversity of knowledge assets – experiential, intellectual, and cultural. Accordingly, students are expected to:

- Be fully engaged as collaborators in the progression and development of the class.
- Critically read assigned readings prior to each class.
- Be in attendance at each scheduled class and present for class discussions.
- Actively engage in small and large group discussions in class and online in a thoughtful, informed, and professional manner.
- Be open to reflect on and learn from other perspectives presented in class, especially if they differ from yours.

Other expectations in class are as follows:

**Cell Phones/ On Call**
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/or instant messaging are not allowed during class as a matter of respect to the learning community. Additionally, taking notes or referring to readings on your cell phone presents a distraction to the class. **Please do not use your cell phone for anything other than to receive an emergency call.**

Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

**Laptops and Internet Usage**
Laptops and tablets are permissible for purposes of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, e-mailing, Facebook, Twitter, etc., during class communicates disrespect to the rest of the class community, and are not permitted.

**Email/Sakai**
Email will be used as the primary mode of correspondence for this course. It is imperative that you **activate your Loyola University Chicago account and check it daily**. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected.
Additionally, Sakai may be used as a source to update the class about course material and to distribute notices about class.

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. Moreover, an inherent goal of this class is to prepare students to be scholars or scholar-practitioners. All papers should be submitted in APA 6th edition format. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you wish to improve your writing skills, please consult the University Writing Center (http://www.luc.edu/writing/) for assistance.

Assignments
The series of assignments in this course present an opportunity for growth. The assignments are also meant to evaluate your progress along the course objectives.

It is your responsibility to complete and turn in assignments by the time specified in the course syllabus and in the manner specified in the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. **Late assignments will not be accepted.**

Students are expected to submit assignments via Sakai. If you are late in submitting your assignment, the Sakai website will not accept your assignment.

*Please follow the instructions provided for each assignment.* This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Students are encouraged to consult with the instructor or teaching assistant regarding any questions associated with assignments.

NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, *the suggested length does not include the title page, abstract, or reference pages.* All papers should be in Times New Roman, 12 point font, double-spaced, with 1-inch margins, unless otherwise specified.

**Evaluation & Grading**

- Class engagement: 15 points
- Engaged Scholarly Discussion: 15 points
- Policy Report Prospectus: 10 points
- Short Policy Analysis Paper: 25 points
- Policy Report (25 points) and Op-Ed (10 points): 35 points
- Total Possible Points: 100

*All due dates for assignments are firm. No late assignments will be accepted.*

Dispositions
All students in the course will be assessed across the following dispositional areas: Professionalism, Fairness, and the Belief that all students can learn. The rubric can be found in Appendix A of the syllabus and the assessments will be conducted at the end of the semester through LiveText.

Class engagement (15 points)  
Because your participation and completed assignments are integral to the success of the course, please email the instructor and TA in advance if for some substantial reason you will be unable to attend class. If you miss more than two class sessions, you may only be eligible for a maximum grade of “B-” in the course.

The rubric for class engagement is as follows:

<table>
<thead>
<tr>
<th>Evaluative Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness</strong></td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent</td>
</tr>
<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td><strong>Significance of Contributions</strong></td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td><strong>General Engagement</strong></td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or in-class and online discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or in-class and online discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or in-class and online discussions; Addresses core issues in activities and/ or discussions</td>
<td>No contributions are offered</td>
</tr>
</tbody>
</table>
Engaged scholarly discussion (15 points)
During the first class, each student will sign up for a class session where you will be responsible for leading a 60 minute discussion and/or activity related to that day’s assigned readings.

DUE: At least 48 hours prior to the class session. Identify one relevant cultural artifact (e.g. Youtube video, music clip, movie clip, blog post, etc.) OR one article from a reputable news media source (e.g. Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, NY Times, Washington Post, etc.) published within the last year, and post it on Sakai.

Along with the artifact/article, include a brief description of why you selected the artifact/article along with 2 or 3 questions related to the topic for the class to consider. Be sure to incorporate the artifact/article into your in-class facilitation.

To post to the class Sakai website, go to “Forums,” click on “Engaged Scholarly Discussion Postings,” and “Start a New Conversation.”

All students are also expected each week to read and respond to the week’s postings on the Sakai site, by 12 noon on the day of the respective class meeting.

Students are highly encouraged to discuss their ideas for their scheduled ESD session with the teaching assistant or instructor.

Policy Report Prospectus (10 points)
This assignment is intended to help students begin organizing their thoughts about their final project – a policy report and op-ed. For this assignment, identify and describe a specific higher education policy topic you would like to explore for your final project. Why is the topic a compelling one for you and for the field of higher education to consider?

The required elements in the prospectus for this class:
1. Description of selected topic
2. Significance of the topic
   a. How does this topic emerge from current public debates related to higher education?
   b. Why is it important to the public?
   c. How/why are you personally invested in this topic?
3. The research question - What is the key question that will guide your final paper?
4. A preliminary list of 8-10 scholarly texts (peer-reviewed articles, book chapters, books, and policy reports/briefs) that you plan to review.

Midterm: Policy Analysis Paper (25 points)
Due: October 31, 4:15 p.m. on Sakai
Page limit: 10 pages

In this assignment, student teams of 2-3 are expected to critically analyze and evaluate the higher education platform of a current U.S. presidential candidate. Drawing from assigned course readings, the analysis should focus on candidates’ formal policy platform documents on higher education, where possible. Higher education policy issues may be addressed within a candidate’s broader education policy platform. In order to comprehensively engage in a critical analysis of the candidate’s policy stances, students should also account for statements by candidates on higher education and related policies found in news media, debates, official candidate social media and press statements, and any other public forums where candidates may be commenting on higher education policy. Be sure to appropriately cite these sources according to APA (6th ed.) guidelines. Successful papers will:
- Engage in the application of relevant texts from the course to critique the platform
- Present a brief description of the policy analysis approach/method
- Identify and discuss the candidate’s ideological framework(s), and how they guide the policy platform/agenda’s goals
- Address the feasibility and potential mechanics for structurally implementing the proposed policy agenda

Policy Report and Op-Ed (35 points)
Due: December 12, 9 a.m. on Sakai
Policy report page limit: 15 pages (25 points)
Op-ed word limit: 800 words (10 points)
In this 2-part final assignment, students have the opportunity to gain an in-depth understanding of a current higher education policy issue, and to present their exploration of relevant research, analysis, and argument in the format of a policy report and op-ed.

The **policy report** should:

1. Cite relevant research, identify and describe a selected policy problem including a discussion of the history/context and magnitude of the identified problem
2. Present policy recommendations. Examples of such recommendations include suggesting:
   - Changes to existing higher education law, rules, or regulations
   - Changes to proposed policy
   - New legislation
   - Procedural changes in institutional implementation of laws, rules, or regulations
3. Discuss how the policy recommendations might be advanced

The **op-ed** is a short persuasive essay intended to convince readers of a particular understanding of a given topic. The op-ed for this final assignment should be largely informed by the research and work invested in the submitted policy report. It should present a clear, engaging, and substantiated argument for a position and specific policy recommendations. Some resources for writing op-eds:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8.29 | Introduction – Overview of Class  
Democracy, discourse, policy, policymaking, and power | |
| 9.5  | Labor Day – No Class  
Enjoy the holiday, but remember this holiday was brought to you by the U.S. movement for workers’ rights. Don’t forget, educators are workers in an economic system too! | |
| 9.12 | Introduction to Public Policy  
Required readings  
*Policy Paradox*: Introduction & chapter 1  
Suggested reading  
<table>
<thead>
<tr>
<th>9.19</th>
<th>Policy Research and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Suggested Reading</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 9.26 | Ideological Frameworks and the “Social Contract” | ESD 2 |</p>
<table>
<thead>
<tr>
<th>10.3</th>
<th>Policy Goals</th>
<th>ESD 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td><strong>Policy Paradox:</strong> chapters 3-6</td>
<td></td>
</tr>
<tr>
<td><em>Midterm Course Evaluation</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.10</th>
<th>Fall Break – No Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.17</td>
<td>Defining Problems</td>
<td>ESD 4</td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td><strong>Policy Paradox:</strong> chapters 7-11</td>
<td></td>
</tr>
<tr>
<td><em>Class to determine topic(s) for class on 11.28. Upload materials to Sakai Forum entitled “Student-generated readings and resources for class on 11.28” by 11.21.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.24</th>
<th>Policy Structures</th>
<th>ESD 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
<td><strong>Policy Paradox:</strong> chapters 12 and 14</td>
<td></td>
</tr>
</tbody>
</table>


Suggested Readings


10.31 Selective College Admissions and Affirmative Action

Required Readings


**11.7 Access & Completion**

**Required Readings**


**Suggested Reading**


11.14 Affordability

**Required Readings**


11.21 Accountability

**Required Readings**

Ewell, P. T. (2011). Assessing student learning outcomes in college:


<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.28</td>
<td>Community Investigation – Topic TBD on</td>
<td></td>
</tr>
<tr>
<td>12.5</td>
<td>Closure</td>
<td>Final Paper &amp; Op-Ed Due (Poll students - 12/5 or 12/12)</td>
</tr>
</tbody>
</table>

# Appendix A

**Professional Dispositions**  
**Higher Education Program**

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (Above average)</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to work effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with peers on assignments</td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td>Student dresses in an appropriate manner</td>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and act inequitably</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td>Student fails to understand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student exhibits active listening skills</td>
<td>All students can Student exhibits Student believes Student fails to understand</td>
</tr>
<tr>
<td>learn</td>
<td>exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student is sensitive to cultural differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects the diversity of learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework of social justice in decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.