

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 ☒ Revision of Existing Course
2. Course prefix and number: PLS 5163
3. Short title: State Governments/Policy
4. Long title: State Governments and Policy in the U.S. Federal System
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2017
8. **Catalog course description:** Analysis of state governments in the United States, with a focus on key political actors including governors, legislatures, parties and interest groups; intergovernmental relations between states and the federal government; policymaking processes and outcomes; and varying state government approaches to policy problems and issues.

9. Course attributes:

General education component: Not applicable--graduate course

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. 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:

☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. Not applicable

12. Equivalent course(s): _____

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

13. 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)

14. Co-requisite(s): Not applicable

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: M.A. students in Political Science; Non-M.A. in Political Science students may enroll with permission of the instructor.

b. Degrees, colleges, majors, levels, classes which may not take the course: See above

16. Repeat status: x May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: x Standard CR/NC Audit ABC/NC

19. Special grading provisions:

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

___ Grade for course will not 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: _____

20. Additional costs to students:

Supplemental Materials or Software: Not applicable

Course Fee x No Yes, Explain if yes_____

21. Community college transfer:

____ A community college course may be judged equivalent.

 x A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective for the revised M.A. in Political Science Degree requirements, counting elective course credit in either Track 1 (Political Science) or Track 2 (Public Administration/Public Policy)

2. Rationale for proposal :

- (A) The proposal has the primary benefit of enabling the option of PLS 5163 being offered online as part of an initiative by the Political Science Department to add flexibility to its M.A. Program. Online course availability, including development of a degree track that can be earned primarily through online coursework, reflects a departmental strategy to respond to changing graduate student enrollment patterns and needs relative to selecting programs and pursuing degree plans.
- (B) Changes in both the course title and description more clearly communicate the course's focus and coverage. First, the present title "Subnational Government" is dated and does not clearly communicate to students the course's primary focus on state governments. For example, some prospective students may think the course has a local government focus. Second, the existing course description is unduly broad and at the same time somewhat limited in communicating what is studied when state governments are examined by contemporary political scientists. The present course description reads: "The comparative analysis of empirical research in the field of state politics, policy and government. The seminar will examine and evaluate approaches to the study of political phenomena at the state level." The revised course description does incorporate political variables but also more thoroughly infuses the public policy element while also bringing in federalism/intergovernmental relations as a central concern in understanding modern state government.
- (C) The revised course proposal also reflects changed plans for when it is offered. In brief, with PLS 5843 shifting toward being offered during a regular academic year semester—i.e., away from its longstanding summer term slot—the M.A. in Political Science program needs to have at least one 5000-level course for its graduate students during summer terms. The plan is to have PLS 5153 and PLS 5163 offered on an alternating

summer basis, with PLS 5153 scheduled starting in Summer 2016 and then PLS 5163 to be offered in Summer 2017.

(D) An additional benefit is that this revised course proposal enables inclusion of a syllabus in the online course library maintained by Academic Affairs. PLS 5163 substantially predates the modern era of syllabus design and records, and thus there is no electronically posted syllabus for this longstanding course.

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

Similarity to other courses: No similarity to other courses at EIU, and this is particularly the case in view of the political science disciplinary perspective embedded into this course's study of state governments and policy.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Graduate School Admission (or approval from Graduate Dean if undergraduate senior seeking enrollment)

Writing active, intensive, centered: N/A

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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 5163/ State Governments and Policy in the U.S. Federal System
2. Catalog description: Analysis of state governments in the United States, with a focus on key political actors including governors, legislatures, parties and interest groups; intergovernmental relations between states and the federal government; policymaking processes and outcomes; and varying state government approaches to policy problems and issues.
3. Learning objectives.

L 1: Students will identify and assess major theories, models and frameworks used by political scientists in studying state governments, politics and policy.

L2: Students will understand key environmental factors that shape contemporary state governments, politics and policy, particularly states in relationship to the national government in the U.S. system of federalism.

L3: Students will analyze and evaluate major research approaches and traditions--including their underlying questions, findings and conclusions--in the study of state governments, politics and policy.

L4: Students will identify and evaluate important challenges, issues and problems facing contemporary state governments along with identifying, explaining and assessing varying policy approaches across the fifty states.

L5: Students will design and successfully execute an empirically-oriented research project on a scholarly question/hypothesis concerning some facet of state governments, politics and policy.

L6: Students will demonstrate skills in written and oral communication of their respective research project on some facet of state governments, politics and policy.

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.

- *American Federalism in Practice: The Formulation and Implementation of Contemporary Health Policy*, Michael Doonan
- *Federalism on Trial: State Attorneys General and National Policymaking in Contemporary*

America, Paul Nolette

- Assigned readings from scholarly journal articles, primarily from *State Politics and Policy Quarterly*, *Publius: the Journal of Federalism*, *State and Local Government Review* and policy journals such as *Policy Studies Journal* and *The Review of Policy Research*.

5. Weekly outline of content.

(Note: Since the revised course is designed for summer scheduling only, the following weekly outline is based on an 8-Week course content structure)

Week1: Key Dimensions of the Setting of States (political, social and economic variables in the study of state governments; states, regions and political culture; contemporary political and policy issues facing the states)

Week 2: Federalism, Intergovernmental Relations and the States (major theories, models and frameworks; historical/political developments shaping relations between the federal government and the states; case studies of states and contemporary federalism)

Week 3: State Government Institutions and Policymaking (governors and legislatures; bureaucracies and administration; state court systems; direct democracy in policymaking)

Week 4: Key Informal Actors in the Environment of State Governments (political parties; interest groups and associations; voters and elections)

Week 5: States and Public Policy, Part One (healthcare policy; social welfare policy)

Week 6: States and Public Policy, Part Two (environmental policy; energy policy)

Week 7: States and Public Policy, Part Three (education policy; economic and tax policies)

Week 8: Presentations and Class Discussion of Research Papers

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

- Written Critical Analyses of Assigned Readings 15%
- Discussion Participation 15%
- Analytical Essay One 15%
- Analytical Essay Two 15%
- Research Paper 35%
- Research Paper Presentation 5%

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	Essay One	Essay Two	Research Paper	Research Paper Presentation
L1	x	x	x	x	x	x
L2	x	x	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	

Date approved by the department or school: February 29, 2016

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: