Syllabus

Course Overview

As you approach the topic of politics and public policy, you will learn that many individuals perceive politics as a remote activity and question the ethics of the process. It is a goal of this course to deepen your appreciation of politics and public policy as they pertain to higher education.

As you begin your study of politics and public policy, it might be helpful to provide several working definitions for these two concepts. Throughout the course, you will learn that there are many ways one could define and approach the study of politics and public policy. The following definitions are offered as a starting point for your study, research, and discussions:

> A political science definition might be that politics is activity that involves collective conflict and its resolution. Conflict is here used in a wide sense to mean contestation. All group interrelationships, whether between states or between factions within states, will display some disagreements. There will be disputes about what objectives are to be reached and disputes about how to reach them (Politics, 1999).

Politics can also be defined as the activity by which differing interests within a given unit of rule are conciliated by giving them a share in power in proportion to their importance to the welfare and survival of the whole community (Politics, 2007).

The American political scientist Harold Dwight Lasswell (1936) defined politics as "who gets what, when, how" (p. 1). This definition implies that politics is a debate over issues of goods, resources, and wealth. Such debates consist of disagreements over the use and distribution of resources.

Public policy can be defined as "the collection of policies embodied in constitutions, statutes, rules, and regulations that have been enacted by various governments at some level" (Larson & Lovell, 2010, p. 3). Throughout this course, you will learn about public policy and the impact it has on higher education. The topics you will study include the role of forces and stakeholders in higher education; the role of state and federal governments in higher education; particular policy issues of student financial aid and access to and accountability in higher education; the G. I. Bill's impact of public policy on community colleges, for-profit institutions, private colleges, and universities; analysis of public policy; overview and the impact of change theory; and ethical considerations of public policy.

In your study of politics and public policy in higher education, you gain a deeper understanding and appreciation of *who gets what, when, how*.

References

Larson, T. E., & Lovell, C. D. (2010). In C. D. Lovell, T. E. Larson, D. R. Dean, & D. L. Longanecker (Eds.), *Public policy and higher education* (2nd ed.). Upper Saddle River, NJ: Pearson.

Lasswell, H. D. (1936). *Politics: Who gets what, when, how*. New York, NY: P. Smith.

Politics. (1999). In F. Bealey, *The Blackwell dictionary of political science*. Oxford, UK: Blackwell Publishers. Retrieved from http://library.capella.edu/login?url=https://search.credoreference.com/content/entry/bkpolsci/politics/0?institutionId=816

Politics. (2007). In R. Scruton, *Palgrave MacMillan dictionary of political thought* (3rd ed.). Basingstoke, UK: Macmillan Publishers Ltd. Retrieved from http://library.capella.edu/login?url=https://search.credoreference.com/content/entry/macpt/politics/0?institutionId=816

Course Competencies **(Read Only)**

To successfully complete this course, you will be expected to:

1   Analyze the role of politics in higher education.

2   Analyze ethical issues pertaining to the leadership of higher education institutions.

3   Analyze policy issues in institutional, state, and federal arenas affecting excellence in higher education.

4   Evaluate the effectiveness of change strategies for the implementation of new policies.

5   Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education profession.

