



## Syllabus

### **UC POL 7030 001, Public Policy Implementation & Evaluation**

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Class Meeting Time and Place

Maymester 2021: Tuesdays & Thursdays, 6:00pm – 8:50pm, Virtual

Instructor Name: [RaJade M. Berry-James, PhD](#)

Email [jadeberryjames@gmail.com](mailto:jadeberryjames@gmail.com) Phone: 330-519-7519

Office Location: Virtual

Office Hours Wednesdays, 4pm – 6pm, additional virtual hours by appointment

### **MPA SJ Mission Statement**

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Through culturally responsive pedagogy, community-partnered research, and action-oriented strategies, the Masters of Public Administration uses a social justice perspective to develop students to be transformative and ethical leaders in the public and nonprofit sectors who work to create a more equitable society (adopted November 2019).

### **Course Overview, Description, Purpose**

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*Public Policy Implementation and Analysis* is a research seminar course. Students are introduced to the policymaking process and are prepared to explore factors that influence policy implementation as well as examine monitoring and evaluation methods to evaluate public policy. In this course, our focus is on political and administrative problems in U.S. policy domains. Our text, *Why Research Methods Matter: Essential Skills for Decisions* is a roadmap for program evaluation. Our seminar approach will center around public agencies and community-based programs, with an intentional laser focus on advancing racial equity and services for underserved populations.

## **Course Learning Outcomes**

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In the MPA Social Justice (MPA-SJ) program, your core courses provide opportunities for you to demonstrate competencies in five key areas: (1) to lead and manage in public governance; (2) to participate in and contribute to the policy process; (3) to analyze, synthesize, think critically, solve problems and make decisions; (4) to articulate and to apply a public service perspective; and (5) to communicate and interact productively with a diverse and changing workforce and citizenry.

Likewise, this course contributes to your ability to demonstrate competencies through your professional training and development as a graduate student in the field of public administration. By the end of this course, students will be expected to demonstrate their ability to:

- Identify a solvable policy problem using root cause analysis (RCA)
- Analyze the policy problem using objective information and established guidance
- Evaluate alternative strategies to justify decisions about policy problems and feasible solutions
- Create written recommendations for assessing whether policies and actions equitably serve vulnerable communities.

## **Course Pre-requisites**

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Graduate standing; permission by the instructor or MPA program director.

## **Diversity, Equity and Inclusion (DEI) Code**

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To earn this breadth of knowledge students must acquire an understanding of the nature of equality and the development and perpetuation of inequality through interlocking systems of oppression, privilege, and power. Coursework in this area may address race, ethnicity, class, sex, religion, ideology, gender identity, sexual orientation, disability, or other forms of identity, difference, and exclusion.

## **Communication**

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The best way to reach the instructor is via email. My email address is [jadeberryjames@gmail.com](mailto:jadeberryjames@gmail.com). When sending an email message, you can expect a response within 24 business hours, Monday - Friday. On the weekends, you should expect a response within 48 hours. If you need to reach me right away, please send a text to my mobile phone at (330) 519-7519.

For HELP with your technology assistance and questions about the learning management system and other tools used in the course, reach out to the IT@UC Knowledge Base (KB) and the Help Desk visit the [IT@UC Help Page.](#)]

## Course Format

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This is a Maymester, summer course. We meet online – synchronously – twice a week on Tuesdays and Thursdays from 6:00pm – 8:45pm. **Canvas** has been updated to ensure that you have the resources necessary to be prepared for this class. Read the assigned material before you come to class. Complete all assignments on time. Read the course syllabus for answers to questions that you have about the course, required reading material, assignments and course schedule. Consult the instructor after you have read the course syllabus. Communicate ahead of schedule with the course instructor if you are experiencing difficulty with course requirements or assignments.

## Course Materials

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### Required readings

Cairney, P. *Policy Analysis in 750 words: Eugene Bardach's (2012) Eightfold Path*. <https://paulcairney.wordpress.com/2019/10/08/policy-analysis-in-750-words-eugene-bardachs-2012-eightfold-path/>

Executive Order 13985 of Jan 20, 2021. Advancing Racial Equity and Support for Underserved Communities through the Federal Government. 86 FR 7009. <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>

- In E.O. 13985, two concepts have significant meaning for public policy implementation and evaluation (Sec. 2):
  - (a) The term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.
  - (b) The term “underserved communities” refers to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of “equity.”

Gooden, S. & R. M. Berry-James. (May 2018). [\*Why Research Methods Matters: Essential Skills for Decision Making\*](#). Leigh, Irvine, CA: Melvin & Leigh. ISBN 978-0-99923593-5

- *Why Research Methods Matters* will help you understand basic theories and principles of quantitative and qualitative approaches using objective methods to evaluate public policies and best practices.

