

USC Price

In Sacramento
Master of
Public
Administration

PPD 554, Foundations of Public Policy Analysis 4 units, Summer 2021

All class meetings will be online via Blackboard and Zoom	Contact Hours
<ul style="list-style-type: none"> Live (will be recorded) online lectures (Zoom-powered sessions on Thursdays, 6:00 – 7:30 pm Pacific for students who would like to attend the session live) 	18
<ul style="list-style-type: none"> Asynchronous activities (e.g., Journal entries, Discussion Board posts, curated videos, other tasks) 	28
<ul style="list-style-type: none"> Zoom-powered team check-ins (30-60 minute Zoom meetings for feedback; schedules to be determined) 	4
Total contact hours	50

Instructor: Lois Takahashi, PhD

Office Hours: Immediately following weekly Zoom class sessions on Thursdays, or by appointment

Contact info: Email: lmakaha@usc.edu (instructor will respond within 48 hours)

Course Assistant: Aubri Qian

Office Hours: TBA

Contact info: Email: alqian@usc.edu

Course Description¹

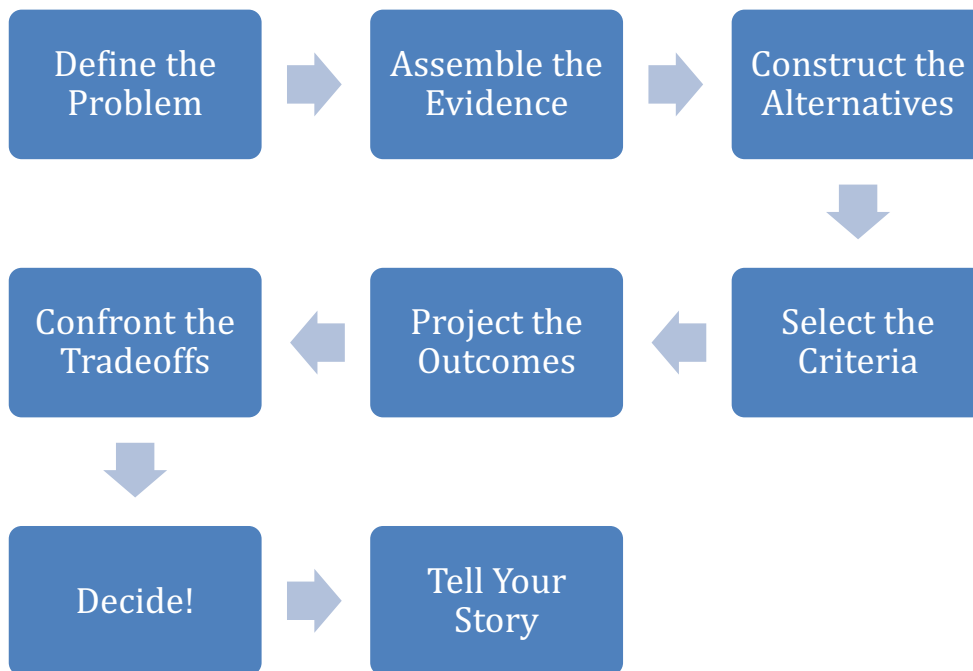
Public policy analysis has been described as the art and craft of “speaking truth to power.”² It is the production of evidence-based, problem-solving advice on behalf of political officials; policy administrators; political constituents and citizens. This course discusses the foundations of public policy as a profession, and develops basic skills in policy analytic reasoning, policy design, normative analysis and ethics, and argumentation. The goal is to help students understand the complexities of public policy analysis and the value tradeoffs associated with public problem solving. Policy analysis requires several distinct sets of skills: technical understanding of analytical tools, sensitivity to the political and cultural contexts within and outside of the organization within one works, and the ability to produce and communicate actionable advice that is based on valid social science research. The class weaves theoretical readings and practical applications around Bardach and Patashnik’s “eightfold path” for policy analysis and problem solving:³

¹This syllabus is based on PPD 554 syllabi developed by Professor Juliet Musso and by Professor Dora Vertenten, and revised with their permission.

²Wildavsky, A. (1987). *Speaking truth to power: The art and craft of policy analysis*. New Brunswick, NJ: Transaction Publishers.

³ Bardach, E., & Patashnik, E. M. (2019). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. CQ press. (assigned text for PPD 554)

The Eight-Fold Path (Bardach and Patashnik, 2019)



PPD 554 introduces students to foundational frameworks in policy analysis and engages them in using these skills by means of an introductory policy analysis project.

Learning Objectives

This course is the foundational introduction to the MPP program and the Public Policy Certificate at the Price School. The MPP program has the following general learning objectives

(<https://priceschool.usc.edu/programs/masters/mpp/curriculum/program-learning-objectives/>):

- “Students will acquire an extensive set of skills from political science, economics, and quantitative analysis that can be applied to develop innovative solutions to a broad range of policy problems. Examples of core analytical competencies include economic analysis, statistical analysis, policy formulation and implementation analysis, and cost-benefit analysis.
- Students will become proficient in communicating policy advice verbally and in writing, both individually and in groups.
- Students will develop expertise in one or more substantive policy fields of their choosing that will equip them for professional relevance and impact.
- Students will learn leadership skills necessary to become agents of change to improve the quality of life for people and their communities, here and abroad.”

PPD 554 introduces the professional field by orienting students to the tools and methodologies used in public policy analysis, including: general approaches to options analysis (“eightfold path”); policy design and the tools literature; effective practice review and adaptation; and multi-attribute analysis, including an overview of cost-benefit analysis. Ultimately the goal is to develop the skills to produce and communicate an actionable policy analysis.

Specific learning outcomes for PPD 554 include:

- *Issue Diagnosis*: You will describe and assess the complex dimensions of a policy issue in a way that leads to options, and frame problems with attention to stakeholder values and interests, and with critical attention to the political framing of public issues.
- *Policy Design*: You will identify “policy variables” (including options) and compare the strengths and weaknesses of various policy instruments (“tools”) in promoting policy goals (using criteria such as equity, effectiveness, efficiency, and ease of political acceptability). You will conduct research to identify model practices (also referred in literature as “effective practices; smart practices; or best practices”) and adapt these within a specific organizational context.
- *Critical Reasoning and Ethics*. You will engage the complexities of the normative and practical considerations brought to bear in the analytic process (e.g., equity, efficiency, effectiveness, and ease of political acceptability). You will define both evaluative and practical criteria with attention to differing conceptions of justice, and tradeoffs between justice and utilitarian concepts such as allocative and administrative efficiency.
- *Options Analysis*: You will highlight tradeoffs among options.
- *Tradecraft*. You will polish skills required for effective policy leadership, including: (1) research and critical reasoning; (2) application of strategic analysis; and (3) professional memo writing and speaking skills. All your work, including issue diagnosis, policy design, and options analysis, will be based on a critical review of research literature relevant to the policy at hand. A critical review of the research literature means that you review peer-reviewed research studies with a critical lens.
- *Team Management*. You will collaborate in teams to conduct research; maintain a research team platform (Yammer, Basecamp, Google Groups, Microsoft Teams, Slack, or other platform accessible to all team members and the instructor); discuss and develop analysis; and prepare PowerPoint presentations.

