



**THE OHIO STATE UNIVERSITY**

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

**Public Policy Formulation and Implementation (PA 6000)**

**Hybrid (4 credit hours)**

**COURSE SYLLABUS**

**Fall 2021**

**Tuesdays 1:50-3:40 pm**

**McPherson Lab 2015**

Instructor: Dr. Jill Clark

Office: 310C Page Hall

Email: clark.1099@osu.edu

Office Hours: by appointment (in person or virtual)

**Course Description**

Regardless of where one sits in the policy system, there are opportunities to create change—intentionally and unintentionally. This course aims to familiarize students with the public policy process, equipping students with analytical frameworks and practical tools to improve their engagement with the process through their work as elected public officials, public agency managers, nonprofit executives, policy analysts, street-level service providers and/or participatory citizens.

The first component of the course (weeks 1-7) will equip students with **terminology and frameworks** to help make sense of the complex moving parts that make up the policy and implementation system/subsystem. Like a natural ecosystem, the policy system/subsystem is made up of different structures (institutions), rules that govern interactions (formal and informal), and individual agency (behaviors and interactions). Just as ecologists learn how to classify different species of plants and animals and investigate natural laws, informed actors in the policy process can benefit from a shared understanding of how to make sense of the complex policy ecosystem.

The second component of the course (weeks 8-12) zeros in on **three different levels of the policy ecosystem**: policy fields, organizations, and frontlines. Policy processes cut across all levels of the system, but different structures and interactions come into focus at different levels. Skilled policy actors understand how to move within and across levels to facilitate change. While the policy field is certainly important to shape laws and regulations, operationalization of policies takes place through institutions (organizations), each with their own systems and dynamics. And, the end targets of policies experience the policy through the frontlines of the system, which can make or break the “intended” outcomes.

Finally, the third component of the course (weeks 13-16) concludes with an exploration of **policy analysis and policy learning**. While we will not have time to delve into all of the possible tools to analyze and evaluate policies (that is a course in and of itself!), students will be provided with some basic exploratory tools that can be used to classify different types of outcomes that evolve from policy implementation, and assess areas for potential improvement within the system around a particular policy or program intervention.

## **Course Objectives**

By the end of the course, students should be able to:

1. Understand different frameworks and theories that have been used to describe the policy process and its component parts;
2. Describe important structures and interactions that are situated at different levels in the policy system/subsystem (policy field, organization and frontlines);
3. Be familiar with diverse sources of authority in a policy system/subsystem, including formal rules and regulations as well as more informal sources of authority stemming from culture and public values; and
4. Identify and analyze areas for potential improvement during policy implementation.

As a core course in the policy stream, PA 6000 corresponds to “NASPAA Curriculum Goal 2: The ability to participate in and contribute to the policy process”. Specifically, PA 6000 addresses seven of the program learning objectives (PLO) in Glenn College, including:

Policy 1 – Apply knowledge of the foundations of public affairs (law, policy, administration, and management) in appropriate contexts (Serves as introduction and overview of the curriculum) Policy 2 – Describe the environmental context of public problem solving

Policy 3 – Identify the basic elements of the public policy process

Policy 4 – Know how to use the policy process to advance the public interest.

Policy 5 – Understand the connections between public problems, policy content, policy systems and public programs

Policy 6 – Evaluate how differences in policy content and systems contribute to policy outputs and outcomes.

Policy 7 – Know and apply basic policy analysis tools

CLO 1 corresponds to PLO Policy 1, 2 and 3. CLO 2 corresponds to PLO Policy 5. CLO 3 corresponds to PLO Policy 2, 3 and 5. CLO 4 corresponds to PLO Policy 4, 6 and 7.