Office of Management and Budget, Executive Office of the President. (2021, May 5). Methods and Leading Practices for Advancing Equity and Support for Underserved Communities through Government. Request for Information (RFI). 86 FR 24029 2021-09109. <https://www.federalregister.gov/documents/2021/05/05/2021-09109/methods-and-leading-practices-for-advancing-equity-and-support-for-underserved-communities-through>

- Written comments must be made in plain language and in narrative format. Comments should clearly respond to questions in the Request For Information (RFI) and may include links to online materials or interactive presentations. OMB seeks input in the following areas: (1) Equity Assessments and Strategies; (2) Barrier and Burden Reduction; (3) Procurement and Contracting; (4) Financial Assistance; and (5) Stakeholder and Community Engagement.

Wagner, T. P. (2014). Using root cause analysis in public policy pedagogy. *Journal of Public Affairs Education*, 20(3), pp. 429-440. <https://doi.org/10.1080/15236803.2014.12001797>

- *Using root cause analysis*, you learn how to assess and predict the impact of a root cause on the problem and get more experience in prioritizing solvable root causes in policy areas. As suggested by Wagner (2014), you will gain additional experience in identifying, defining and solving public policy problems that objectively define policy problems using four factors, e.g., root cause level, relative contribution, compliance points, and political feasibility.

## **Phones, Laptops, etc. in class**

We are learning in a virtual environment. Your phones and laptops help you connect to the class and connect to resources necessary for you to be successful in the online format. This is a problem-based learning class, where we use timely news articles to understand and appreciate the policy process. Expect that you will use technology to help you collect data, conduct research and analyze empirical evidence. In class, your use of phones, laptops, etc. must focus on the active learning, not distractions.

For this reason, I ask you to silence your mobile devices and only use them when instructed to. I will allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please shut of your video and silence your audio so that other students are not distracted by your screen presence.

## Grading Policy

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Each major assignment is worth 25 points of your final grade. Numerical scores translate into letter grades using cumulative points. Each assignment is equally weighted and written and electronic assignments must be completed using [APA format](#). Each assignment supports the course learning outcomes. Five points are deducted each day for late assignments.

A	95 – 100	B+	87 – 89	C+	75 – 79
A-	90 – 94	B	83 – 86	C	70 – 74
		B-	80 – 82	F	59 or lower

## Pass/Fail, Audit, and Withdrawal Policy

All MPA SJ students must receive a B (3.0 GPA) or better to remain in good standing in the program. Grades lower than a B will result in the student needing to retake the class.

See the University of Cincinnati Office of the University Registrar for additional information on [Grading Scales and Definitions](#)

## Assessments/Activities

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### Key Point Chapter Summary

See “[How to Turn a PowerPoint into an E-Book](#)” to create a 5-page **Key Point Summary** for a randomly assigned chapter in *Why Research Methods Matter* (Gooden/Berry-James, 2018). To complete this assignment, answer the discussion questions in the chapter, including (1) What are the key points in this chapter? (2) What exhibits are used to explain the authors’ main ideas? (3) What does the case application tell you? (4) What are the implications for practice? Also, see reflective discussion post required for this assignment [Worth 25 points of your grade]

### Root Cause Analysis (RCA)

In one of the five policy domains (Housing, Health, Criminal Justice, Education or Elections), prepare a **short 5-page paper** [not including the cover page, RCA diagram or concept map) or reference page] using the Root Cause Analysis (RCA) to analyze the causes and effects of a complex societal problem. Your paper must provide a framework for improving policy in one of the areas, beginning with **defining the problem** to include a cover page, root cause analysis (using Wagner’s 8 Steps) and a problem model (with secondary root causes, primary root causes, problem and symptoms). Also, see reflective discussion post required for this assignment. [Worth 25 points of your grade]

## **Bardach, In Practice**

In *A Practical Guide for Policy Analysis*, Bardach (2012) describes policy analysis in eight steps: (1) Define the problem; (2) Assemble some evidence; (3) Construct the alternatives; (4) Select the criteria; (5) Project the outcomes; (6) Confront the trade-offs; (7) Decide; and (8) Tell your story. In **750 words**, create an interactive video presentation to integrate Bardach's guide into the policy domain. Using Zoom, capture your content and analyze your policy choice to share your strategy with our class. Your assignment must include an image, infographic or other visual content to correspond to Bardach's 8-steps. Be sure to enable the Zoom transcription in another language to communicate with different speaking audiences and audiences that rely on closed-caption displays. If you choose to use another video conferencing system, you must include digital approach specified in this assignment. Also, see reflective discussion post required for this assignment. [Worth 25 points of your grade]

