Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ____New Course or ___x__Revision of Existing Course

2. **Course prefix and number:** ____PLS 5843_____

3. **Short title:** _____Public_Policy Research and Analysis___

4. **Long title:** __Proseminar in Public Policy Research and Analysis__

5. **Hours per week:** ___ Class   ___ Lab   __3_ Credit

6. **Terms:** _x__ Fall   ___ Spring   ___ Summer   ___ On demand

7. **Initial term**: __x_ Fall   ___ Spring   ___ Summer   Year: __2016____

     Catalog course description: _The study of public policy through its key stages, from agenda setting and the politics of policymaking on through policy adoption, implementation and evaluation of impacts, including major methods and tools in carrying out policy research, program evaluation and policy analysis.

Course attributes:

     General education component: _____Not applicable; course is graduate level_____

     ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

8. **Instructional delivery**
    Type of Course:

     ___ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

     ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: Graduate Seminar__

    Mode(s) of Delivery:

     __x_ Face to Face   _x__ Online   ___ Study Abroad

     ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

9. Course(s) to be deleted from the catalog once this course is approved.

Note: Replaces existing summer-specific version of PLS 5843_____

10. **Equivalent course(s):** _____Not applicable_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   __x_ No

11. **Prerequisite(s):** ____Not applicable_____

    a. Can prerequisite be taken concurrently? ___ Yes   ___ No

    b. **Minimum grade required for the prerequisite course(s)?** ___

    c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   ___ No

    d. **Who may waive prerequisite(s)?**

        ___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

12. **Co-requisite(s):** _____

13. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** MA students in Political Science

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** ____<u>Not designed for students in the M.S. in Sustainable Energy Program.</u>_____

14. **Repeat status:** __x_ May not be repeated   ___ May be repeated once with credit

15. **Enter the limit, if any, on hours which may be applied to a major or minor:** ___

16. **Grading methods:** __x_ Standard   ___ CR/NC __ Audit   ___ ABC/NC

17. **Special grading provisions:**

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

18. **Additional costs to students:**
Supplemental Materials or Software_____Not applicable_____

Course Fee ___No __x_Yes, Explain if yes_____

19. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    __x_ A community college may <u>not</u> be judged equivalent.

    Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. __x_Course is required for the major(s) of __M.A. in Political Science, Concentration in Public Administration/Public Policy_____

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    __x_ Course is used as an elective (For students in the M.A. in Political Science program, but not pursuing the Public Policy/Public Administration Concentration)

2. **Rationale for proposal** :

    This proposal has the initial benefit of providing needed written documentation of the focus, coverage and goals of PLS 5843, a course whose existence predates the electronic course syllabus library system at Eastern Illinois University. Beyond this, the revised version of PLS 5843 is part of an effort by the Political Science Department to (a) add flexibility to its M.A. program through online course availability in view of changing graduate student enrollment patterns and needs relative to selecting programs and pursuing degree completion plans and (b) enhance the M.A. in Political Science's program's impact on equipping students with knowledge, training and expertise essential to professional and academic success.

3. **Justifications for (answer N/A if not applicable)**

    Similarity to other courses: N/A. This course studies public policy from a political science perspective, and there thus is no overlap with other courses.

    Prerequisites: NA

    Co-requisites: NA

    Enrollment restrictions: This is a graduate level course focusing specifically on Public Policy research, making the enrollment restriction appropriate.

    Writing active, intensive, centered:

4. **General education assurances (answer N/A if not applicable)**

    General education component: N/A.

    Curriculum: NA

    Instruction: NA

    Assessment: NA

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

    Online or hybrid delivery justification: The online version of this course will allow added scheduling flexibility for graduate students, and is vital for our development of an on-line MA option for Political Science students.

Instruction: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. Online sections will be taught by faculty who completed training for on-line course development and pedagogy. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a seminar room. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them.

Integrity: The integrity of student work will be assured through writing, writing, and more writing. Given that students often have signature writing styles or voices, having someone else submit a single assignment will certainly register with the instructor. It is unlikely that a substitute would sit in and take the entire course for another (or at least as unlikely as having a surrogate sit in on a regular course). Finally, all assignments are checked through on-line mechanisms for plagiarism.