## **Requirements and Expectations for a Hybrid Class**

This course is offered as a hybrid version, which means that 50% of the course content is delivered online, and the other 50% of the course content is delivered in class. This translates, roughly, to one hour and forty minutes of on-line instruction per week. This is **in addition** to assigned readings (which are assigned regardless of course delivery type – hybrid or fully in person). In order to succeed in this class, students are required to carefully complete the online portion of the

class activities, including readings, voice over slides, videos, and online application through mini-assignments prior to the in-class activities. The interactions in the in-class sessions will depend heavily on students' mastery of the offline materials.

1. **Readings:** For each week, there will be required readings that are relevant for the course content. These readings are either from the textbook (available for purchase or through the library) or available for download from Carmen. Students are expected to read the required readings when engage in the online instruction before coming to the in-person class. There are questions and comments to help guide your readings.
2. **Short lectures:** Most weeks will include a short lecture in the form of voice over slides in the on-line material. The lectures build from the readings. Discussion of these lectures occurs during the in-person class.
3. **Videos:** Some weeks, students may be required to watch videos. These videos serve as a basis for online assignments and in-class discussions.
4. **Cases:** Cases are used in online and in class.
5. **Mini-Assignments:** After reading the class material, watching the videos, or reading the cases, students are asked to complete mini-assignments on reading or on-line content. As such, it will be helpful to read the mini-assignment before engaging in the online material.
6. **Group Activities:** Often students will work in groups during the in-person portion of the course.

Each week's detailed course contents are available in Carmen (click "**Modules**" for each week's materials).

### **Course Textbooks**

- **REQUIRED:** Jodi Sandfort and Stephanie Moulton. 2015. *Effective Implementation in Practice: Integrating Public Policy and Management*. San Francisco: Jossey-Bass.
  - The OSU library carries an e-copy of the textbook:  
<https://ebookcentral.proquest.com/lib/ohiostate-ebooks/detail.action?docID=1908956> .
- **OPTIONAL:** Eugene Bardach. 2011. *Practical guide for policy analysis: the eightfold path to more effective problem solving*. Sage.
- **OPTIONAL:** B. Guy Peters. 2013. *American Public Policy: Promise and Performance*. Washington, D.C.: CQ Press

\*All other reading materials will be posted to Carmen.

Students can access textbook information via the Barnes & Noble bookstore website: <https://tinyurl.com/y3vrhd9l> as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

## **Grading and Course Requirements**

The graded components in this course include three cumulative deliverables around a selected public policy of the student's choosing, including a (1) policy identification brief, (2) policy field map, and (3) policy implementation analysis; and (4) **participation** during in class activities and discussion, and (5) *most importantly the online activities*.

Each of the course components, and their contribution to the final grade, is discussed in detail below.

### **Grade Distribution:**

Policy Identification Brief:	20%
Policy Field Map:	15%
Policy Implementation Analysis:	35%
In-Class Activities & Attendance:	10%
Online Activities:	20%

Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
B-	80-82.9	C-	70-72.9	E	< 60		

### **Turning in assignments**

Submit your assignment in Carmen by the due date and times. Do not submit .pdfs as it makes it difficult to comment directly on your work. Weekly online assignments are not accepted late. Any late policy paper assignments will be reduced by one full letter grade for each day the paper is late. Day one begins the minute after the assignment is due.

### **Graded Course Components:**

#### *Policy Identification Brief*

Each student will identify one particular policy at the federal, state, or local level that is of interest to them that will serve as their "unit of analysis" for the remainder of the semester. The policy must have a clear "target population." Students will submit a "policy identification brief" related to their selected policy. The policy identification brief should clearly outline a particular public policy, including:

- (a) the public problem that the specific policy is intended to address (including the magnitude of the problem and trends, a brief description of the target population, and the geographic scope),
- (b) an identification of the policy type and policy tools in use to govern the implementation of the particular policy; and

- (c) a brief description of the development of the policy (e.g., where and how it originated), as well as current challenges or proposed changes. In your description, include an application of one (or more) of the following policy process model(s) covered in class that can help make sense of how the policy developed and has been implemented over time.

The policy identification brief should be about 2-3 pages (**no more than 3 pages**), single spaced, 1 inch margin, 12 point Times New Roman font. You must use APA style for in-text citations and the final reference list. A final reference list will not count towards the 3-page limit for this assignment. In addition to being evaluated on the three content areas above (20%, 20% and 40%, respectively), the policy brief will be evaluated for attention to detail, including: spelling, grammar, appropriate use of references and general readability (20%). A detailed grading rubric can be found with the assignment on Carmen. **DUE 10/11 by 11:59 PM.**

### *Policy Field Map*

Building from their policy identification brief, students will create a policy field map for their selected policy. As defined by Sandfort and Moulton (pp.133-134 and Appendix B), a policy field map is a visual illustration of the institutions and relationships in a policy field. As you can expect, most policy areas and challenges involve multiple levels of government and multiple actors in the public, nonprofit and private sectors. The policy field map should include an identification of institutions involved with your particular policy as well as their relationship to the policy. This assignment should include the following components:

- (a) an identification of the appropriate institutions related to the policy, including level of government as well as organizational type, and their relationship to the policy area (e.g., funding, legal accountability, service linkages, purveyor);
- (b) a visual representation of the institutions and their relationships that illustrates the items in (a), above; and
- (c) a written summary of the forces in the policy field (refer back to Table 3.1 in Sandfort and Moulton) that structure the public service intervention, including your own assessment of the most powerful actors and influences, and how these institutions constrain and enable change over time.

The policy field map should be about 2-3 pages (**no more than 3 pages**), single spaced, 12 point Times New Roman font. This includes a one page visual diagram, and about two pages of text description. In addition to being evaluated on the three content areas above (10%, 30% and 40%, respectively), the policy brief will be evaluated for attention to detail, including: spelling, grammar, appropriate use of references and general readability (15%), and going above and beyond the minimum requirements (5%). A detailed grading rubric can be found with the assignment on Carmen. **DUE 11/8 by 11:59 PM.**

### *Policy Implementation Analysis*

The final deliverable is a culminating assignment building on the student's prior deliverables. For this assignment, students will analyze the implementation and outcomes of the policy (see Sandfort and Moulton, Appendix G), and propose recommended strategies for future

improvement. Specifically, the assignment should include the following components:

- (a) identification of the indicators of implementation effectiveness for the policy, including process results as well as outcomes;
- (b) assessment of the points of variation in the implementation of the policy at the level of the policy field, organization and frontlines (e.g., do different organizations implementing the policy or program have different outcomes? do outcomes vary based on the individuals or processes at the frontline?);
- (c) analysis of the possible reasons for the observed variation in implementation, linking back to the policy field map; and
- (d) recommendations for improvement, including strategies that target both technical and adaptive challenges.

The policy implementation analysis should be about 5 pages (**no more than 7 pages**) single spaced, 12 point Times New Roman font. If you include prior deliverables, such as the policy field map, they should be placed in an Appendix, and will not count against the page limit. You must use APA style for in-text citations and the final reference list. A final reference list will not count towards the 7-page limit for this assignment. In addition to being evaluated on the four content areas above (20% for each component), the policy implementation analysis will be evaluated for attention to detail, including: spelling, grammar, appropriate use of references and general readability (20%). A detailed grading rubric can be found with the assignment on Carmen. **DUE 12/10 by 11:59 PM.**

### *In-Class Activities and Attendance*

Course lectures and class discussion will be supplemented with a variety of in-class activities during the course of the semester. The purpose of the in-class activities is to provide a direct application of class materials to a real-world scenario, through case studies, simulations, exercises and interactive exchange. Oftentimes, students will be broken into groups for the activities, and sometimes will be asked to turn-in a group deliverable, or report-out their experiences at the end of class.

In addition to in-class activities, participation in class is required. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. While voluntary contribution is preferred, you can expect that you may be called upon at any time. After each class, the instructor will take notes on students' contributions to the class session. If you do not attend class, it is impossible to receive credit for class participation.

Meaningful class contribution entails providing good answers to questions. Effective and meaningful comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or "gut feeling". Effective and meaningful responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort.

## *Online Activities*

Students are expected to spend at least one hour and 40 minutes each week to finish the online portion of the course (NOT including the readings). The online component of the course includes readings, voice over slides, videos, and online application through mini-assignments prior to the in-class activities. The rubric for the application through mini-assignments is located along with each assignment in Carmen. The two lowest mini-assignment grades will be dropped. The in-class portion of the course builds heavily on the online preparations, and thus students are required to finish these online activities by **11:59 PM** the day before each class.

## **Course Policies**

### **Academic Misconduct Statement**

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [\*Code of Student Conduct\*](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [\*Code of Student Conduct\*](#) is never considered an "excuse" for academic misconduct."

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
- *Eight Cardinal Rules of Academic Integrity*: [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

### **Grade Appeals**

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

## **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting <https://ccs.osu.edu/> or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 1-614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <https://suicidepreventionlifeline.org/>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

## **Glenn College Diversity Values Statement**

“The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.”

## **Digital Etiquette**

Aside from two to three class sessions, lap-tops, tablets and phones are not required for this class. The use of these devices for non-class purposes is disrupting to the instructor and the students nearby. I recommend taking notes long-hand. Research demonstrates that you benefit from writing notes long-hand. For a briefing on a recent study, listen to the following podcast: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>. If you choose to use a computer or table, a few rules to follow: First, digital devices may be used ONLY for class-related activities, such as note taking and referencing class readings. Second, if are using a lap top that has a screen visible by other students, consider sitting toward the back so as not to distract other students. If you find someone's use of digital devices distracting, feel free to move.

## **Religious holidays**

Absence can be excused for religious observances and students can reschedule without penalty examinations and additional required class work that may fall on religious holidays.

## **Helpful Resources**

Statistical Consulting: Students wishing to have additional help with the statistical analysis for their papers may consult with the Statistical Consulting Service ([www.scs.osu.edu/](http://www.scs.osu.edu/)) and enroll in their Stat 5700 course (<http://www.scs.osu.edu/stat5760.html>).



Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>). The Writing Center works “one-on-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc.” Consultants are available by appointment, on a walk-in basis or online.

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, Dr. Carly Dearborn, ([dearborn.8@osu.edu](mailto:dearborn.8@osu.edu)), who can help provide research assistance. For more information and links to some common public affairs resources, see - <https://guides.osu.edu/pubaffairs>.

### Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Simplified Class Schedule and Assignment Due Dates

Each week's detailed course contents are available on Carmen (click on "Modules").

Module	In-Class Date	Class Session	Due Mon. before class @ 11:59 PM
<b>Part I: Theories and Concepts</b>			
1	24-Aug	Introduction to Public Policy	
2	31-Aug	Typologies of Policies	
3	7-Sep	Tools of Government and Governance	
4	14-Sep	Governance and the Public	
5	21-Sep	The Policy Formulation and Implementation Process	
6	28-Sep	Policy Process Frameworks I: Punctuated Equilibrium & Multiple Streams	
7	5-Oct	Policy Process Frameworks II: Social Constructivism & ACF	
<b>Part II: Implementation in the Policy Subsystem/System</b>			
8	12-Oct	Policy Fields: Structures and Actors	Policy Identification Brief
9-1	19-Oct	Organizations and Networks	
9-2	26-Oct	Organizations and Networks, cont.	
10	2-Nov	Frontlines: Street Level Bureaucrats	
11	9-Nov	Frontlines: Target Group Experiences	Policy Field Map
<b>Part II: Policy Analysis</b>			
12	16-Nov	Policy Analysis Part I: A Practical Guide	
	23-Nov	THANKSGIVING week - No class	
13	30-Nov	Policy Analysis Part II: Cost Benefit Analysis	
14	7-Dec	Policy Learning & Wrap-up	
Exam week	10-Dec	Semester ends	Policy Implementation Analysis