**Request For Information (RFI) Response:** In a historic effort to address racial disparities, the Office of Management and Budget (OMB), Executive Office of the President issued a Request for Information (RFI) notice on May 5, 2021 to take decisive action against racism and to close equity gaps (86 FR 24029). Supported by agency heads, *Methods and Leading Practices for Advancing Equity and Support for Underserved Communities through Government*, RFI solicits promising ideas, best practices, and breakthrough approaches from a diverse group of key stakeholders representing all sectors of our society. The solicited RFI for public comments closes on July 6, 2021. Given what you know about your policy area, prepare a policy memo that responds to the RFI. You must read the Executive Order as well as the RFI corresponding questions to make an informed response. Whether you choose to officially submit your RFI to OMB is up to you; however you must follow the RFI instructions to complete this assignment. Your RFI should be **five narrative pages**, (not including the cover page, exhibits or reference page). Also, see reflective discussion post required for this assignment. [Worth 25 points of your grade]

## **University of Cincinnati Classroom Procedures/Policies**

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Students are expected to review and follow the [UC Faculty Senate policies](#) on the following topics:

- [Attendance](#)
- [Class Cancellation](#)
- [Academic Integrity](#)
- [Accessibility](#)
- [Title IX \(Sex-Based Discrimination/Harassment & Sexual Violence\)](#)
- [Counseling Services](#)

## **Attendance**

Students at the University of Cincinnati are expected to attend classes in order to meet the learning objectives for the course. Students are expected to follow the class attendance policy as outlined by the instructor. Students participating in official University sponsored activities, where the student is representing the University, will meet with instructor related to absences due to university-sponsored activities. When such absences occur, students need to provide documentation of the event(s), and work with the professor to develop a written plan for completion of missed assignments or other course requirements with as much advance notice as possible. Any absence due to official University business may still count against the total number of allowable absences. For information about religious observances, please see the [Registrar's page](#).

## **Class Cancellation**

In the rare case that a class must be cancelled, faculty will post an announcement on the LMS that will be emailed to students. Faculty will attempt to communicate class cancellations with as much advance notice as possible. Students should be sure that their LMS email is current and valid to ensure emails are received.

If the University closes due to inclement weather or other emergency situations, there will be an announcement posted on Blackboard (LMS) and if possible on the local news channels (TV and radio). Communications related to University closures will also be sent to the student's cell phone number on record through the automatic University emergency text messaging system. Students should notify the University if they change their cell phone number to ensure they will receive these important emergency communications.

## **Academic Integrity**

The University Rules, including the [Student Code of Conduct](#), and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

## **Accessibility**

The University of Cincinnati is committed to providing all students with equal access to learning opportunities. [Accessibility Resources](#) is the official campus office that works to arrange for reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.) Students are encouraged to contact the Accessibility Resources Office to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged.

## **Title IX (Sex-Based Discrimination/Harassment & Sexual Violence)**

Title IX is a federal civil rights law that prohibits discrimination on the basis of a person's actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also address instances of sexual violence, dating or domestic violence, and stalking. If a student discloses a Title IX issue to a faculty member, the faculty member is required to forward that information to the Title IX Office. The Title IX office will follow up with the student and discuss how the University can take steps to address the impact on the student and the community. They will also inform the student of their rights and direct them to available resources. The priority is to make sure students are safe and successful here at the University of Cincinnati. Students are not required to talk to anyone in the Title IX Office. Students may also directly report any instance of sex or gender-based discrimination, harassment or violence to the Title IX office at 513-556-3349. Students who wish to know more about their rights and resources on campus, they can consult the [Title IX website](#) or contact the Title IX office directly at 513-556-3349.

Reports may be filed through the [Title IX Office website](#).

## **Counseling Services**

Note: Confidential services can be found only using pastoral care, CAPS, and University Health Services. All others trigger a report being filed.

The university provides all students with access to counselling services. These:

- Provide free, **confidential** crisis intervention, support groups, advocacy and ongoing individual counseling services to students who have experienced sexual violence, sexual harassment, stalking and/or intimate partner violence while enrolled at UC
- Emergent walk-in services are available during office hours, 8:30 - 4:00 pm.
- An after-hours helpline staffed by professional counselors available at (513) 556-0648



## **Counseling Services, Clifton Campus**

Students have access to counseling and mental health care through the [University Health Services](#) (UHS), which can provide both psychotherapy and psychiatric services. In addition, students can receive three free professional counseling sessions upon request through the [Counseling and Psychological Services](#) (CAPS). These sessions are not associated with student's insurance coverage. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

## **Counseling Services, Blue Ash Campus**

[UC Blue Ash Counseling Services](#) provides high quality integrated health, counseling, and wellness services. Mental Health and personal counseling services are free of charge to students who are matriculated as UC Blue Ash College students. Services address student needs such as self-esteem, family conflict, loss and grief issues, adjusting to life's challenges, relationship problems, eating disorders, physical and/or emotional abuse, and domestic violence. Students who want an initial meeting with a counselor can call (513) 745-5670 or stop by Room 140 Muntz Hall to schedule an appointment. If after hours, please call CAPS Cares (main campus) using the 24 Hour Phone Consultation Line at 513-556-0648.

## **Counseling Services, Clermont Campus**

The [Compass Counseling Center](#) provides students assistance in helping to deal with life's stressors and adjustment to college life. All services provided to UC Clermont students are free and confidential. Some of the most common issues addressed at the center include transition to college life, stress from home, classroom performance, depression, anxiety, relationship problems, grief and loss, and substance abuse. Students are welcome and encouraged to walk into the Compass Counseling Center located in the Student Services Building, Room 201. Students may contact the office by calling (513) 732-5263. If after hours, please call CAPS Cares (main campus) using the 24 Hour Phone Consultation Line at 513-556-0648.

## **Faculty attendance**

If the faculty member does not arrive within the first 15 minutes of class, please wait for the faculty member to arrive or until you have received written word from the instructor or MPA program director.

## **Notice of Non-Discrimination**

The University of Cincinnati does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, parental status (including status as a foster parent), sex, age, sexual orientation, veteran status, military status (past, present, or future), or gender identity and expression in its programs and activities. (See [Notice of Non-Discrimination](#))

The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The university responds promptly and effectively to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members and visitors full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines.

The University of Cincinnati provides free aids and services to people with disabilities to communicate effectively with us, such as qualified sign language interpreters and written information in other formats (large print, audio, accessible electronic formats, other formats). The University of Cincinnati also provides free language services to people whose primary language is not English, such as qualified interpreters (call 513-556-5503) and information written in other languages. If you need these services, please tell any employee of a University of Cincinnati health program or activity.

If you believe that the University of Cincinnati has failed to provide these services or discriminated in another way, you can file a grievance with the Office of Equal Opportunity and Access and/or Office of Gender Equity & Inclusion. You can file a grievance in person, by mail or by email. If you need help filing a grievance, the Office of Equal Opportunity & Access and Office of Gender Equity & Inclusion staff are available to help you.

## **Student Resources**

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See additional University of Cincinnati [Academic Excellence and Support Services](#) which includes the Accessibility Resources Office, the Learning Commons, Testing Services, and Veterans Programs & Services.

## Course Calendar

Learning objectives for each module in our course are embedded into the in-class and out-of-class learning activities that will take place this semester. By the end of the course, students will be able to define policy problems, explore alternative strategies, make informed decisions, implement solutions and evaluate the impact of public policies.

<i>Maymester Schedule</i> <i>May 11, 2021 – May 31, 2021</i>				
<i>Week</i>	<i>Module</i>	<i>Student Learning Objectives</i>	<i>In-class activities</i>	<i>Outside-of-class responsibilities</i>
<i>Tuesday</i> <i>May 11, 2021</i>	Introduction	Course Overview	Introductions Q & A Discuss Expectations	Read Executive Order Read Article, Root Cause Analysis
<i>Thursday</i> <i>May 13, 2021</i>	Introduce Creative Thinking Hats Consuming Research as an Essential Skill	<b>Defining the Problem &amp; Identifying Root Cause(s)</b>	Lecture + Zoom Breakout Rooms by Policy Choice	Read Bardach's Guide + PowerPoint <b>Root Cause Analysis Due 5/18/21 @ 6pm</b>
<i>Tuesday</i> <i>May 18, 2021</i>	Problems, Alternatives and Solvable Solutions	<b>Analyze the Policy Problem</b>	Discussion with Thinking Hats On!	Read Gooden & Berry-James (2018) <i>Why Research Methods Matter</i>
<b>Thursday</b> <b>May 20, 2021</b>	Creative Thinking Hats <b>Exploring Alternatives</b>	<b>Generate Alternative Strategies to Make a Decision</b>	Advancing Equity Lecture  Group Discussion	Read the Request for Information (RFI) <b>Chapter Summary due 5/25/21</b>
Tuesday May 25, 2001	Creative Thinking Hats <b>Planning Solutions</b>	<b>Plans for Implementation</b>	Presentation of Chapter Summaries Lecture	<b>Bardach 750-word Interactive Videos Due 5/27/21 @ 6pm</b>
<i>Thursday</i> <i>May 27, 2021</i>	Creative Thinking Hats Using Information to Evaluation Solutions	<b>Evaluate and Reflect on the Outcome</b>	Watch interactive video presentations Discussion on Implementation & Evaluation	<b>Submit Final RFI Paper to Professor on 5/31/21</b>
<i>Final Paper Due</i> <i>May 31, 2021</i>	I reserve the right to update this syllabus and course schedule as class needs arise. Be assured that I will communicate to you any changes to our schedule, syllabus or policies quickly and efficiently through email or across the University of Cincinnati Canvas platform. Rev 5.12.21			