Course Prerequisites

Prerequisite(s): ED5012.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Cooley, A. (2015). Funding U.S. higher education: Policy making theories reviewed. *Journal of Higher Education Policy & Management, 37*(6), 673–681.
- Enders, J., de Boer, H., & Weyer, E. (2013). Regulatory autonomy and performance: The reform of higher education re-visited. *Higher Education, 65*(1), 5–23. doi:http://dx.doi.org.library.capella.edu/10.1007/s10734-012-9578-4
- Ewell, P. T. (2015). What happens when quality assurance crosses borders? *Assessment Update, 27*(2), 10–11.
- Johnson, C. (2015). Understanding federal student loan repayment. *Family and Consumer Sciences Research Journal, 43*(4), 306–312. doi: 10.1111/fcsr.12108
- Kotter, J. P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review, 85*(1), 96–103.
- Rhoades, G. (2014). The higher education we choose, collectively: Reembodying and repoliticizing choice. *Journal of Higher Education, 85*(6), 917–930.
- Shaw, K. M. & Heller, D. E. (Eds.) (2011). *State postsecondary education research: New methods to inform policy and practice.* Sterling, VA: Stylus.
- Tandberg, D. A. (2013). The conditioning role of state higher education governance structures. *Journal of Higher Education, 84*(4), 506–543.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of State Colleges and Universities. (2019). Top 10 higher education state policy issues for 2019. Available from http://www.aascu.org
- American Council on Education. (2019). Center for Policy Research and Strategy. Retrieved from https://www.acenet.edu/news-room/Pages/Center-for-Policy-Research-and-Strategy.aspx
- Branson, K. (2019). Interesting policy reads: First quarter of 2019. Retrieved from https://er.educause.edu/blogs/2019/3/educause-policy-interesting-reads-march-7-2019
- Case Western Reserve University. (n.d.). Appreciative inquiry commons. Retrieved from http://appreciativeinquiry.case.edu/default.cfm
- Center for Creative Leadership. (2019). Retrieved from http://www.ccl.org/leadership/index.aspx
- Council for Higher Education Accreditation. (n.d.). Federal updates. Retrieved from https://www.chea.org/federal-updates
- DeMillo, R. (2017). The accelerating pace of change in higher education. Retrieved from https://www.jamesgmartin.center/2017/02/accelerating-pace-change-higher-education/
- Educause. (2019). Policy and security. Retrieved from https://www.educause.edu/focus-areas-and-initiatives/policy-and-security
- Educause. (n.d.). Educause policy. Retrieved from https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy
- Fulton, M. (2019). Shaking up the decision-making channels in postsecondary education. Retrieved from https://ednote.ecs.org/shaking-up-the-decision-making-channels-in-postsecondary-education/
- Higher Education Research Institute, University of California. (2010). Spirituality in higher education. Retrieved from http://www.spirituality.ucla.edu/
- Josephson Institute. (n.d.). Retrieved from http://josephsoninstitute.org/
- Kennesaw State University. (2019). Siegel Institute for Leadership, Ethics and Character. Retrieved from http://www.kennesaw.edu/siegelinstitute/
- Kezar, A. J., & Holcombe, E. M. (2017). Shared leadership in higher education: Important lessons from research and practice. Retrieved from https://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf
- Longley, R. (2018). Tips for writing effective letters to Congress. Retrieved from https://www.thoughtco.com/write-effective-letters-to-congress-3322301
- McGuinness, A. (2016). State policy leadership for the future: History of state coordination and governance and alternatives for the future. Available from https://eric.ed.gov/
- National Association of Student Financial Aid Administrators (n.d.). NASFAA policy. Retrieved from https://www.nasfaa.org/Policy
- Santa Clara University. (2019). About the center - Markkula Center for Applied Ethics. Retrieved from http://www.scu.edu/ethics-center/index.cfm
- Scobey, D. (2018). How does change really happen in higher ed? Retrieved from https://www.aacu.org/aacu-news/newsletter/2018/october/perspectives
- Selingo, J. J., Clark, C. and Noone, D. (2018). The future(s) of public higher education: How state universities can survive—and thrive— in a new era. Retrieved from https://www2.deloitte.com/content/dam/insights/us/articles/4726_future-of-higher-education/DI_Future-of-public-higher-ed.pdf
- *The Chronicle of Higher Education.* (2019). Retrieved from http://chronicle.com/
- The Ethics & Compliance Initiative. (n.d.). Retrieved from http://www.ethics.org/
- The Greenleaf Center for Servant Leadership. (2016). Retrieved from http://www.greenleaf.org/
- The Kenan Institute for Ethics. (n.d.). Retrieved from http://kenan.ethics.duke.edu/
- The Society for Values in Higher Education. (n.d.). Retrieved from http://www.svhe.org/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project ❯❯ Final Project Submission

Project Overview

Project Instructions

The final project for this course is an in-depth analysis (approximately 12–15 pages) of a government policy issue of your choosing that has importance and relevance to higher education today. The course project is designed to:

- Encourage you to reflect on and study the policy issues facing higher education today.
- Analyze the overall role and importance of a particular policy issue that has historical and political influences on the U.S. higher educational system.
- Help you to be more aware of the historical and political impact of higher education policy on colleges and universities today.
- Empower you to think differently and creatively about higher education policy and what you can do as a stakeholder to bring about change in policies that impact higher education.

The culmination of your analysis will be a report that includes the following elements:

Project Introduction

In this section, you will:

- Provide an overview of the role and importance of public policy in higher education today.
- Identify the higher education policy (federal- or state-level) you will be studying in this analysis.
- Briefly explain why you selected this particular higher education policy for study.
- Create an annotated bibliography of sources (from within the past 5–7 years) that you will use in your course project.
  - Present a summary or evaluation (approximately 3–4 sentences) about the content of each of the scholarly sources.

Policy Analysis

In this section, you will:

- Provide a thorough background of the higher education policy you have chosen to study, analyze, and discuss.
- Provide a thorough historical and political review of your chosen higher education policy.
- Briefly describe the ethical issues related to your chosen higher education policy.