Interaction: Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and feedback on individual assignments.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: PLS 5843/Proseminar in Public Policy Research and Analysis

2. Catalog Description: The study of public policy through its key stages, from agenda setting and the politics of policymaking on through policy adoption, implementation and evaluation of impacts, including major methods and tools in carrying out policy research, program evaluation and policy analysis.

3. Learning objectives.

L1: Students will identify and evaluate major theories, models and frameworks in the study of public policy. (G1, G2)

L2: Students will understand the major stages in the public policy process, from agenda setting and policymaking activities by key institutional actors on through implementation and evaluation of policy outcomes and impacts. (G1, G2)

L3: Students will assess scholarly research studies on public policy, particularly through critical analysis of researchers' methods, findings, conclusions and arguments. (G1, G2)

L4: Students will understand, assess and apply major methods and techniques used in contemporary public policy research and analysis. (G1, G2, G4)

L5: Students will design and carry out a research project on a law, a program or set of policy alternatives (G1, G2, G3, G4)

L6: Students will demonstrate skills in written and oral communication of their respective research project on a public policy question. (G3)

In addition: The EIU Graduate Goals for Learning will be an important part of the course:

G 1. Depth of content knowledge.
G 2. Effective critical thinking and problem solving.
G 3. Effective oral and written communication.
G 4. Advanced scholarship through research or creative activity

4. Course materials.

CLASSICS OF PUBLIC POLICY, Edited by Jay M. Shafritz, Karen S. Layne and Christopher P. Borick

A PRACTICAL GUIDE FOR POLICY ANALYSIS: The Eightfold Path to More Effective Problem Solving, Fifth Edition (2015), Eugene Bardach

In addition, the course will include assigned articles from scholarly journals such as *Policy Studies Journal*, *Review of Policy Research*, *Politics and Policy*, *Perspectives on Politics*, *Evaluation*, and *Public Administration Review*.

5. Weekly outline of content.

Week 1   The Environment of Public Policy: Public Opinion and Ideology, Political Behavior, and Government Institutions

Week 2   Major Types and Categories of Public Policy

Week 3   Key Theories, Models and Frameworks in the Study of Public Policy

Week 4   Key Theories, Models and Frameworks, Continued

Week 5   Policy Stages: From Problems and Issues to Agenda Setting

Week 6   Policy Stages: Institutional Actor Perspectives and Responses

Week 7   Policy Stages: Policy Adoption, Implementation and Evaluation

Week 8   Researching Public Policy: Major Methods, Techniques and Sources of Data

Week 9   Researching Public Policy: Processes and Issues in Program Evaluation

Week 10   Researching Public Policy: Policy Analysis and Policy Decisions Research

Week 11   Researching Public Policy: Policy Analysis and Decisions Research Continued

Week 12   Policy Area One*: Research Issues, Findings and Developments (e.g., in Environmental, Education, Healthcare, Immigration, and/or Social Welfare Policy)

Week 13   Policy Area Two*: Research Issues, Findings and Developments (e.g., in Environmental, Education, Healthcare, Immigration, and/or Social Welfare Policy)

Week 14   Student Research Project Presentations

Week 15   Student Research Project Presentations

Week 16   Finals Week

6. Assignments and evaluation, including weights for final course grade.

- Written Critical Analyses of Assigned Readings   15 percent
- Discussion Participation   15 percent
- Public Policy Essay One   15 percent
- Public Policy Essay Two   15 percent
- Public Policy Research Paper   35 percent
- Public Policy Research Paper Presentation   5 percent

7. Grading scale. The standard 90, 80, 70, 60 percentage system.

8. Correlation of learning objectives to assignments and evaluation.

Learning Goals	Written Critical Analysis of Assigned Readings	Discussion Participation	Public Policy Essay One	Public Policy Essay Two	Public Policy Research Paper	Public Policy Research Paper Presentation
L1	x	x	x	x	x	x
L2	x	x	x			
L3	x	x	x	x	x	x
L4	x	x			x	x
L5					x	x
L6					x	x
G1	x	x	x	x		
G2	x	x	x	x	x	
G3	x	x	x	x	x	x
G4			x	x	x	x

Date approved by the department or school: 11/18/2015
Date approved by the college curriculum committee: 12/11/2015
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: