

THE POLICY-MAKING PROCESS
ARCHER CENTER, SPRING 2012
Julie S. Donnelly, Ph.D.

GOVT 4370

The Policy-making Process
Spring 2012
Mondays: 5:45pm-8:45pm
Location: Archer Center

Contact Information:

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Course Pre-requisites, Co-requisites and/or other Restrictions:

Acceptance into the University of Texas, Archer Fellowship Program

Course Description: This course will focus on the role of media, the Congress, the President and other governmental and non-governmental actors in the policy-making process. Through a variety of sources (academic texts, newspaper and journal articles, websites, blogs, advocacy papers) we will look at (and hopefully reconcile) the textbook and “real world” versions of how policy is made in Washington, D.C.

This course is divided into four phases where we will use a variety of techniques (lectures/discussion, in-class presentations and guest speakers) to gain a better understanding of the policy-making process. In Phase I, we will discuss how policy is defined: where ideas come from and who plays a role in defining what we consider to be important policy problems. In Phase II, we will look at how policy is made and how the structures of our unique form of government affect the policy-making process. In Phase III we will meet with policy-makers to hear their first hand accounts of the policy-making process and finally, in Phase IV we will try to understand the policy-making process through a legislative simulation and class discussions/debates of some of the important issues of the day.

Student Learning Objectives/Outcomes: It is my hope that at the end of this course, not only will you have a greater appreciation of the complexity of the policy-making process, but that you will understand the crucial role that governmental actors (Congress and the President) as well as non-governmental actors (media, lobbyists) play in this process. Upon completing the course, students will be able to:

- Describe how policy is defined and who defines what a “policy problem” is.
- Understand the role that governmental and non-governmental actors play in the policy-making process.
- Critically evaluate a variety of research sources related to the policy-making process.

- Present your ideas about the policy-making process in a coherent, concise and compelling manner in both written and oral formats.

Required Readings and Course Materials

- **All required readings will be available on-line and will be posted at the Archer Center Forum.** In other words, the required readings for this class will be available to you free of charge. *Simply follow the link provided for each reading in the syllabus or find it at the Archer Center Forum.* All of these links are un-gated and have open access for academic use, but if for any reason you have difficulty accessing them, please let me know.
- **Additional Handouts (Legislative Simulation Package and possible additional readings regarding issues of the day or other important breaking news items)**

Part I: Defining Policy

In this section we will look at where ideas for policy come from, who plays a role in defining issues and policies, how issues and policies are framed and what impact this has on the policy-making process.

Tuesday: 1/10

Introduction: Why are we here and what are going to learn?

(Why understanding the policy-making process is important, how this relates to your personal and professional interests and how in the world are we are going to pull all of this off in one semester?)

Readings: No readings our first week.

Tuesday: 1/17

Agenda Setting, Public Opinion and Policy-making

(Where do policy ideas come from? Who decides what a “policy problem” is? How is a policy debate defined? Who defines issues and why? How do we know what is public opinion and what role does polling play in shaping the public’s ideas about policy and policy-making? How does public opinion play a role in policy-making?)

Readings:

“How the Media Frames Political Issues”, Scott London
www.scottlondon.com/reports/frames.html

“But what do the Polls Show?”, Andrew Kohut, 10/12/09,
<http://pewresearch.org/pubs/1379/polling-history-influence-policy-making-politics>

Monday: 1/23

The Role of Media in Policy-making (*How do governmental actors use the media to affect policy and how does the Media affect the formation of policy?*)

Readings:

“Rescuing Detroit: No News About Government’s Good News”,
E.J. Dionne, 5/18/11,
http://www.washingtonpost.com/opinions/rescuing-detroit-no-news-about-governments-good-news/2011/05/06/AFccPPTG_story.html?wpisrc=emailtoafriend

“Obama Hits Familiar Target in Debunking Birthers: The Media”,
Michael Calderone, 4/27/11,
http://www.huffingtonpost.com/2011/04/27/president-obama-hits-media_n_854563.html?ref=email_share

Not required, but an interesting academic take on this issue:

“Manipulating the Message in the U.S. Congress”, Patrick J. Sellers (1999),
<http://www3.davidson.edu/cms/Documents/Academics/Departments/Political%20Science/ijpp.pdf>

You are not required to read these two articles, but they are a very interesting take on media “insiders” and “outsiders”. The Salon commentary is based on the original NY Times Magazine article:

“The Man the White House Wakes Up To”, Leibovich,
New York Times Magazine, 4/19/2010
(www.nytimes.com/2010/04/25/magazine/25allent.html?emc=etal)

“How Politico, and its star reporter, are hurting America”, Winant,
Salon.com, 4/22/2010, (www.salon.com/news/politics/war_room/2010/04/22/allen_politico)

Part II: Making Policy

In this section we will look at how the structures of our unique form of government affect the policy-making process, how this has changed overtime and what the effect of this has been on our government's ability to make "good public policy".

Monday: 1/30

Congressional Policy-making: The more things change the more things remain the same? (*How have changes in the legislative process affected the policymaking process?*)

Readings:

Read the lead article by Representative Jim Cooper and at least one additional article in the Boston Review Forum Series:

"Fixing Congress", forum by the Boston Review, (May/June, 2011)

http://www.bostonreview.net/BR36.3/ndf_fixing_congress.php

Monday: 2/6

The President and Policy-making (*The expanding role of the President and presidential powers in the policy-making process: Commander-in-Chief, Leader of the Free World, War-Making, etc.*)

Readings: "Lower (and More Realistic) Presidential Expectations, Edward L. Glaeser, *New York Times*, 1/20/09,

<http://economix.blogs.nytimes.com/2009/01/20/lower-and-more-realistic-presidential-expectations/>

"What Can Presidential Speeches Do? A Dialog", John Sides, *The Monkey Cage*, September 9, 2011,

<http://themonkeycage.org/blog/2011/09/09/what-can-presidential-speeches-do-a-dialogue/>

"The Cult of the Presidency", Gene Healy, *Reason*, June, 2008,

<http://reason.com/archives/2008/05/12/the-cult-of-the-presidency/singlepage>

Not required, but two interesting articles about the struggle between the legislative and executive branches:

"Invoking Inherent Powers: A Primer", Louis Fisher (*Presidential Studies Quarterly*, 37, No 1, March 2007),

<http://www.loufisher.org/docs/pip/440.pdf>

“Legislative Vetoes After *Chadha*: CRS Report for Congress”, Louis Fisher, (5/2/05), <http://www.loufisher.org/docs/lv/4116.pdf>

Monday: 2/13

Non-governmental actors and the Policy-making process
(*Lobbies, bloggers, grassroots activists, think tanks, etc .*)

Readings:

“A Better Way to Fix Lobbying”, Lee Drutman, Brookings Institution, Issues in Governance Studies, Number 40,
http://www.brookings.edu/papers/2011/06_lobbying_drutman.aspx

Read one of the two following articles:

“From the Framing to the Fifties: Lobbying in Constitutional and Historical Contexts”, Burdett Loomis, *Extensions*, Fall, 2006
(www.ou.edu/carlabertcenter/extensions/fall2006/Loomis.pdf)

or

“The Lobbying Game”, Jonathan D. Salant, *Extensions*, Fall, 2006
(www.ou.edu/carlabertcenter/extensions/fall2006/Salant.pdf)

The following article is not required, but it’s very interesting. You might skim it for the highlights:

“Does Money Buy Power?: Interest Group Resources and Policy Outcomes”, Leech, et al., paper presented at the annual meeting of the Midwest Political Science Association, April 12-15, 2007,
<http://ase.tufts.edu/polsci/faculty/berry/moneyBuyPower.pdf>

Monday: 2/20

Party polarization and the Policy-making process (*United we stand, divided we fall? How polarized are Democrats & Republicans and how does this affect the policy-making process?*)

Readings:

“Red Media, Blue Media”, By Shanto Iyengar and Richard Morin, Washington Post, 5/3/06, <http://www.washingtonpost.com/wp->

dyn/content/article/2006/05/03/AR2006050300865.html?referrer=emailarticle

Not required. A very up-to-date review of this issue by UT-Austin faculty, Professor Sean Theriault:

“Party Polarization in the 111th Congress”, APSA's Legislative Studies Section *Extension of Remarks* (January, 2009), Sean M. Theriault, <http://www.utexas.edu/cola/depts/government/faculty/seanmt?tab=pubs>

Paper Assignment Number One is due at 5:45pm (at the beginning of class) on Monday, February 20, 2012

Part III: Listening to Policy-makers

In this section we will meet with individuals who have participated in the policy-making process either as an elected official and/or as policy-makers either inside or outside of government. Do they see a difference between the theory and practice of policy-making and what changes (for good or for ill) have they seen overtime?

Monday: 2/27 **Speaker:** Congressman Bill Archer

Monday: 3/5 **Speaker:** TBA

-----NO CLASS MONDAY, MARCH 12, 2012: SPRING BREAK-----

Monday: 3/19 **Speaker:** Mr. Donald Carlson, former Chief-of-Staff to Congressman Bill Archer

(Please note: The week of March 26th, we will have class on Monday (March 26th) and Tuesday (March 27th) nights. Paper Assignment Number Two: The Legislative Simulation Memo is due at 5:45pm (at the beginning of class) on Monday, March 26, 2012.

Monday: 3/26 **Speaker:** TBA

Part IV: Debating Policy

In this section we will discuss some of the important issues of the day with our new understanding of how issues are framed, who sets the agenda and the role that the structures and procedures of government play in the policy-making process. We will follow these discussions with a legislative simulation to bring all this together.

Tuesday: 3/27 **Legislative Simulation Part I** (H.R. 1076: To Prohibit Federal Funding of National Public Radio)

Readings: Legislative Simulation Package

Monday: 4/2 ***NO CLASS —MONDAY APRIL 2, 2011—***

Monday: 4/9 **Legislative Simulation Part II** (H.R. 1076: To Prohibit Federal Funding of National Public Radio)

Readings: Legislative Simulation Package

Monday: 4/16 **Legislative Simulation Parts III** (H.R. 1076: To Prohibit Federal Funding of National Public Radio)

Readings: Legislative Simulation Package

COURSE POLICIES

General Grading Policy: *There are no quizzes or written exams for this course. Instead your grade will be based on a variety of short written assignments, class presentations class attendance and participation in class discussions as well as participation in the legislative simulation at the end of the term. I do not offer extra-credit options to make up missed or late assignments or absences from class.*

Each assignment/activity is worth the following:

General class participation and attendance (25%): Students are expected to come to class fully prepared to participate in class discussion and our analysis of the weekly topic(s). This means that you will complete reading assignments in advance of each class meeting and will come to class ready to discuss the readings, answer and ask questions and generally to be engaged in class activities and general discussion. *Please do not schedule trips, appointments, activities, etc. that conflict with your ability to attend class and please do not ask me to “excuse you” from class so that you may attend another event or activity. More than ONE unexcused absence from class will result in a deduction of your overall participation grade which will affect your overall class grade.* What this means for you is that you have ONE night (*with the exception of the last two nights of class, our legislative simulation*) where your unexcused absence will not count towards your participation grade.

Short paper on agenda setting or framing of issues in the policy-making process (35%): This assignment asks you to select one governmental or non-governmental actor (for example: a member of the Houser of Representatives, a blogger, the President, a reporter, a lobbyist, etc.) and discuss how they might affect agenda-setting or might attempt to frame an issue as part of the policy-making process. What structures, forces and/or features of the environment of the particular actor do they use to affect agenda-setting or to frame an issue? Each student will write a short 4-6 page essay on this topic. A more detailed hand-out will explain the expectations for this paper. **The paper is due in class: Monday, February 20, 2012, no later than 5:45pm.**

Legislative simulation participation and memo (total 40%): Each student will play a roll in the legislative simulation (15%). You will be graded on how well you play your role. (No you won't be graded on your acting skills!) In addition, given your legislative simulation assignment, each student will write a short 3-5 page memo regarding how that actor will attempt to define/frame/influence this issue and/or set the agenda given your position, personal background and resources that you do (or do not) have at your disposal. The memo is worth (25%). A more detailed handout will explain how to successfully play your role and how to prepare your memo. **The memo is due in class, Monday, March 26, 2012, no later than 5:45pm**

POLICY ON THE USE OF ELECTRONIC DEVICES IN CLASS AND/OR DURING CLASS-RELATED ACTIVITIES: I expect my students to behave in a way that contributes to class discussion rather than distract from it. *For that reason, during class time, you may not use any electronic devices (laptops, cell phones, iPads, etc.) in our classroom.* I firmly believe (and emerging studies have shown) that students who check their email, text, surf the web, etc. during class, not only erode their ability to communicate effectively with each other, but create a distraction and deteriorate the sense of respect and community in the classroom. Since I provide notes on class topics the following day after class and you will not be quizzed on class discussions, you will not need your laptop to take notes. If you still wish to take notes, you may use paper and pen/pencil to do so. If you believe you have a valid reason to use a laptop for note taking, please see me and we will discuss your situation. If I see any of these electronic devices on the seminar table during class time, I will ask you to put them away. *If I see anyone using any of these devices during class time, I will ask you to leave class for the evening.*

We will have at least two breaks during class, during which time you will be able to check your email, text, etc. So, for example, if your internship requires you to check-in during the evening, you will be able to do so at appropriate times during class breaks.

POLICY ON CLASS ATTENDANCE AND ARRIVAL TIME: Class begins promptly at 5:45pm. Please do not be late. *In addition, class attendance is mandatory. Please do not ask for permission to miss class for a work related activity, because I cannot grant it.* Please inform your internship supervisor of your class schedule so that he/she understands when you will need to leave work to give yourself enough time to arrive for our 5:45pm start time.

All of your internship supervisors have been apprised of your academic responsibilities, but if you find you are having difficulty leaving work to make it to class on time or your supervisor is giving you a hard time, please be in touch with me, Sally or Ana and we will be in touch with your internship to work out this problem. *While I cannot compel you to come to class, please know that class attendance contributes towards your participation grade. If you miss more than ONE class for any reason other than an excused health problem or personal emergency, your grade will be affected.*

SOME THOUGHTS ON ASSIGNMENTS, DEADLINES AND YOUR WORKLOAD: I have attempted to create a series of assignments, none of which will individually “make or break” a student’s final grade. In other words, I have created multiple opportunities for each of you to excel in this course. Having said this, I understand that each of you will be juggling multiple classes and a full-time job while living in one of the most exciting cities in the world (okay, I think it’s pretty exciting). You might get sick or you might have a family emergency; in this case, please let me as soon as at all possible to let me know what’s going on. I have spent most of my professional career as either a faculty member or an academic dean, so I understand the multiple stresses that students face. I am more than willing to help support you in any

way I can; but I cannot be of help to you if I don't know what's going on. *As a general policy, I do not accept late papers or grant extensions.* But having said this, if there is an actual emergency I am more than willing to work with you to find a solution to the problem.

I am here to be a resource to you, so please be in touch with questions, ideas, concerns. The best way to reach me is via email: julie_donnelly81@yahoo.com. While I check my email multiple times during the day, please know that if you email me after 10pm, I will not read the email until the next morning. I am happy to meet with students before class (and a little bit after) and will try to arrive at the Archer Center about an hour before class begins. Finally, you are welcome to call me at home, **but unless it is an emergency, please do not call after 9pm** since my kids are asleep by this hour.

While I cannot read a draft of everyone's paper, I am happy to meet individually with each of you to discuss any or all of the assignments. **Also, I reserve the right to ask a student to re-write and re-submit a paper if I believe that without revisions the paper will not earn a grade higher than a C.** In other words, I will do everything in my power to help you succeed in this course.

Finally, as you will quickly learn, Washington, DC is a dynamic environment where the unexpected happens on a fairly regular basis. To that end, I encourage students to discuss new, interesting and newsworthy topics in class; I will always find time for us to discuss breaking and news-worthy policy, policy-makers and policy-making.

SOME GREAT WEBSITES TO HELP YOU KEEP UP WITH POLITICS, GOVERNMENT, ETC.

Govtrack.us (helps you track specific legislation in Congress)

Monkeycage.org (website run by a bunch of Political Scientists where they try to link politics and political science—it's not as easy as you might think)

Thehill.com (congressional newspaper that publishes when Congress is in session)

Rollcall.com (yet another newspaper about Congress)

Thomas.gov (Library of Congress's website about federal legislation)

Whitehouse.gov (Official website of the White House)

Scotusblog.com (Blog that discusses recent Supreme Court decisions)

Talkingpointsmemo.com (politics with a liberal point of view)

weeklystandard.com (politics from a conservative point of view)

And a must-read to keep in the know:

Ezra Klein's Wonkbook: (A daily compilation of the top political stories and policy issues from a variety of sources—not just from the *Washington Post*. You must subscribe to get it—but it's free! It's indispensable if you want to stay on top of what's happening in this town. Go to Klein's blog at: www.washingtonpost.com/blogs/ezra-klein and on the top left is a box you can click on to sign up for the Wonkbook.)

INFORMATION ON THE UNIVERSITY POLICIES FROM THE UNIVERSITY OF TEXAS SYSTEM AND UT-DALLAS:

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Field Trip Policies, Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, *Rules on Student Services and Activities of the university's Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to

resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)
disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student’s responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.