Conclusion and Legislative or Policy Letter

In this section, you will:

- Explain how your chosen higher education policy impacts today's colleges and universities.
- Demonstrate your position in a legislative or policy letter, of approximately 2–3 pages, to the appropriate government official or body legislative (this will be presented as an appendix in the project).

Additional Requirements

- **Length of paper**: 12–15 double-spaced pages with 1-inch margins, excluding the title page, abstract, and reference page.
- **Written communication**: Written communication should be clear, well organized, and free of errors that detract from the overall message.
- **Number of references**: A minimum of 10 scholarly references from appropriate periodicals, newspapers, journals, and websites.
- **APA format**: The paper should be completed according to current guidelines for APA Style and Format.
- **Font and font size**: Times New Roman, 12 point.

Unit 1 ❯❯ Origin and Role of Public Policy in Higher Education

Introduction

This course is designed to provide you with an overview of politics and public policy affecting higher education. In addition to providing an overview, this course introduces the role of politics in higher education, ethical issues pertaining to the leadership of higher education institutions, the effectiveness of change strategies, and policy issues in institutional, state and federal arenas affecting excellence in higher education.

This first unit will assist you with reflecting on your individual goals for the course and with selecting a public policy in higher education (a national or state issue) upon which you will concentrate throughout the course. The unit readings establish an introduction to the foundations of public policy and the influence of the forces and stakeholders in higher education.

Learning Activities

u01s1 - Studies

Readings

Use the Internet to read the following:

- American Association of State Colleges and Universities. (2019). Top 10 higher education state policy issues for 2019. Available from http://www.aascu.org
- Branson, K. (2019). Interesting policy reads: First quarter of 2019. Retrieved from https://er.educause.edu/blogs/2019/3/educause-policy-interesting-reads-march-7-2019

Explore the following website for information regarding current IT policy issues affecting higher education:

- Educause. (n.d.). Educause policy. Retrieved from https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy

Multimedia

Complete the following Capella multimedia presentation:

- Issues and Forces.

u01s2 - Assignment Preparation

In Unit 3, the following assignments are due:

- Project Topic Selection.
- Project Introduction and Annotated Bibliography.

You will want to start working on them now to ensure that you have sufficient time to complete them before they are due. Take time to read through both assignments, including their scoring guides.

- For the Project Topic Selection assignment, begin researching the topic you might want to use for the course project. The assignment instructions include a list of possible topics.
- For the Project Introduction and Annotated Bibliography assignment, start collecting the articles you will use to support your topic, and that might be added to your annotated bibliography.

u01d1 - Origins of Public Policy in Higher Education

Review the definitions of politics and public policy in the course overview. How do these compare or contrast with your personal understanding of these two concepts? Next, describe how you would define the role of public policy in higher education.

Then, using the assigned study materials or others that you researched in the Capella University Library, identify 2–3 major forces and stakeholders in higher education today. Select one major force and one major stakeholder, and describe their influence on public policy in higher education. Explain why they have this influence.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 ›› Fundamentals and Theories of Public Policy Analysis

Introduction

This unit is designed to provide you with an overview of the fundamentals and theories of public policy in higher education. In addition, this unit introduces you to the application of public policy theories and facilitates your analysis of a particular public policy in higher education.

The readings will introduce you to the theories of public policy and the application of these theories, as well as the process of conducting an analysis of a public policy in higher education.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following:

- Shaw, K. M. & Heller, D. E. (Eds.) (2011). _State postsecondary education research: New methods to inform policy and practice_. Sterling, VA: Stylus.
  ◦ Introduction, pages 1–10.
  ◦ Chapter 1, "Incorporating Political Indicators into Comparative State Study of Higher Education Policy," pages 1–36.

u02s2 - Assignment Preparation

Continue working on the assignments due in Unit 3:

- For the Project Topic Selection assignment, choose the topic you will use for the final course project.
- For the Project Introduction and Annotated Bibliography assignment, use the topic you selected to begin drafting the project introduction. In addition, continue collecting the articles you will use to support your topic. Begin organizing selected articles into to your annotated bibliography. Capella's Annotated Bibliography resources will be helpful.

u02d1 - Theories of Public Policy in Higher Education

From the readings thus far, highlight three of the theoretical approaches and methods for studying public policy in higher education. What theoretical approaches and methods do you see as relevant to the public policy you are considering selecting to use for the project throughout this course?

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Selecting an Issue of Public Policy

Using the assigned study materials or others that you researched in the Capella University Library, choose a specific public policy in higher education that pertains to a national or state issue. You will use this specific issue throughout the course. Briefly describe the chosen public policy, its current status, and why you have decided to focus on it. Identify the forces and the stakeholders influencing this particular public policy.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 ❯❯ Change Theory

Introduction

People often resist change, particularly in higher education. In the readings for this unit, Kezar and Holcombe (2017) offer one explanation of that resistance: "Given this current era of significant change in higher education, there is growing attention to the importance of understanding the leadership required to guide campuses successfully, and a growing concern that existing approaches to leadership are ineffective" (p. 1).

Units 3 and 4 provide you with an overview of change theory. The readings and discussions will introduce you to the principles of change theory, the application of change, and the means for sharing this understanding of change with colleagues and stakeholders in higher education. Also in this unit, you will begin to develop the list of resources that you will use for your course project. Although you will later delete some resources and add others, based upon what you will actually use, you will post a first draft of your annotated bibliography in the Unit 3 discussion, Annotated Bibliography Peer Review. Capella's Writing Center provides details on how to create an annotated bibliography. Continue to search for and compile appropriate resources throughout the remaining units.

Reference

Kezar, A. J., & Holcombe, E. M. (2017). Shared leadership in higher education: Important lessons from research and practice. Retrieved from https://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf

Learning Activities

u03s1 - Studies

Readings

Use the Internet to complete the following:

- Kezar, A. J., & Holcombe, E. M. (2017). Shared leadership in higher education: Important lessons from research and practice. Retrieved from https://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf
- Scobey, D. (2018). How does change really happen in higher ed? Retrieved from https://www.aacu.org/aacu-news/newsletter/2018/october/perspectives

Discussion Preparation

The second discussion in this unit asks you to post the annotated bibliography you have been working on for the unit assignment in order to get feedback from your peers. Be sure to post your bibliography early in the week, so that you have sufficient time to incorporate any feedback prior to submitting the assignment.

- Annotated Bibliography.

u03a1 - Project Topic Selection

For this assignment, you will select a public policy topic that you will explore, discuss, and analyze throughout this course. This topic will also serve as a key component of your final project.

Possible topics to consider include:

- Access to higher education.
- Accountability and regulation in higher education.
- Affordability and financial aid.
- Campus sexual assault.
- College access and success for veterans or current military members and families.
- Diversity and inclusion in higher education.
- Dual enrollment.
- Economic and workforce development.
- Enrollment management.
- Ethics and transparency in higher education.
- Free speech and civility.
- Guns on campus.
- Higher education funding.
- Institutional productivity and student success.
- IT accessibility and net neutrality.
- Cybersecurity and data privacy.
- Student debt management.
- Undocumented and DACA students.

Submit your topic to the instructor for approval.

u03a2 - Project Introduction and Annotated Bibliography

Submit a draft of approximately 2–3 pages of the introduction section of your course project for instructor feedback. Incorporate the course readings and any others that you have researched. The introduction section should:

- Provide an overview of the role and importance of public policy in higher education today. Include a discussion about change strategy.
- Identify the higher education policy (federal or state level) that you will be examining.
- Explain briefly why you selected this particular higher education policy for study.

In addition, create an annotated bibliography of the scholarly sources you intend to use in your research for the course project. An annotated bibliography is a very effective tool to assist you in moving from the research to the drafting phase of a writing project, particularly when managing a large number of sources. Use the Annotated Bibliography resource provided from the Writing Center to format and develop your bibliography.

Post your annotated bibliography to the second discussion in this unit for peer feedback. Revise the bibliography as appropriate, based on peer feedback. Then submit the bibliography in the assignment area. The annotated bibliography should:

- List at least 10 scholarly sources, from within the past 5–7 years, that you will use in your course project.
- Present a summary or evaluation (approximately 3–4 sentences) about the content of each of the scholarly sources.

Course Resources

Annotated Bibliography

APA Style and Format

u03d1 - Introduction to Change Theory

In the readings for this unit, Kezar and Holcombe (2017) argued for the need to consider the shared leadership culture of an organization in order to lead change effectively. Reflecting on a specific incident pertaining to change that you or a colleague experienced, which aspects of this argument applied most closely to the situation?

Reference

Kezar, A. J., & Holcombe, E. M. (2017). Shared leadership in higher education: Important lessons from research and practice. Retrieved from https://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d2 - Annotated Bibliography Peer Review

Post a copy of the draft of the annotated bibliography from your Project Introduction and Annotated Bibliography assignment in this discussion for peer feedback. Refer to the assignment instructions for further information regarding the assignment. Your fellow learners will provide feedback to guide you as you make revisions before submitting your final version in the Unit 3 assignment submission area. Please review the scoring guide for the assignment.

Response Guidelines

Respond to at least two other learners. Provide feedback regarding each learner's annotated bibliography. Are the resources primarily from within the past 5–7 years? Are the citations correctly formatted? Is the description for each one logically organized and clearly stated? Include any recommendations you may have for revisions to the annotated bibliography.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Creating Change

Introduction

This unit is a continuation of the study of change management introduced in Unit 3. The readings for this unit focus on change in higher education, taking into account the obstacles to change examined in the previous unit. Because politics and public policy necessarily involve change, this unit is intended to facilitate your knowledge of how to manage the ever-changing forces involved.

Learning Activities

u04s1 - Studies

Readings

Use the Internet to complete the following:

- American Council on Education. (2019). Center for Policy Research and Strategy. Retrieved from https://www.acenet.edu/news-room/Pages/Center-for-Policy-Research-and-Strategy.aspx
- DeMillo, R. (2017). The accelerating pace of change in higher education. Retrieved from https://www.jamesgmartin.center/2017/02/accelerating-pace-change-higher-education/

Use the Capella University Library to read the following:

- Shaw, K. M. & Heller, D. E. (Eds.) (2011). *State postsecondary education research: New methods to inform policy and practice*. Sterling, VA: Stylus.
  - Chapter 6, "Developing Public Agendas for Higher Education," pages 121–133.

The following required reading is available full-text in the Capella University Library. Search for the article by clicking the linked title and following the instructions in the Library Guide.

- Kotter, J. P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review, 85*(1), 96–103.

u04d1 - Creating Change in Higher Education

The readings for this unit examine obstacles to successful change management and practical guidance to leading change. Using and citing the readings, examine potential obstacles pertaining to the higher education policy that you are focusing on in this course. As a stakeholder in higher education, how would you introduce the concept of change to your colleagues? What are two of the several positive ways one could introduce change when addressing public policy in higher education? Using and citing the readings, propose some ways to address those obstacles so that change can be effectively implemented.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Federal and State Government Relationship to Higher Ed

Introduction

This unit is designed to provide you with an overview of the forces and stakeholders of the federal and state governments. In addition to providing an overview, this unit introduces you to the influence and involvement of federal and state governments in public policy affecting higher education. Consider your role as a stakeholder in public policy in higher education as you study the unit's readings.

Learning Activities

u05s1 - Studies

Readings

Use the Internet to read the following:

- Fulton, M. (2019). Shaking up the decision-making channels in postsecondary education. Retrieved from https://ednote.ecs.org/shaking-up-the-decision-making-channels-in-postsecondary-education/
- McGuinness, A. (2016). State policy leadership for the future: History of state coordination and governance and alternatives for the future. Available from https://eric.ed.gov/
- Selingo, J. J., Clark, C. and Noone, D. (2018). The future(s) of public higher education: How state universities can survive—and thrive— in a new era. Retrieved from https://www2.deloitte.com/content/dam/insights/us/articles/4726_future-of-higher-education/DI_Future-of-public-higher-ed.pdf

Multimedia

View the following Capella multimedia presentation:

- Formulating Educational Policy.

Discussion Preparation

To prepare for the second Unit 5 discussion, State Public Policy in Higher Education, search your state's website for recent articles about public policies in higher education. You will need to identify one public policy issue that you feel has a significant impact on higher education in your state, which you will discuss with your peers.

Preparation for Unit 6

Unit 6 requires quite a lot of reading, so some of the selections have been assigned to earlier units to even out your workload. In preparation, please use the Capella University Library to read the following:

- Tandberg, D. A. (2013). The conditioning role of state higher education governance structures. *Journal of Higher Education, 84*(4), 506–543.

u05d1 - State and Federal Government Influence in Higher Education

As a stakeholder in higher education, discuss the effects of the state or federal government's influence and involvement on one particular policy in higher education. What type of influence does it have? Positive? Negative? Why?

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - State Public Policy in Higher Education

Search your state's website for recent articles about public policies in higher education. From your search, identify one public policy issue that you feel has a significant impact on higher education in your state. Discuss whether or not you would be an advocate for this policy.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 ›› Government Authority and Regulation versus Institutional Autonomy

Introduction

This unit is designed to provide you with an overview of how the federal and state governments influence the politics and policies pertaining to community colleges, private colleges and universities, and for-profit colleges and universities. The unit readings introduce you to the challenges and implications involved in the relationship between the federal and state governments and these colleges and universities.

In one of the readings for this unit, Enders, de Boer, and Weyer (2013) assert that, "At the very heart of the contemporary debate about university reform and state-university relations is the question of university autonomy" (p. 6). Consider the challenge of government oversight versus university autonomy as you reflect on the readings for this unit and address the discussion questions.

Reference

Enders, J., de Boer, H., & Weyer, E. (2013). Regulatory autonomy and performance: The reform of higher education re-visited. *Higher Education, 65*(1), 5–23.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to read the following:

- Enders, J., de Boer, H., & Weyer, E. (2013). Regulatory autonomy and performance: The reform of higher education re-visited. *Higher Education, 65*(1), 5–23. doi:http://dx.doi.org.library.capella.edu/10.1007/s10734-012-9578-4

Review the following readings from previous units, if needed, to refresh your memory:

- McGuinness, A. (2016). State policy leadership for the future: History of state coordination and governance and alternatives for the future. Available from https://eric.ed.gov/
- Tandberg, D. A. (2013). The conditioning role of state higher education governance structures. *Journal of Higher Education, 84*(4), 506–543.

Discussion Preparation

In both of this unit's discussions, you will need to support your discussion posts with at least one article from a professional journal and one article from *The Chronicle of Higher Education*. The following resources can be used to find many professional journals and articles.

In the Capella University Library, you can use the following database:

- Nexis Uni.

On the Internet, you can use the following resource:

- *The Chronicle of Higher Education*. (2019). Retrieved from http://chronicle.com/

u06s2 - Assignment Preparation

In Unit 7, you will be submitting a draft of the Policy Analysis for your course project as an assignment. In addition, you will be submitting a draft of a legislative policy letter. Take some time this week to begin working on these items. Read through the Unit 7 assignment, Policy Analysis Draft, as well as the scoring guide, so that you have a good understanding of the assignment requirements.

u06d1 - Government Authority and Regulation versus Institutional Autonomy

To supplement this unit's readings on government regulation and involvement, and on higher education's efforts toward autonomy, use the Capella University Library to research a public policy issue that pertains to these topics. Discuss the importance of this public policy. Which groups of stakeholders have benefited, or are expected to benefit? How?

Your examination of this issue is to be supported by at least one article from a professional journal and one article from *The Chronicle of Higher Education* in addition to the required unit reading.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

The Chronicle of Higher Education

Nexis Uni

u06d2 - Political Influences on Higher Education

Select one of the following types of institutions as your focus for this discussion:

- Private higher education.
- For-profit higher education.
- Community college education.

To supplement this unit's readings on college success, retention, and completion, use the Capella University Library to select a public policy issue that pertains to one or more of these topics. Your examination of this issue must be supported by at least one article from a professional journal and one article from *The Chronicle of Higher Education*.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Unit 7 ›› Challenges of Diversity and Access in Higher Ed

Introduction

This unit is designed to provide you an overview of how public policy influences decisions regarding diversity in, and access to, higher education. The unit readings introduce you to the challenges of diversity in, and access to, higher education today. It is important to consider Dean's (2010) assertion, "The policies implemented over the years were intended to address definitions and understandings of the problems of that time, and are inadequate for addressing those problems as they have evolved" (p. 259).

Reference

Dean, D. R. (2010). Current issues in public policy and higher education. In C. D. Lovell, T. E. Larson, D. R. Dean, & D. L. Longanecker (Eds.), *Public policy and higher education* (2nd ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to read the following:

- Shaw, K. M. & Heller, D. E. (Eds.) (2011). *State postsecondary education research: New methods to inform policy and practice.* Sterling, VA: Stylus.
    - Chapter 2, "Can Access to Community Colleges for Low-Income Adults Be Improved?" pages 37–54.
- Cooley, A. (2015). Funding U.S. higher education: Policy making theories reviewed. *Journal of Higher Education Policy & Management, 37*(6), 673–681.
- Rhoades, G. (2014). The higher education we choose, collectively: Reembodying and repoliticizing choice. *Journal of Higher Education, 85*(6), 917–930.

Use the Internet to read or review the following:

- American Association of State Colleges and Universities. (2019). Top 10 higher education state policy issues for 2019. Available from http://www.aascu.org
- Longley, R. (2018). Tips for writing effective letters to Congress. Retrieved from https://www.thoughtco.com/write-effective-letters-to-congress-3322301

u07a1 - Policy Analysis Draft

Policy Analysis

Submit a draft of approximately 7–8 pages of the policy analysis section of your course project for instructor and peer feedback. The policy analysis section should:

- Provide a thorough background of the higher education policy you have chosen to study, analyze, and discuss.
- Provide a thorough historical and political review of your chosen higher education policy.

- Briefly describe the ethical issues related to the chosen higher education policy.

Legislative Policy Letter

Using the Tips for Writing Effective Letters to Congress given in the Resources, write a legislative policy letter of approximately 2–3 pages to the appropriate government official or legislative body about the issue you have chosen for your course project.

- Explain how your chosen higher education policy impacts today's colleges and universities.
- Demonstrate your position.
- Present as an appendix in the project.

Note: The legislative policy letter is to be included in the project appendix.

Course Resources

[APA Style and Format](#)

[Tips for Writing Effective Letters to Congress](#)

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u07d1 - Access, Opportunity, and College Choice

Reflecting on the readings for this unit, summarize one or two of the issues that you are most interested in or concerned about. What information from our readings has confirmed or changed what you previously understood to be true about your selected issue or issues? Explain how you see yourself involved in this particular public policy issue, in either your current position in higher education or a future position. How do you—or might you—become actively involved in this issue?

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 ❯❯ Ethical Challenges and Implications of Public Policy

Introduction

This unit is designed to provide you an overview of the ethical challenges and implications of public policy in higher education. In this unit, you will review and discuss the use of a code of ethics or ethical principles in higher education.

The unit readings introduce you to the ethical considerations of public policy, and in particular the need for accountability regarding the issues of financial aid and student debt. Turner (2010) states, "Much of the national policy debate during the 1990s in higher education has focused on the relationship between the cost of college and access to higher education." It is interesting to note that in the 2010s "...both researchers and policy makers have an incomplete picture ... on the effectiveness of federal policy in alleviating this problem" (p. 444).

Reference

Turner, S. E. (2010). Federal financial aid: How well does it work? In C. D. Lovell, T. E. Larson, D. R. Dean, & D. L. Longanecker (Eds.), *Public policy and higher education* (2nd ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

Readings

Use the Internet to review the following:

- National Association of Student Financial Aid Administrators (n.d.). <u>NASFAA policy</u>. Retrieved from https://www.nasfaa.org/Policy

Use the Capella University Library to complete the following:

- Johnson, C. (2015). <u>Understanding federal student loan repayment</u>. *Family and Consumer Sciences Research Journal, 43*(4), 306–312. doi: 10.1111/fcsr.12108

Use the Internet to examine the following websites. You will use three of these websites for this unit's first discussion.

- <u>Appreciative Inquiry Commons</u>.
- <u>Center for Creative Leadership</u>.
- <u>The Ethics & Compliance Initiative</u>.
- <u>Josephson Institute</u>.
- <u>About the Center - Markkula Center for Applied Ethics</u>.
- <u>Siegel Institute for Leadership, Ethics and Character</u>.
- <u>Spirituality in Higher Education</u>.
- <u>The Greenleaf Center for Servant Leadership</u>.
- <u>The Kenan Institute for Ethics</u>.
- <u>The Society for Values in Higher Education</u>.

Multimedia

View the following Capella multimedia presentation:

- <u>Student Loans: A Tale of Two Borrowers</u>.

Discussion Preparation

In this unit's second discussion, Financial Aid and Student Debt, you will need to support your discussion posts with at least one article from a professional journal and one article from *The Chronicle of Higher Education*. The following resources can be used to find many professional journals and articles.

In the <u>Capella University Library</u>, you can use the following database:

- <u>Nexis Uni</u>.

On the Internet, you can use the following resource:

- *<u>The Chronicle of Higher Education</u>*. (2019). Retrieved from http://chronicle.com/

u08d1 - Ethical Considerations of Public Policy

Your readings this week invite you to reflect on the ethical considerations and challenges regarding public policy in higher education. Today, many institutions of higher education have some form of a code of ethics. For stakeholders in higher education, there are many sources to study regarding the issue of ethics. You are to examine the following websites (links given in the Resources) in order to compare any three:

- Appreciative Inquiry Commons.
- Center for Creative Leadership.
- The Ethics & Compliance Initiative.
- Josephson Institute.
- About the Center - Markkula Center for Applied Ethics.
- Siegel Institute for Leadership, Ethics and Character.
- Spirituality in Higher Education.
- The Greenleaf Center for Servant Leadership.

- The Kenan Institute for Ethics.
- The Society for Values in Higher Education.

After visiting and reviewing the websites, reply to the following questions:

1. Identify and provide a brief overview of the three websites you selected.
2. Describe the strengths of the information on these websites.
3. Compare the strengths of these websites.
4. Describe how the information on these websites can assist in promoting the ethical considerations addressing public policy in higher education.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources
Graduate Discussion Participation Scoring Guide
Appreciative Inquiry Commons
Center for Creative Leadership
The Ethics & Compliance Initiative
Josephson Institute
About the Center - Markkula Center for Applied Ethics
Siegel Institute for Leadership, Ethics and Character
Spirituality in Higher Education
The Greenleaf Center for Servant Leadership
The Kenan Institute for Ethics
The Society for Values in Higher Education

u08d2 - Financial Aid and Student Debt

As you reflect upon the video Student Loans: A Tale of Two Borrowers, and read the articles on student loan debt in this unit's readings as well as those from your own research, how would you address the ethical considerations of financial aid and student debt? What are the ethical factors in the financial aid and student debt debates? What actions do you see as needed to address the ethical considerations of student aid and student debt?

Your examination of this issue must be supported by at least one article from a professional journal and one article from *The Chronicle of Higher Education*.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources
Graduate Discussion Participation Scoring Guide

Unit 9 ›› Accountability in Higher Education

Introduction

This unit is designed to provide you an overview of the issue of accountability and the implications of public policy in higher education that address this issue. You will discuss the role of forces and stakeholders dealing with the issue of accountability.

The unit readings introduce you to the challenges of overseeing the implementation of accountability today. As you studied in an earlier unit, the "government plead[s] for accountability measures but actually refrain[s] from enforcing specific policy instruments" (Huisman & Currie, 2010, p. 648). Reflect on our earlier study of government involvement in higher education, as well as your own knowledge of and experience with government involvement.

Reference

Huisman, J., & Currie, J. (2010). Accountability in higher education: Bridge over troubled water. In C. D. Lovell, T. E. Larson, D. R. Dean, & D. L. Longanecker (Eds.), *Public policy and higher education* (2nd ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Ewell, P. T. (2015). What happens when quality assurance crosses borders? *Assessment Update, 27*(2), 10–11.

Use the Internet to complete the following:

- Council for Higher Education Accreditation. (n.d.). Federal updates. Retrieved from https://www.chea.org/federal-updates

Use the Capella University Library and the Internet to review these readings from previous units.

- Cooley, A. (2015). Funding U.S. higher education: Policy making theories reviewed. *Journal of Higher Education Policy & Management, 37*(6), 673–681.
- Longley, R. (2018). Tips for writing effective letters to Congress. Retrieved from https://www.thoughtco.com/write-effective-letters-to-congress-3322301

u09d1 - How Is Accountability Defined and Measured?

As we bring our examination of politics and public policy in higher education to a close, we will examine an important and controversial topic: accountability. From a synthesis of the readings for this unit, briefly summarize what accountability means. What are the criteria used to evaluate higher education? To whom is higher education accountable? What have been two or three of the primary issues pertaining to accountability in recent years? Conclude your post with your own perspective of accountability in higher education, supporting your assertions with the readings.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Letter to a Legislator

In Unit 10, you will submit your course project, which will include a letter to a legislator on your selected issue that you drafted in your Unit 7 assignment. In this discussion, you will post your letter for peer review before you revise it for submission with your course project.

In addition, briefly address the following in your discussion post:

- Identify ethical concerns or issues relating to your chosen higher education policy.
- Propose a change and strategies to effect that change. Alternatively, if you support the current policy, explain the rationale for your support.

Response Guidelines

Provide feedback for the letters of least two other learners. Comment on the tone, clarity, and the credibility of the learner's letter. If you were the legislator receiving this letter, how might you respond?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 ▶▶ Cybersecurity in Higher Education

Introduction

This unit is designed to provide you an overview of the issues of technology, cybersecurity, and compliance. The issues are researched with regard to the effects of public policy on each of the issues.

Learning Activities

u10s1 - Studies

Readings

Use the Internet to complete the following:

- Educause. (2019). Policy and security. Retrieved from https://www.educause.edu/focus-areas-and-initiatives/policy-and-security

u10a1 - Final Project Submission

Submit your final project. For more information, please review the course project description.

Assignment Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements:

- **Length of paper**: 12–15 double-spaced pages with 1-inch margins, excluding the title page, abstract, and reference page.
- **Written communication**: Written communication is free of errors that detract from the overall message.
- **Number of references**: A minimum of 10 scholarly references from appropriate periodicals, newspapers, journals, and websites.
- **APA format**: The paper should be formatted according to current guidelines for APA style and format.
- **Font and font size**: Times New Roman, 12 point.

Course Resources

APA Style and Format

u10d1 - Cybersecurity and Policy in Higher Education

As we look forward to public policy development in higher education in the future, one issue that cannot be overlooked is the increasing reliance on technology. A number of resulting concerns may be at the center of policies, such as cybersecurity, data privacy, and IT accessibility.

From a review of the readings for this unit, in addition to others you might research in the Capella University Library, reflect upon trends emerging in higher education.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide