Policy Development and Decision Making

I. Course Description

Study of policy conceptualization; development and implementation, integrated with the decision-making process; ethical and moral responsibility of educational leadership.

II. Rationale

In a democracy policy development and decision making is a function of public responsibilities. These responsibilities are generally finalized in state and federal legislatures that serve to protect its citizens. Public laws make their way to public agencies that determine more specific regulations for how the laws are to be implemented. Once regulations are adopted, they are distributed to public institutions to implement for the good of its citizens. Being involved in this process gives citizens in a democratic society a voice about how public laws serve their good.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. Course Objectives/Learning Objectives

- Explain how a major historical public policy event affected education.
- Develop a public policy document in education based on the stages of the policy process.
- Express key concepts during discussions with accuracy.

VI. Course Topics

- Framework: An overview of the policy development relates the general environment of constituencies involved in the process.
- Responsibility to Society: The public nature of policy must be tied to societal issues where problems of a public nature occur.
- Policy Environment: A policy environment demonstrates how specific constituencies are related to each other as policy flows from law to implementation.
- Ideologies: Policy development and decision making does not occur in a vacuum but is based on philosophical assumptions.
- Policy Process: Policy development follows as specific process from public problems to public solutions.

VII. Instructional Methods and Activities
• **Lectures:** The purpose of lecture is to develop conceptual structures about a subject matter.

• **Discussions:** The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.

• **Case Studies:** Real life situations in a safe environment provide introductions to problems to be solved.

• **Workshops:** Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.

**VIII. Evaluation and Grade Assignment**

• **Readings:** Required reading is from two texts. The chapters and due dates are listed below in the section on *Course Schedule*.

• **Some Guidelines for All Written Assignments:**
  
a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.

b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.

c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.

d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.

e. Here are some keys for writing.

  1) Punctuation goes inside quotation marks. For example: There were key elements from as part of “divinations of the policy crystal ball,” as suggested by Smith (2010, p. 21). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts in separated by commas. For example: Wright (2007) suggested public policy makers should be guided by their constituents, regional needs, fiscal management, and ethical standards. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are three major state policy concerns: (a) federal conformity; (b) constitutional conformity; and (c) legal conformity (Dragan, 2002). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

  2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Davis (2009) suggested good public policy relies on addressing significant public problems that will not get solved by other means.

  3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).
4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Johnson and Keller (2005) related that state policy making and decision making often are matters of taking resources from one program to fund others because of limited revenue. An alternative to this is format is: State policy making and decision making often are matters of taking resources from one program to fund others because of limited revenue (Johnson & Keller, 2005). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Only use authors’ first and/or middle initials in the reference page and never in the body of the paper. This is incorrect: …limited revenue (Johnson, K. B, & Keller, R. D., 2005).

6) Never use language such as: In the article “Public Policy as a Matter of Private Interests,” from the Journal of American Public Policy, Stephanie Rodriguez (2005) demonstrated how private corporations help drive major national public policy decisions. The appropriate way to relate this information is: Rodriguez (2005) demonstrated how private corporations help drive major national public policy decisions.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 of APA for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it.

i. Do not write an abstract as that is for research manuscripts.

1. History and Public Policy: This is a 2 page paper worth up to 40 points that summarizes what you think is one of the most important public policy issues in history affecting education. The paper must meet the following criteria:

   a. Introduction: Provide a short paragraph to give the background of the topic that establishes the context of the paper. The final sentence of the introduction is to state the purpose of the paper. This section of the paper is worth up to 5 points.

   b. Background: This section of the paper describes the issue or issues that gave rise to the policy. In essence, why was there a need for a policy to regulate that specific aspect of education? Who were the key people involved? This section of the paper is worth up to 10 points.

   c. Effect on Education: This section of the paper depicts the effects the policy had on education. In other words, what was the outcome of the policy? It is worth up to 20 points.

   d. Conclusion: This section of the paper summarizes the major points made in the paper and reiterates the purpose of the paper. This section of the paper is worth up to 5 points.
2. **Public Policy Interview**: This 7-10 page paper is worth 110 points and compares perspectives of two stakeholders involved in a single policy. One person is to be a politician involved in an educational policy issue (e.g., a congressperson, lawyer, judge, state representative or senator, board member, city council person, etc.). The other person must be an educator and have an opinion on the same issue as the politician (e.g., a faculty member, administrator, or student). The interviewees must be enlightened stakeholders of the policy issue. You interview these two people and report their perspectives. Inform them that this is a course project and no information will be used for public view. All information is to be kept confidential. The paper must meet the following criteria:

   a. **Introduction**: This is a short paragraph and describes the general intent of the article. This is followed by a purpose statement for your paper. This section of the paper is worth up to 5 points.

   b. **Policy Issue**: This section of the paper relates one specific educational public policy under consideration. See the Fowler text chapter 1 on Policy Issues. The issue must be controversial (it usually is). This section of the paper is to be one to two paragraphs and worth up to 20 points.

   c. **Literature Review**: The literature review examines the scholarly views to the policy/educational issue. There must be no fewer than three articles reviewed. The articles must come from peer reviewed, scholarly journals. Make certain you follow the guidelines provided in this syllabus for how to cite and reference journal articles. When reviewing the articles, use the headings below as subheadings in your paper. Review one article, then review the second article, then the third one in a sequence. Each literature review is worth 10 points for a total of 30 points for this section.

      i. **Purpose of the Study**: This section of the paper relates the purpose of the study and the issues that gave rise to it. An empirical investigation is based on some problem or deficiency in the area of interest. Researchers use this to justify why it is important to investigate the issue further. Provide an overview of this followed by the researcher’s purpose for his or her study. This section is three to four sentences.

      ii. **Literature Function**: This section of the paper reports the function of the literature in each article. It does not summarize the literature but analyzes how the researcher(s) use his or her sources to advance his or her argument. For example, how does the literature give background information? How does it lead to a theoretical framework? How does it lead to the problem statement? How does it show deficiencies in the literature? Is it a combination of these? This section is one paragraph for each article.

      iii. **Major Findings**: This section of the paper describes the major results of the study. It explains the most important outcomes based on the study. This section is three to four sentences for each article.

   d. **Policy Perspectives**: This section of the paper compares the views of the two stakeholders’ views of the same educational policy. For example, how are the views similar or different? What expectations do they have of the policy? How do they view the outcomes of the policy? What effects do they see the policy having? This section of the paper is 1-2 pages and worth up to 30 points.

   e. **Personal Views**: This section of the paper describes your personal views of the educational policy issue. For example, from your perspective how good is the policy and why? Since this is a policy, how effective are its results and why? This section is 1-2 paragraphs and worth up to 20 points.
f. **Conclusion:** This section of the paper summarizes the major points made in the paper and reiterates the purpose of the paper. This section of the paper is worth up to 5 points.

3. **Final Project—Policy Development:** The final project is a policy development paper worth up to 270 points. It involves the identification of a significant problem in education then converted into stages of the policy process. The paper is to be no longer than 15 pages of text and contain the following sections:

   a. **Introduction:** This section conveys the context and ends with the purpose of your paper in one short paragraph. This section is worth up to 5 points.

   b. **Policy Environment:** The section of the paper describes the policy issue. The description must meet criteria for policy change. Policy issues are controversial and public. This section explains why a need for a public policy is warranted. It can be two short paragraphs: (a) the controversy that identifies a problem; and (b) the public nature of the problem. This section of the paper is approximately 1 page in length and worth up to 30 points.

   c. **Issue Definition:** This section of the paper transforms the problem into an issue that can be addressed by the government. The issue is a short statement that proposes a precise solution to the problem. The issue statement is to be explicitly clear followed by a short explanation of what is involved with the issue in the form of claims, evidence, solution, discourse, and broad appeal (see Fowler chapter 7). This section of the paper is to be 3-4 paragraphs and is worth up to 40 points.

   d. **Policy Agenda:** This section of the paper depicts a short discussion of the types of agendas that can influence public policy. It relates how professional organizations, the public, the media, and government agencies characterize the issue. This section of the paper is to be 1-2 paragraphs and is worth up to 20 points.

   e. **Policy Formation:** This section of the paper proposes the rules for the issue. Although there are various steps involved, such as budgeting, selecting legislative committees, and sponsorship, the focus here will be on developing rules for formation. Fowler pages 209-211 provide an example to follow, particularly with Figure 8.4. First, state the proposed policy, then develop the rules based on the following. It includes a discussion of the functions of administrative rules: (a) how do the rules fill a gap in the law?; (b) what are the key terms and how are they defined? Definitions are from professional and scholarly sources not from common areas, such as magazines, dictionaries, encyclopedias, or Wikipedia, etc.; and (c) what are the actual rules? This section of the paper is 1-2 pages and is worth up to 60 points.

   f. **Policy Adoption:** This section of the paper relates three aspects of the policy adoption: (a) government relations; (b) professional organizations; and (c) lobbying. This section conveys how you would propose to work with these three entities. A short paragraph on each one is sufficient as long as the information is precise. This section of the paper is 3 paragraphs and worth up to 30 points.

   g. **Policy Implementation:** This section of the paper provides information about what is involved in mobilizing the policy. It involves the following: (a) a description of whom the policy affects; (b) reasons for adopting the policy and for not adopting it; (c) appropriateness of the policy; (d) key stakeholders needed for implementation; (e) resources needed for implementation. If a policy is still in process, it may mean you need to provide conjecture regarding the five issues above. This section of the paper 2-3 pages in length and worth up to 50 points.
h. **Policy Assessment**: This section of the paper proposes how the policy will be assessed. This will be a short plan, which involves the following: (a) list the goals of the policy; (b) describe the types of data needed to assess the goals; (c) explain how the data will be analyzed. This section of the paper is 1-2 pages in length and worth up to 30 points.

i. **Conclusion**: This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 5 points.

3. **Discussions and Class Participation**: It is expected that scholarly and professional contributions are made during all class sessions for interaction, whether sessions are formal discussions, informal interaction, or class activities. Participation is worth up to 100 points.

**Assignment Summary**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
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<tr>
<td>History and Public Policy</td>
<td>40</td>
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<tr>
<td>Interview</td>
<td>110</td>
<td>10.15.13</td>
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<tr>
<td>Final Project—Policy Development</td>
<td>270</td>
<td>12.10.13</td>
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<tr>
<td>Discussions &amp; Participation</td>
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<td>Continual</td>
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<tr>
<td><strong>Total</strong></td>
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**Grading**

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F

**IX. Course Schedule and Policies**

**A. Course Schedule**

*Required Reading*

*F* = *Policy Studies* text by Fowler  
*P* = *American Higher Education* text by Pasque

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.10</td>
<td>Syllabus review; Introduction to Public Policy</td>
</tr>
<tr>
<td>9.17</td>
<td>A Framework for Public Policy</td>
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| 9.24   | Policy Process  
*F* Chapter 1  
*P* Chapter 1 |
| 10.1   | Public Policy as a Responsibility to Society |
10.8 The Policy Environment
   F Chapters 3 & 4
   P Chapter 3

10.15 Ideologies
   F Chapter 5
   P Chapter 2

10.22 The Public Policy Script
   F Chapter 6 & 7
   P Chapter 5

10.29 The Public Policy Platform
   F Chapter 8 & 9
   P Chapter 6
   ~Interview due

11.5 Change
   F Chapter 10
   P Chapter 7

11.12 Evaluation
   F Chapter 11

11.19 Public Policy Workshop

11.26 Effects of Public Policy on Education

12.3 The Public Good

12.10 F Chapter 12
      P Chapter 8

12.17 Final Project Due

B. Course Policies

Attendance/tardiness: It is expected that you attend every class session and are on time.
Late work: No late work is accepted except for extenuating circumstances approved by the instructor.

Extra Credit: No extra credit work is provided.

Cell Phone/Electronic Device Usage: Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in and “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 2, 2012 is the last day to drop a class with an automatic grade of “W” this term.

Required methods of scholarly citations: APA 6th Edition

Classroom/professional behavior

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University
Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

X. Textbooks


ISBN: 978-0-230-61509-0


Recommended or Supplemental Reading:

XI. Bibliography

Articles


Recreation (Hong Kong), 12(1), 34-38.


Murphy, J. (2009). Turning around failing schools: Insights from the corporate, government, and nonprofit sectors. Educational Policy, 23(6), 796-830.


*Books & Chapters*


Organizations

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<tr>
<td>AERA</td>
<td>American Educational Research Association</td>
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<td>AIR</td>
<td>Association for Institutional Research</td>
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<td>ASHE</td>
<td>Association for the Study of Higher Education</td>
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<tr>
<td>CASE</td>
<td>Council for Advancement and Support of Education</td>
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<td>Council of Graduate Schools</td>
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<td>Center for Higher Education Policy Studies</td>
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<td>Association</td>
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<td>NAGPS National Association of Graduate and</td>
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<td>NASULGC National Association of State Universities and Lang-Grant Colleges</td>
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<td>NCAA National Collegiate Athletic Association</td>
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<td>NCES National Center for Education Statistics</td>
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<td>NSBA National School Boards Association</td>
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<td>SCUP Society for College and University Planning</td>
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<td>UCEA University Continuing Education Association</td>
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