

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

**PUAD 5315 SPECIAL TOPIC IN PUBLIC ADMINISTRATION: POLICY ANALYSIS  
 Spring 2021 (Session II)**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section: PUAD 5315 Special Topic in Public Administration: Policy Analysis**

**Term:** Spring 2021 (Session II)

**Instructor:** Morris Thompson, DPA

**WBU Email Address:** thompsonmorris0@gmail.com

**Office Hours**: By appointment only. The best way to reach me is through email. Please give me at least 48 hours to respond.

**Class Meeting Time and Location:** Virtual Campus; March 22nd – May 15th

**Required Textbook and/or Required Material:**   
  
Bamberger, M., Rugh, J., & Mabry, L. (2006). *RealWorld evaluation: Working under budget, time, data, and political constraints*. Thousand Oaks, CA: Sage. (RWE)

Birkland, T. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making* (4th ed.). New York: Routledge. (IPP)  
  
Bardach, E. (2000). *A practical guide to policy analysis: The eightfold path to more effective problem solving (8th ed.).* New York, NY: Chatham House.

**Course Outcome Competencies**: Upon completion of this course, students will be able to:

* Identify public policy problems.
* Understand the public policy process.
* Develop an understanding of how public policy decisions are made in local, state, and federal governments.
* Develop an understanding of how institutions shape public policy decisions.
* Be able to prepare an evaluation plan to evaluate the implementation and effectiveness of a policy or program and understand how to use evaluation results to improve the policy or program.
* Assess and evaluate various sources of information in order to examine public problems and propose evidence-based solutions.
* Develop an understanding of causation, research design, conceptualization and measurement, operationalization, and research models.
* Grasp statistical skills and concepts while applying methodological tools and techniques for data analysis.

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Student grade appeals:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Course Requirements and Grading Criteria:**

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| **Assignments** | **Explanation** | **Grade Percentage** |
| Discussion Boards | Students will be required to participate in ten discussion boards throughout the semester. These will be practical applications where students will apply concepts from their reading assignments to practical implications of policy analysis and evaluation.  Each student will be required to respond to discussion topics/questions with at least a 250 word post. This is to be completed by Thursday, 11:59 PM of that week.   Each student must also respond to at least one other student with a 150 word response by Saturday 11:59 PM of that week. | 20% |
| Evaluation Policy Memo | Students will write **a policy memo** (10% per memo). The memo will be an evaluation design addressed to a program administrator/government official. The memo will outline the purpose of the evaluation, specific evaluation questions, indicators of success and an evaluation design.  The memo will be 4-5 pages double-spaced and address a particular program in a non-profit, local, state, or federal government agency OR a local, state, or federal policy. | 30% |
| Evaluation Proposal | The Evaluation Proposal project will provide students with practical policy analysis and evaluation design experience. Each student will identify an appropriate evaluation approach and design for an individual policy or program within a public sector organization of their choice. **Students will not actually conduct the evaluation**.   Prior to starting the proposal students must receive approval regarding the program and organization for this project no later than **March 29th, 11:59 PM**. To receive approval, each student must submit a document with the following information in the dropbox on blackboard:   1. Student Name 2. Organization to be evaluated 3. A one-page description of the specific program or policy that will be evaluated   Students will also prepare an annotated bibliography of scholarly and practitioner-oriented resources to support their evaluation proposal. The annotated bibliography will be due no later than **April 12th, 11:59 PM.**  **The completed Evaluation Proposal will be due no later than May 10th, 11:59 PM.** *Further details of this assignment can be found on Blackboard under Evaluation Proposal* | 50% |
| Total |  | 100% |

**Tentative Schedule:**

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| **Due Date:** | **Chapters** | **Assignment** |
| **March 22** | **IPP, Ch.1 & 2**  **RWE, Ch.1 & 16** | **Discussion Board** |
| **March 29** | **PGPA, Part 1 IPP, Ch.1 & 2RWE, Ch.4 - 6** | **Discussion Board**  **EVALUATION PROPOSAL PROJECT APPROVAL** |
| **April 5** | **RWE, Ch.9**  **PGPA, Part 2** | **Discussion Board** |
| **April 12** | **RWE, Ch.11 & Ch.12**  **PGPA, Part 3** | **Discussion Board ANNOTATED BIBLIOGRAPHY DUE** |
| **April 19** | **RWE, Ch.3, Ch.4 & Ch.8**  **PGPA, Part 4** | **Discussion Board** |
| **April 26** | **RWE, Ch.5-7, Ch.10 & 13** | **Discussion Board EVALUATION POLICY MEMO DUE** |
| **May 3** | **RWE, Ch.14 & 15 IPP, Ch.7, Ch.8, Ch.10** | **Discussion Board** |
| **May 10** | **IPP, Ch.9** | **Discussion Board EVALUATION PROPOSAL DUE** |

**Additional Information:**

<http://catalog.wbu.edu>