Course Notes

Required Textbook:

Bardach, E., & Patashnik, E.M. (2020). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (6th ed). Washington, D. C.: Congressional Quarterly Press.

The text is available from the USC bookstore at usctext.com. The text is also available via an electronic version (purchase or rent) through the publisher’s website (please see right hand tab for purchasing or digital rental options): <https://us.sagepub.com/en-us/nam/a-practical-guide-for-policy-analysis/book255357>

Additional Required Readings:

Additional required readings and case materials are listed in the detailed course schedule and are either available through the web, USC Library online or will be made available in the course Blackboard page in the Content folder for the specific week.

Individual and Team Assignments:

You are individually responsible for keeping up to date with the assignments and teamwork in accordance with the assignment instructions in this syllabus and on the Blackboard course page. Individual and team notes, documents, files, drafts, feedback, graphics and other course deliverables must be maintained in an orderly and comprehensive manner within each project on Blackboard or other project management platform, and may be reviewed by the instructor for evaluation (if you use a different project management platform than Blackboard, such as Google Docs, Basecamp, Microsoft Teams, Slack, etc., **please provide access to the instructor**).

Technological Proficiency and Hardware/Software Required:

You will need to be able to access USC Blackboard, TurnItIn through USC Blackboard, LinkedIn Learning through the USC website, Zoom, and YouTube. Assignments will be submitted electronically using a two-step process: (Step 1) submit through TurnItIn link via the week's Content folder on the Blackboard course site, and make sure that you review not only the similarity index but also the highlighted text in the TurnItIn analysis; for highlighted text passages, please add quotation marks and full citations including page numbers where the text was located in the original source; and (Step 2) after making corrections using the TurnItIn highlighted text analysis, submit through the appropriate Blackboard assignment link in the week's Content folder. Here is a tutorial for Blackboard: <https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>.

The instructor will use the Blackboard Announcements section to provide an update at the beginning of each week on the week's tasks and assignments, and any changes to assignment due dates or syllabus. All enrolled students receive an email indicating when new Announcements are posted. You can also check current and previous announcements on the Announcements section on the Blackboard course page.

The course also has a Slack account, which is a collaborative hub that may be used for a variety of purposes, including but not limited to peer discussions, interactions with the course assistant or instructor, and project team work.

- Prior to the start of classes, please be sure to **set up your Slack account** at <https://usc.enterprise.slack.com/> and familiarize yourself with our class channel. Additional reference guides and resources can be found on this website: <https://keepteaching.usc.edu/students/student-toolkit/>.
- As a reminder, all **Slack conduct must be in line with USC policies** (see below). Any behavior that breaks outlined policies will be subject to discipline.

Weekly Lectures (can be viewed live, and will be recorded):

The instructor will deliver weekly online sessions via Zoom, starting on Thursday of Week 1 of class (classes start on May 19). If you are unfamiliar with Zoom or do not have a USC Zoom account, instructions are available at this website: <https://keepteaching.usc.edu/students/student-toolkit/classroom/zoom/>.

- You may view the recorded lecture anytime during the week after Thursday. The link to the Zoom recording will be available via Blackboard (click on "USC Zoom Pro Meeting" in the week's Content folder, or via the Tools link; click on "Cloud Recordings").

- If you would like to join the session live, you may join the session online with video on your computer, tablet, or smartphone; computers are preferable so that you can view slides and documents shared onscreen, and participate in discussions.
- If you need a virtual background, USC has made several available (e.g., <https://libraries.usc.edu/studyon/usc-libraries-virtual-backgrounds>). There are also USC Price branded Zoom backgrounds on the Blackboard course site via the Content tab in the USC Price Zoom Virtual Backgrounds folder.

You must follow the university's guidelines for appropriate use and handling of any course materials, including Zoom recordings, Slack discussions, etc.

- Please see SCampus policies regarding class notes:
<https://policy.usc.edu/files/2020/07/SCampus-Part-C-1.pdf> (section C.1)

"Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other usual non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings."

- Please see SCampus policies regarding student conduct violations:
<https://policy.usc.edu/files/2020/07/SCampus-Part-B-2.pdf> (section 11.12)

"Recording a university class without the express permission of the instructor and announcement to the class. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor."

Per university policy you are not permitted to create your own class recordings of lectures or any class activity without the instructor's permission. Violations of these policies will be met with the appropriate disciplinary sanction. In other words, please do not make or share any recordings of Zoom class sessions with anyone outside of the class. Please do not share any recordings of team work or any conversations via Slack or any other team platform with anyone outside of class. Violations of these policies will be met with the appropriate disciplinary sanction.

Required Readings and Supplementary Materials

Please see complete course schedule for required readings and supplementary materials.

(N)etiquette

This class will engage current events, and possibly controversial policies and sensitive topics. We will work to engage sensitive topics by (1) articulating our own political, ideological, or personal values (or "where we are coming from") and understanding and clarifying how those frame our judgment of problems, methods, and recommendations; (2) relying on valid social scientific or scientific evidence

to back up any claims we make; and (3) listening respectfully to and learning from differing viewpoints to promote understanding. Please remember to engage in all discussions with decorum and without ad hominem/personal attacks on anyone, including class members, elected officials/politicians, or anyone else. Developing civil discussion strategies even when dealing with highly polarizing issues is a skill to develop in this class.

To help develop and hone this skill, you are required to use three steps for all questions or feedback provided by you in class discussions, with your team, via Discussion Board or Slack posts, or any other engagement:

- (1) identify strengths, elements you found engaging or useful in the draft, comment, question, or feedback provided by a team or class colleague,
- (2) provide questions you have, identify gaps you found, or show problems that you see, and
- (3) for each question, gap, and problem you identify, you **MUST** provide at least one solution (if you provide a question, gap, or problem but no solution, you will have points deducted, and more importantly, you are not developing and honing your civil discussion skills!).

Description and Assessment of Assignments

The course requires your engagement with the materials and discussions, critical reflection, and respectful discourse with the instructor and students in the class. Grades are based on the scores as summarized below.

Evaluation Categories	Due Date via Two Step Submission Procedure unless Otherwise Indicated	% of Grade
Asynchronous Tasks <ul style="list-style-type: none">• Individual Journal Reflection Entries• Individual Discussion Board Posts	<ul style="list-style-type: none">• Via Journal Entry link in week Content folder; see schedule for due dates• Via Discussion Board link in week Content folder; see schedule for due dates	10% 5%
Baseline Memo (individual)	Draft to Discussion Board due Friday, June 4; revision using Discussion Board feedback due Sunday, June 6	20%
Policy Analysis Project: Proposed Team	Thursday, June 10 via Blackboard Groups function	0%
Policy Analysis Project: Proposed Team Issue	Sunday, June 13 via email to instructor (lmtakaha@usc.edu)	0%
Policy Analysis Project: PowerPoint slide deck on issue diagnosis and criteria (team)	Draft to Discussion Board due Friday, June 25; revision using Discussion Board feedback due Sunday, June 27	10%
Policy Analysis Project: Issue brief (individual)	Draft to Discussion Board due Friday, July 9; revision using Discussion Board feedback due Sunday, July 11	20%
Policy Analysis Project: PowerPoint slide deck on design briefing (team)	Draft to Discussion Board due Friday, July 23; revision using Discussion Board feedback due Sunday, July 25	10%
Policy Analysis Project: Final policy memo (individual)	Draft to Discussion Board due Saturday, August 7; revision using Discussion Board feedback due Tuesday, August 10	25%
TOTAL		100%

- **Asynchronous Tasks:** This class will engage current events, controversial policies, successful and failed policies, and other topics that may be politically sensitive. We will work to engage sensitive topics by (1) articulating our own political, ideological, or personal values (or “where we are coming from”) and understanding and clarifying how those frame our judgment of public policy proposals and recommendations; (2) relying on valid social scientific or scientific evidence to back up any claims we make about the effects of policy; and (3) listening respectfully to and learning from differing viewpoints. Please remember to engage in all discussions with respect, decorum, and without ad hominem/personal attacks on anyone, whether class members, activists, political/elected officials, or others. Developing civil discussion strategies even when dealing with highly polarizing issues is a skill that you will develop in these asynchronous tasks.

- **Journal Entries (Variable due dates, usually Sundays coinciding with assignment submissions by 11:59 pm; see Course Schedule):** Journal entries are individual non-public reflections of the readings, lectures, assignments, and team work, and provide a way for you to document your thinking about the issues, the skills you are learning, and questions that emerge as the class proceeds. This also gives you the opportunity to let the instructor know of any issues and challenges during the class; the instructor will provide feedback and respond to journal entries.
 - **Step 1: review the prompt on the syllabus or the lecture notes for the scheduled journal entry (usually coinciding with an assignment submission); you are welcome to comment on anything that is relevant (e.g., what are you learning?, what is confusing?, what is surprising?, how is the class working for you?, how is the team working together?)**
 - **Step 2: write a draft journal entry in a word processing program that addresses what you are learning, any questions about the readings or lectures, and any challenges you are facing in the class or with your team**
 - **Step 3: check the draft journal entry for spelling and grammatical errors and read the entry aloud to yourself to make sure that this makes sense**
 - **Step 4: submit your journal entry to the link “Journal entry” in the week’s Content folder, and use the “create new journal entry” button; do not forget to “submit” (please do not submit under the “group” journal entry, that journal entry is for your team’s internal discussions)**

Name Journal Entries

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Assignment Completion Weight 90.00%	0.00 to 79.99 % * journal entry does not cover instructional topic * journal entry does not provide reflection in addition to information	80.00 to 89.99 % * journal entry somewhat covers instructional topic * journal entry provides some reflection in addition to information	90.00 to 100.00 % * journal entry fully covers instructional topic * journal entry provides reflection in addition to information
Spelling/Grammar Weight 10.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling errors * 1 grammatical errors	90.00 to 100.00 % * 0 spelling errors * 0 grammatical errors

- O **Discussion Boards (Variable due dates via Blackboard Discussion Groups; see Course Schedule):** Posts (usually by Friday 11:59 pm Pacific) to the Discussion Board provide a way for you to provide and receive supportive feedback on draft documents. Supportive feedback must include the following: (1) state first you thought was strong, worked well, was interesting or insightful, (2) then, ask any questions that emerged for you as you reviewed the document, and any gaps that you identified, and (3) for each question or gap you identify, you MUST provide a way to answer the question or address the gap, in other words, a possible solution for each question or gap. The initial post will consist of your individual or team draft usually due on Friday by 11:59 pm Pacific. You should post supportive questions and comments, with possible solutions (usually by Saturday 11:59 pm Pacific) using rational, evidence based arguments.
- **Step 1: review the prompt on the syllabus and in the Zoom weekly session for that week's Discussion Board post**
 - **Step 2: use a word processing program or PowerPoint to write a draft initial post (usually drafts of required assignments), use a word processing program to respectfully and supportively provide feedback to another student's or team's draft (please provide supportive feedback to individual drafts that do not already have feedback; for every question or gap you identify, you are required to provide a solution/option)**
 - **Step 3: check the draft post or supportive feedback for spelling and grammatical errors and read the draft post or supportive feedback aloud to yourself to make sure that this makes sense**
 - **Step 4: submit your draft post or supportive feedback to the Discussion Board link in the week's Content folder; do not forget to "submit"**

Name

Discussion Board

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Assignment Completion Weight 90.00%	0.00 to 79.99 % * post is late * post does not provide supportive feedback	80.00 to 89.99 % * post is on time * post provides supportive feedback but without helping to improve draft	90.00 to 100.00 % * post is on time * post provides supportive and useful feedback
Spelling/Grammar Weight 10.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling error * 1 grammatical error	90.00 to 100.00 % * 0 spelling errors * 0 grammatical errors

- **Individual Baseline Memo (Draft due to Discussion Board by Friday, June 4 by 11:59 pm Pacific; you will post supportive feedback for at least one draft that does not already have feedback to the Discussion Board by Saturday, June 5 by 11:59 pm Pacific; revise your draft memo using the Discussion Board feedback, which is due by Sunday, June 6 by 11:59 pm Pacific. Please submit your revised baseline memo using the two step procedure for this class: (Step 1) submit to TurnItIn using link in the week's Content folder, do not only review the similarity index, please also review the text passages that are highlighted, and add quotation marks and complete citations; (Step 2) submit the revised and corrected document via the assignment link in the week's Content folder. In the baseline memo, you will examine a contemporary policy proposal that you select. You will conduct policy research employing secondary sources, such as media accounts and testimony for clarifying core arguments made by supporters and opponents, and legislative analyses and research studies for evidence that supports or refutes these core arguments (please provide full citations for all sources). In this memo, you will (a) identify the core arguments made by opponents and proponents, and (b) use social science or scientific evidence to validate or dispute those arguments. Format: 2 page maximum (including footnotes and embedded graphics but not including appendices – you can include your references in the appendix if they are taking up too much space), single-spaced, 12 point font, memo format, with full and complete citations.**

- **Step 1: select an existing federal or state law or local ordinance, or proposed federal or state bill or amendment or municipal bill or law that is currently being debated (e.g., for US Congressional legislation, see <https://www.govtrack.us/congress/bills/>; for California state legislation, see <https://leginfo.legislature.ca.gov/faces/billSearchClient.xhtml>; for City of Los Angeles bills, see <https://cityclerk.lacity.org/lacityclerkconnect/>; for other cities or counties, check city or county websites)**
 - **Step 1a: describe the existing or proposed bill, amendment, or law (including the sponsor of the bill, amendment, or law), and the rationale for this existing or proposed law/policy (remember to use quotation marks for any text you extract from existing sources, and provide a complete citation; please try to**

- use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)
 - **Step 1b:** identify supporters and opponents of the existing or proposed bill, amendment, or law (media accounts are helpful)
- **Step 2:** using publicly available information, identify the core arguments by supporters, and review rigorous research for evidence that supports or refutes these arguments
 - **Step 2a:** summarize the arguments that are being made by supporters of the existing or proposed law/policy (remember to use quotation marks for any text you extract from existing sources, and provide a complete citation)
 - **Step 2b:** investigate the research literature and determine what evidence exists in published research that supports or refutes each of the core arguments made by supporters
 - **Step 2c:** for each of the core arguments in support, summarize the research evidence that supports the core argument and refutes the core argument
- **Step 3:** using publicly available information, identify the core arguments by opponents, and review rigorous research for evidence that supports or refutes these arguments
 - **Step 3a:** summarize the arguments that are being made by these opponents (remember to use quotation marks for any text you extract from existing sources, and provide a complete citation)
 - **Step 3b:** investigate the research literature and determine what evidence exists in published research that supports or refutes each of the core arguments made by opponents
 - **Step 3c:** for each of the core arguments in opposition, summarize the research evidence that supports the core argument and refutes the core argument
- **Step 4:** put these sections (description of the existing/proposed law or policy, core arguments in support with research evidence supporting or refuting, core arguments in opposition with research evidence supporting or refuting, overall summary of most important points) into the memo format; use descriptive subheadings for each section; make sure to include quotation marks for text that you have taken from existing sources and provide a complete citation as a footnote or endnote
- **Step 5:** write an Executive Summary that summarizes the most important “takeaways” of the memo, including the core arguments in support and opposition, and the most important scientific/research evidence supporting or refuting these core arguments (hint: the reader should be able to read the subject line and the Executive Summary and understand the arguments being made in support and opposition without reading the rest of the memo)
- **Step 6:** check the draft memo for spelling and grammatical errors and read the memo aloud to yourself to make sure that the memo makes sense
- **Step 7:** Step 1 of the submission process: submit the memo draft to the TurnItIn link in the week’s Content folder, do not stop at the similarity index, please review the highlighted text analysis and make sure that all highlighted text (except for the citations) have quotation marks and a full citation including page numbers

- o **Step 8: Step 2 of the submission process: spell check the memo and check for grammar, and submit the corrected memo via the Assignment link in the week's Content folder**

Name Memo #1: Individual Baseline Memo

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Policy Research Using Secondary Sources Weight 70.00%	0.00 to 79.99 % * missing description of contemporary policy proposal * supporter core arguments missing * opponent core arguments missing * evaluation of stronger arguments missing	80.00 to 89.99 % * contemporary policy proposal not clearly described * supporter core arguments not clearly explained; missing some evidence * opponent core arguments not clearly explained; missing some evidence * evaluation of stronger arguments not clear, missing some evidence	90.00 to 100.00 % * contemporary policy proposal clearly described * supporter core arguments clearly explained with evidence * opponent core arguments clearly explained with evidence * evaluation of stronger arguments using evidence
Memo organization Weight 20.00%	0.00 to 79.99 % * not in memo format * lack of citations	80.00 to 89.99 % * memo format * no executive summary * lack of substantive subheadings * incomplete citations or inconsistent style	90.00 to 100.00 % * informative subject line, subheadings * executive summary includes most important information * citations are complete with consistent style
Spelling/Grammar Weight 10.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling error * 1 grammatical error	90.00 to 100.00 % * no spelling errors * no grammatical errors

■ **Policy Analysis Project (various deadlines, below).**

- o Team Selection: (Selection of team due Thursday, June 10, by 11:59 pm Pacific via Blackboards Groups function). You will join or initiate a team (teams will have a maximum of 5 members); please use the Blackboard Groups tab (go to "Tools", then click on "Groups") to select/initiate a team.
- o Team Proposed Issue: (Team Proposed Issue due Sunday, June 13, by 11:59 pm Pacific via email to instructor, lmtakaha@usc.edu). You will work with your team to identify an issue that will be the subject of team research and analysis throughout the remainder of the course. This issue may be related to your individual baseline memo, but can be a completely different issue. The team will submit this issue via email to the instructor for approval.
 - **Step 1: meet with your team to collectively decide on a policy issue that everyone on the team will use for the remaining individual and team assignments; for team brainstorming, consider using collaboration platforms such as Miro, Mural, Padlet, Google Jamboard**

- **Step 2:** decide on a team working platform (e.g., Google Docs, Microsoft Teams, Box, Dropbox, etc.) so that everyone on the team has access to all team documents; please provide access to the platform to the instructor (Imtakaha@usc.edu)
 - **Step 3:** use the team working platform or the collaboration platform to draft a team proposal (2-3 sentences) that includes a brief description of the policy issue and why it is important; the issue should not already have a solution!
 - **Step 4:** everyone on the team should check the draft for spelling and grammatical errors; and read the proposal aloud to yourself to make sure that proposal makes sense
 - **Step 5:** one team member should email the team proposal to the instructor (Imtakaha@usc.edu), and cc all team members
- O Team PowerPoint Slide Deck: Issue Diagnosis and Criteria (one team member will post the draft team PowerPoint slide deck to the Discussion Board by Friday, June 25 by 11:59 pm Pacific; you will post supportive feedback for at least one team draft slide deck to the Discussion Board by Saturday, June 26, by 11:59 pm Pacific; the team will review the Discussion Board feedback and revise the team PowerPoint slide deck and submit using the two-step submission process by Sunday, June 27, by 11:59 pm Pacific). You will work with your team to apply course readings and work through the eightfold path to analyze the issue, and you and your team will develop a PowerPoint slide deck that summarizes the team's research. You will work with your team to diagnose the issues associated with the approved policy analysis issue, and to operationalize the criteria that are relevant in assessing options to address the issue. Format: 10 slide maximum (including title page with team names, and end slide with team contact information), 20 point font, with full and complete citations (can be at the bottom of the specific slide in 12 point font).
- **Step 1: meet with your team to collectively work on the issue diagnosis and criteria using your team working platform; start with the policy issue description and any publicly available information; for team brainstorming, consider using collaboration platforms such as Miro, Mural, Padlet, Google Jamboard**
 - **Step 1a:** Define the problem/diagnosis for the approved policy issue (delete any "solutions," try to use "deficit or excess" type language, such as "too big or small", "growing too fast or slowly")
 - **Step 1b:** Determine the problem/issue area (is this a market failure?, is this a social justice issue?, is this a bureaucratic issue?)
 - **Step 1c:** Identify the "causal chain" (how did this problem/issue happen/emerge?)
 - **Step 1d:** Iterate! (what is the team missing?, should the team consider other ways to define the problem/issue diagnosis?, what might be another way to explain the "causal chain"?)
 - **Step 1e:** Finalize the team problem definition/issue diagnosis

- **Step 2: work with your team to develop the criteria for assessing decision outcomes (“standards for evaluating the results of an action”, Bardach and Patashnik, Part I)**
 - **Step 2a:** Generate as many criteria as possible; brainstorm and think widely; consider using collaboration platforms such as Miro, Mural, Google Jamboard, Padlet to facilitate your brainstorming
 - **Step 2b:** Divide the entire list of criteria into evaluative (e.g., does the alternative get us to the outcome efficiently, effectively, equitably, etc.?) and practical (e.g., does the alternative get us to the outcome in a way that is legal, feasible, implementable, etc.?)
 - **Step 2c:** Develop a process to narrow the list; how will the team decide which criteria are more important than others?
 - **Step 2d:** Use the team process to finalize 2-4 criteria; the criteria list must include evaluative and practical criteria
 - **Step 2e:** Describe how the criteria will be used to evaluate the results of any alternative/decision; in other words, how will you operationalize the criteria, or, what steps are needed to use the criteria to evaluate the results of any alternative/decision?
- **Step 3: work on a draft of the PowerPoint slide deck (10 slide limit)**
 - **Step 3a:** Decide on a template (there is a USC Price template available at the Blackboard course site via the week’s Content tab)
 - **Step 3b:** Include a title slide (with the policy issue name, the names of the team members, the date, and the affiliation, such as PPD 554)
 - **Step 3c:** Include a contact slide (the final slide) with the team names and email contact information
 - **Step 3d:** Include in the other 8 slides: general description of the policy issue (1 slide), problem definition/issue diagnosis (2-4 slides), criteria definition, description, and operationalization (2-4 slides)
- **Step 4:** you should check the draft slide deck for spelling and grammatical errors, make sure that all text extracted from another source has quotation marks and a full citation at the bottom of the slide (12 point font is fine for the footnotes), and review the slides to make sure that the slide deck makes sense
- **Step 5:** one team member should post the draft slide deck to the Discussion Board for peer feedback, you should respectfully comment on at least one other team’s slide deck (remember for every question or gap you identify, you are required to provide a solution/option)
- **Step 6:** the team should review the comments received via the Discussion Board, and make revisions to improve the slide deck
- **Step 7:** Step 1 of the submission process: one team member should submit the slide deck to the TurnItIn link in the week’s Content folder, please do not stop at the similarity index, the team should review all highlighted text, make sure that all highlighted text (except for the citations) have quotation marks and a full citation including page numbers; please try to use a citation

management platform to help you organize your citations, such as Endnote online, Zotero, etc.

- **Step 8: Step 2: one team member should submit the corrected slide deck via the Assignment link in the week's Content folder**

Name

PowerPoint Slide Deck #1: Team Issue Diagnosis and Criteria

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Issue Diagnosis and Criteria Weight 60.00%	0.00 to 79.99 % * eight-fold path is not applied * issue diagnosis/problem definition is missing * criteria are missing	80.00 to 89.99 % * eight-fold path is not clearly applied; missing steps or elements * issue diagnosis/problem definition is not clear; missing supporting evidence * criteria are not clearly described; discussion of relevance is incomplete	90.00 to 100.00 % * eight-fold path is clearly applied * issue diagnosis/problem definition clear and with supporting evidence * criteria are described with discussion of relevance
PPT Slide Deck Organization Weight 20.00%	0.00 to 79.99 % * more than 10 slide limit * smaller than 20 point font * missing or inconsistent citations	80.00 to 89.99 % * slides not optimal (too much text, inconsistent format, evidence unclear) * inconsistent citations	90.00 to 100.00 % * slides format with clear concepts and evidence * consistent and complete citations
Spelling and Grammar Weight 20.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling error * 1 grammatical error	90.00 to 100.00 % * no spelling errors * no grammatical errors

- Individual Issue Brief Memo: Issue Diagnosis and Criteria (you will post your draft Issue Brief memo to the Discussion Board by Friday, July 9 by 11:59 pm; you should provide supportive feedback to at least one draft that does not already have feedback by Saturday, July 10 by 11:59 pm; revise your memo using the Discussion Board feedback and submit using the two-step submission process by Sunday, July 11, by 11:59 pm Pacific). You will incorporate the research and any infographics produced during the team work for the team slide deck development to produce an individually written Issue Brief. In this individual memo, you will use social science or scientific evidence to further define the issue/problem, and refine and deepen the explanation of the criteria to assess the results of alternatives/proposed decisions. Format: 2 page maximum (including footnotes and embedded graphics but not including appendices – you may include the references in an appendix), single-spaced, 12 point font, memo format, with full and complete citations.
 - **Step 1: review the feedback from the instructor on the team slide deck**
 - **Step 2: revise the problem definition/issue diagnosis to respond to the feedback**

- **Step 3: identify social science or scientific evidence (using published research in peer-reviewed journals and books written by researchers, or technical reports by government agencies or reputable think tanks) that expands and clarifies the problem definition/issue diagnosis**
 - **Step 3a:** use a research search engine (e.g., USC Library online: <https://libraries.usc.edu/>; Google Scholar: <https://scholar.google.com/>) to find social science or scientific research on the policy issue
 - **Step 3b:** expand and deepen the problem definition/issue diagnosis text from the team slide deck to include the findings from research you found in Step 3a; do not include irrelevant studies/findings; remember to provide citations for all publications you use and to use quotation marks and full citations for all text you extract from existing sources (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)
 - **Step 3c:** revise the problem definition/issue diagnosis with this research evidence so the narrative flows logically; use subheadings to alert the reader to changing topics
- **Step 4: identify social science or scientific evidence (using published research in peer-reviewed journals and books written by researchers, or technical reports by government agencies or reputable think tanks) that expands and clarifies the criteria explanation from the team slide deck; please remember that the criteria should be used to assess the probable results of alternatives/proposed decisions**
 - **Step 4a:** use a research search engine (e.g., USC Library online: <https://libraries.usc.edu/>; Google Scholar: <https://scholar.google.com/>) to find social science or scientific research on the criteria, especially as each criterion relates to the problem definition/issue diagnosis
 - **Step 4b:** expand the criteria text from the team slide deck to include the findings from research you found in Step 4a; do not include irrelevant studies/findings; remember to provide citations for all publications you use and to use quotation marks and full citations for all text you extract from existing sources (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)
 - **Step 4c:** revise the criteria explanation with this research evidence so the narrative flows logically; use subheadings to alert the reader to changing topics
- **Step 5: put these sections into the memo format (problem definition/issue diagnosis including relevant research, criteria description and explanation including relevant research, summary of sections); use descriptive subheadings for each section; make sure to include quotation marks for text that you have taken from existing sources and provide a complete citation as a footnote or endnote (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)**

- **Step 6: write an Executive Summary that summarizes the most important “takeaways” of the memo (hint: the reader should be able to read the subject line and the Executive Summary and understand exactly what you are arguing in the memo without reading the rest of the memo)**
- **Step 7: check the draft memo for spelling and grammatical errors and read the memo aloud to yourself to make sure that the memo makes sense**
- **Step 8: Step 1 of the submission process: submit the draft memo using the TurnItIn link in the week’s Content folder, please do not only review the similarity index, please also review the highlighted text, make sure that all highlighted text (except for the citations) have quotation marks and a full citation including page numbers (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)**
- **Step 9: Step 2 of the submission process: after making corrections to the memo from the TurnItIn text analysis, spell check the revised memo, and check for grammatical errors; submit the corrected memo via the Assignment link in the week’s Content folder**

Name

Memo #2: Individual Issue Brief

Description

Rubric Detail

Levels of Achievement			
Criteria	Novice	Competent	Proficient
Issue Diagnosis and Criteria Weight 70.00%	0.00 to 79.99 % * eight-fold path is applied, but does not build/expand on team's PowerPoint slide deck; no new evidence * issue diagnosis/problem definition not expanded from PowerPoint slide deck; no new supporting evidence * criteria are the same as the team PowerPoint slide deck, with similar discussion of relevance	80.00 to 89.99 % * eight-fold path is applied, but only builds/expands slightly on team's PowerPoint slide deck; limited new evidence * issue diagnosis/problem definition expanded only slightly from PowerPoint slide deck with limited new supporting evidence * criteria are only slightly described in more depth compared to PowerPoint slide deck; includes only slightly more substantive discussion of relevance	90.00 to 100.00 % * eight-fold path is clearly applied, builds upon/expands team's PowerPoint slide deck to deepen the discussion and add more evidence * issue diagnosis/problem definition expanded from PowerPoint slide deck with additional supporting evidence * criteria are described in more depth building on PowerPoint slide deck including more substantive discussion of relevance
Memo organization Weight 20.00%	0.00 to 79.99 % * more than maximum page limit * not in memo format * lack of citations	80.00 to 89.99 % * memo format * no executive summary * lack of substantive subheadings * incomplete citations or inconsistent style	90.00 to 100.00 % * informative subject line, subheadings * executive summary includes most important information * citations are complete with consistent style
Spelling and Grammar Weight 10.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling error * 1 grammatical error	90.00 to 100.00 % * no spelling errors * no grammatical errors

- o Team Policy Briefing PowerPoint Slide Deck (one team member will post the draft PowerPoint slide deck to the Discussion Board by Friday, July 23 by 11:59 pm Pacific; you will post supportive comments for at least one team slide deck to the Discussion Board by Saturday, July 24, by 11:59 pm Pacific; the team will revise the PowerPoint slide deck using the Discussion Board and submit using the two-step process by Sunday, July 25, by 11:59 pm Pacific). You and your team will produce a policy briefing PowerPoint slide deck in which you communicate a set of three to four options/alternatives/proposed decisions that you have designed to address the issue/problem, and a set of criteria that you and your team have developed to assess the results of these options/alternatives/proposed decisions (e.g., equity, efficiency, effectiveness, ease of political acceptability, etc.). This policy briefing slide deck should also consider including additional rigorous research on practices or approaches used in other jurisdictions or for similar problems. You and your team will include in your analysis slide deck: 3-4 options/alternatives/proposed decisions, the criteria developed by the team to assess strengths and weaknesses of the probable results of each of the options/alternatives/proposed decisions, and a preliminary assessment of the best option/alternative/proposed decision based on the criteria and a preliminary trade-offs analysis (CAM or cost-benefit analysis). Format: 10 slide maximum (including title page with team names, and end slide with team contact information), 20 point font, with full and complete citations (can be at the bottom of the slide in 12 point font).
 - **Step 1: meet with your team to collectively work on revising the problem definition/issue diagnosis and criteria sections using your team working platform; consider using collaboration platforms such as Miro, Mural, Google Jamboard, Padlet to facilitate your brainstorming**
 - **Step 1a: Use the individual issue brief memos to brainstorm about the strengths of the individual problem definition/issue diagnosis and criteria discussions**
 - **Step 1b: Write a revised team problem definition/issue diagnosis section that reflects the strengths from the individual memos**
 - **Step 1c: Write a revised criteria section that reflects the strengths from the individual memos**
 - **Step 2: work with your team to develop the possible options/alternatives/proposed decisions to address the policy issue; consider using collaboration platforms such as Miro, Mural, Google Jamboard, Padlet to facilitate your brainstorming**
 - **Step 2a: Generate as many options/alternatives/proposed decisions as possible; brainstorm and think widely (what if cost were not an issue?, could the option work in multiple places?, could the option work for multiple populations?); remember to include “let current trends continue” as one of the options/alternatives/proposed decisions**
 - **Step 2b: Develop a process to narrow the list; how will the team decide which options/alternatives/proposed decisions are “better” than others?; consider the problem/issue area for each of the selected**

- options/alternatives/proposed decisions (revisit the team slide deck); do the proposed options/alternatives/proposed decisions match the team's assessment of the problem/issue area (e.g., market failure?, social justice?, bureaucratic?, etc.)
- **Step 2c:** Use the team process to finalize 3-5 options/alternatives/proposed decisions; make sure the team includes "let current trends continue" as one of the final options/alternatives/proposed decisions
 - **Step 2d:** Write a brief description of each of the final options/alternatives/proposed decisions
- **Step 3:** work with your team to assess the probable results of each of these options/alternatives/proposed decisions using your team criteria (conduct a preliminary trade-offs analysis)
 - **Step 3a:** Assess the potential/probable results of each option/alternative/proposed decision using each of the team criteria; highlight strengths and weaknesses; use the CAM or cost-benefit analysis to highlight strengths and weaknesses (cost-benefit analysis is required for MPP students)
 - **Step 3b:** Write a summary of the assessment, describing strengths and weaknesses for each of the options/alternatives/proposed decisions using each of the criteria
- **Step 4:** work on a draft of the PowerPoint slide deck (10 slide maximum)
 - **Step 4a:** Decide on a template (there is a USC Price slide deck template available in the week's Content folder)
 - **Step 4b:** Include a title slide (with the policy/issue name, the names of the team members, the date, and the affiliation, such as PPD 554)
 - **Step 4c:** Include a contact slide (the final slide) with the team member names and email contact information
 - **Step 4d:** Include in the other 8 slides: general description of the policy issue (1 slide), criteria definition, description, and operationalization (2 slides), options/alternatives/proposed decisions (2-3 slides), preliminary trade-offs analysis to evaluate the "best" option/alternative/proposed decision using either CAM or cost-benefit analysis (2-3 slides)
- **Step 5:** you should check the draft slide deck for spelling and grammatical errors, make sure that all text extracted from another source has quotation marks and a full citation at the bottom of the slide (12 point font is fine for the footnote; please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.), and review the slides to make sure that the slide deck makes sense
- **Step 6:** one team member should post the slide deck to the Discussion Board for the team; you should respectfully comment on at least one other team's slide deck (remember for every question or gap you identify, you are required to provide a solution/option)

- **Step 7: review the Discussion Board feedback, and work with your team to revise the slide deck**
- **Step 8: one team member should submit the slide deck to Step 1: the TurnItIn link in the week's Content folder, all team members should review the similarity index and highlighted text, make sure that all highlighted text (except for the citations) have quotation marks and a full citation including page numbers (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)**
- **Step 9: one team member should submit the corrected slide deck via Step 2: the Assignment link in the week's Content folder**

Name

PowerPoint Slide Deck #2: Team Policy Briefing

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Policy Description, Content, Implementation Weight 60.00%	0.00 to 79.99 % * summary of policy issue is missing * 3-4 options/alternatives are missing or not clearly described * evaluations of options/alternatives using criteria are missing * preliminary assessment of "best" option/alternative is missing	80.00 to 89.99 % * summary of policy issue incomplete * 3-4 options/alternatives description is incomplete * evaluations of options/alternatives using criteria are not easy to understand * preliminary assessment of "best" option/alternative is not easy to understand or does not make sense * slide deck is not easy to understand	90.00 to 100.00 % * summary of policy issue * 3-4 options/alternatives clearly described * evaluations of options/alternatives using criteria are clear and easy to understand * preliminary assessment of "best" option/alternative is clear and makes sense * slide deck is easy to understand
PPT Slide Deck Organization Weight 20.00%	0.00 to 79.99 % * more than 10 slide limit * smaller than 20 point font * missing or inconsistent citations	80.00 to 89.99 % * slides not optimal (too much text, inconsistent format, evidence unclear) * inconsistent citations	90.00 to 100.00 % * slides format with clear concepts and evidence * consistent and complete citations
Spelling and Grammar Weight 20.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling error * 1 grammatical error	90.00 to 100.00 % * no spelling errors * no grammatical errors

- o Individual Policy Memo (you should post your draft Policy Memo to the Discussion Board by Saturday, August 7 by 11:59 pm; you should provide supportive feedback to at least one other draft that does not already have feedback by Sunday, August 8 by 11:59 pm; please revise your Policy Memo using Discussion Board feedback and submit using the two-step submission process by Tuesday, August 10 by 11:59 pm Pacific). Incorporating the material from your individual research on issue diagnosis, criteria, and policy options/alternatives/proposed decisions, and team research and discussions, you will submit an individual policy analysis memo. The policy memo should include: definition of the issue, 3-4 specific options/alternatives/proposed

decisions, specific and defined criteria, analysis of the strengths and weaknesses of the probable results of each option/alternative/proposed decision using the criteria, tradeoffs among the probable results using either CAM or cost-benefit analysis, and recommendation of the best option/alternative/proposed decision given the criteria and tradeoffs analysis. Format: 3 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, 12 point font, memo format, with full and complete citations.

- **Step 1: review the feedback from the instructor on the team slide deck**
- **Step 2: revise the options/alternatives/proposed decisions and preliminary assessment of “best” option/alternative/proposed decision to respond to the feedback; revise the problem definition/issue diagnosis and criteria sections if needed**
- **Step 3: refine and deepen the description of the project outcomes/probable results of the options/alternatives/proposed decisions using an appropriate projection method**
 - **Step 3a: use a research search engine (e.g., USC Library online: <https://libraries.usc.edu/>; Google Scholar: <https://scholar.google.com/>) to find rigorous social science or scientific research on each of the options/alternatives/proposed decisions and how researchers have projected their probable outcomes/results; in other words, what does research tell us about what will happen if the option/alternative/proposed decision is implemented?**
 - **Step 3b: write the projected outcomes from each option/alternative/proposed decision based on the research findings in Step 3a; do not include irrelevant studies/findings; remember to provide citations for all publications you use and to use quotation marks and full citations for all text you extract from existing sources (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)**
 - **Step 3c: revise the options/alternatives/proposed decisions section with this research evidence to remove any obvious ineffective or irrelevant options/alternatives/proposed decisions (i.e., options/alternatives/proposed decisions that have probable results/outcomes that clearly do not meet the selected criteria)**
- **Step 4: conduct a trade-offs analysis of the projected outcomes from Step 3, and using the criteria in Step 2**
 - **Step 4a: select one of these methods for your trade-offs analysis: Criteria Alternative Matrix analysis (CAM) OR cost-benefit analysis (if you are an MPP student, you are required to use the cost-benefit analysis method)**
 - **Step 4b.1: Criteria Alternative Matrix Analysis (CAM)**
 - create a table with options/alternatives (rows) and criteria (columns)

- each cell is an evaluation of that option/alternative using a specific criterion; each cell should be a description of the outcome in “natural” units
- highlight “extremes” (high or low performing options/alternatives for each criterion)
- use “naïve” ranking to identify “best” or “worst” options/alternatives
- do not weight or sum rank scores
- identify “dominated” options/alternatives/proposed decisions (worse than at least one other option/alternative/proposed decision on one criterion and no better than that option/alternative/proposed decision on all other criteria)
- identify “better” options/alternatives/proposed decisions by eliminating “dominated” options/alternatives/proposed decisions
- include CAM in the appendix WITHOUT rankings (please do not ever include your rankings in any policy analysis you deliver to internal or external constituents as these will confuse your readers)
- **Step 4b.2: Cost-Benefit Analysis (required for MPP students)**
 - estimate the costs per year for the projected outcomes for each option/alternative/proposed decision (provide credible evidence on the cost calculation/estimate using research studies)
 - besides the investment costs, what are the direct costs of staffing, materials, and other resources needed for the projected outcome for each option/alternative/proposed decision?
 - are there other costs associated with the projected outcomes/probable results associated with each option/alternative/proposed decision?
 - estimate the total benefits per year of the projected outcomes for each option/alternative/proposed decision (provide credible evidence on the benefits calculation/estimate)
 - what are the fiscal, social, environmental and other benefits associated with projected outcomes for each option/alternative/proposed decision?
 - what is the net present value for the projected outcomes for each option/alternative/proposed decision?
 - given the budget constraints, which has the highest net present value?
 - Include your cost-benefit analysis calculations in the appendix
- **Step 4c: summarize your analysis and provide the most important findings; this will be the comparison section for your projected**

outcomes for each option/alternative/proposed decision using your criteria

- **Step 5:** put these sections into the memo format (problem/issue diagnosis, revised options/alternatives/proposed decisions, criteria, refined projected outcomes/probable results of each option/alternative/proposed decision based on rigorous research, trade-offs analysis with calculations/matrix in appendix, summary); use descriptive subheadings for each section; make sure to include quotation marks for text that you have taken from existing sources and provide a complete citation as a footnote or endnote (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)
- **Step 6:** write an Executive Summary that summarizes the most important “takeaways” of the memo (hint: the reader should be able to read the subject line and the Executive Summary and understand exactly what you are arguing without reading the rest of the memo)
- **Step 7:** check the draft memo for spelling and grammatical errors and read the memo aloud to yourself to make sure that the memo makes sense
- **Step 8:** Step 1 of the submission process: submit the draft using the TurnItIn link in the week’s Content folder, please do not only review the similarity index, also review the text highlighted by TurnItIn and make sure that all highlighted text (except for the citations) have quotation marks and a full citation including page numbers (please use a citation management platform to help you organize your citations, such as Endnote online, Zotero, etc.)
- **Step 9:** review the revised memo for spelling and grammatical errors and submit the corrected memo via Step 2: the Assignment link in the week’s Content folder

Name

Memo #3: Individual Final Policy Memo

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Policy Evaluation Plan Weight 60.00%	0.00 to 79.99 % * missing issue diagnosis/problem, criteria, policy options/alternatives, trade-offs analysis, and recommended "best" option/alternative discussions are missing * no additional evidence (compared to team PowerPoint slide deck on policy briefing)	80.00 to 89.99 % * issue diagnosis/problem, criteria, policy options/alternatives, trade-offs analysis, and recommended "best" option/alternative discussions are somewhat unclear, not supported by additional evidence (compared to team PowerPoint slide deck on policy briefing), and do not expand team PowerPoint slide deck	90.00 to 100.00 % * issue diagnosis/problem, criteria, policy options/alternatives, trade-offs analysis, and recommended "best" option/alternative discussions are clear and supported by additional evidence (compared to team PowerPoint slide deck on policy briefing)
Memo Organization Weight 20.00%	0.00 to 79.99 % * not in memo format * missing or inconsistent citations	80.00 to 89.99 % * memo format but subheadings not optimal * inconsistent citations	90.00 to 100.00 % * memo format with strong executive summary and clear subheadings * consistent and complete citations
Spelling and Grammar Weight 20.00%	0.00 to 79.99 % * 2+ spelling errors * 2+ grammatical errors	80.00 to 89.99 % * 1 spelling error * 1 grammatical error	90.00 to 100.00 % * no spelling errors * no grammatical errors

Grading Scale

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Course Format, Policies, and Expectations

Weekly readings and assignments are structured on a Wednesday to Tuesday format, as the summer session starts on Wednesday, May 19 and ends on Tuesday, August 10.

Guidelines for written memo and PowerPoint slide deck assignments:

- Assignments are due no later than 11:59 p.m. in the Pacific Time zone on the day that is due.
- Label all files: lastname_assignmentname.docx (e.g., takahashi_baselinememo.docx) or team_assignmentname.pptx (e.g., teamissuename_issuediagnosis_pptx)
- All submitted assignments should be in Microsoft Word or PowerPoint format, unless otherwise indicated (this allows the instructor to provide edits and comments directly on the submitted documents).
- Memos must be single-spaced with 12 point font, with 1-inch margins, and must abide by the maximum page limits. If you are unfamiliar with memo format, please see this guidance from the USC Library: <https://libguides.usc.edu/writingguide/policymemo>.
- All written memos should include page numbers and proper labeling of all tables and figures.
- PowerPoint slide decks must not exceed 10 slides including title and end slide, and must use at least 20 point font.
- Please use APA style for citations; the USC Library has a citation tool built into the article search engine; another useful tool is the Purdue OWL site, and its citation tool: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - Please consider using a citation management software platform such as Endnote online, Zotero, etc.
 - I have also included a tutorial on Endnote online on the Blackboard course page.
- Please avoid use of non-academic or non-governmental material found on the Internet (e.g., Wikipedia, and sites that advocate for positions without evidence).
- Students who need help with grammar or style are encouraged to make use of a web-based grammar application such as Grammarly (<https://www.grammarly.com/>). Grammarly is a toolbar option in Word for USC licensed Microsoft suite platforms.

There is a two-step submission process for all assignments in this course:

Step 1. Submit your individual or team assignment via the TurnItIn link in the week's Content folder:

- TurnItIn will highlight text that has been found to be drawn from another source.
- Please do not only review the similarity index. The similarity index, while helpful, will not inform you of the text phrases that may be plagiarized.
- Review the TurnItIn text analysis for your document. Please make sure that text highlighted by the TurnItIn tool has quotation marks at the beginning and end of the text passage and that you provide a full and complete citation (including page numbers; please use APA format). If you have questions about any text phrase, please email the instructor (lmtakaha@usc.edu).
- If there is text highlighted by TurnItIn for which you do not provide quotation marks (this includes lists that you have taken from existing sources), then the assignment will be considered to be a potential instance of plagiarism and will be reported to the main campus (see more on academic dishonesty at the end of the syllabus).

Step 2. Submit your corrected individual or team assignment via the link for that assignment in the week's Content folder:

- Please make sure that your corrected and non-plagiarized document is free of spelling and grammatical errors.
- Please make sure to allow sufficient time to submit in the event of any issues with the online platform (in other words, do not wait until 11:55 pm on the due date to submit!). Submitting early is recommended!

Guidelines for Discussion Board posts:

Discussion board topics are used to encourage a discussion of ideas and the sharing of drafts that will be incorporated into future assignments. You are expected to post thoughtful statements that directly apply to the assignment prompts and the team's policy project, to demonstrate knowledge of the concepts and ideas pertaining to the key topics, to use rational argument or evidence to support all claims, and to provide solutions/options for each question or gap that you raise (after identifying strengths and insights). The Discussion Board forum is intended as an incremental check-in or building block to the course assignments. Citations are required for any text extracted from an existing source that you use in any Discussion Board post.

Discussion Board Postings – please follow these guidelines:

1. Supportive feedback – Did your posting start with a strength, identify questions or gaps, and for each question or gap, provide an option or solution?
2. Relevance to the topic or problem – Does your posting address the question directly?
3. Application of project research – Does your posting attempt to add a unique perspective or ideas from beyond the original readings? Does your posting use newly collected research?
4. Depth of insight, observation, or analysis – Does your posting offer a concept, idea, new example, or something worthwhile to think about?
5. Use of evidence and support – Does your posting seek to make a rational argument instead of merely offering personal opinion? Or does your posting examine personal opinion by way of making a rational argument?

Grading Timeline

Assignments will be reviewed and graded within 3 days following the due date, except for the final deliverables, which will be graded during finals week. Grades and comments are available via the Blackboard course page (use the “Tools” tab and click on “My Grades” tab).

Grading Policies

Late Assignments: **NO assignments are accepted after their due dates.**

Feedback to Instructor

Students will have the opportunity to provide anonymous feedback to the instructor about the course mid-way through the term. A mid-term course evaluation will be made available to students via the Blackboard course platform in that week’s Content folder.

Weekly Schedule of Learning Activities

Week 01: May 19-25 Introductions and Overview		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Syllabus</p> <p>Robert, Christopher and Richard Zeckhauser, R. (2011). The methodology of normative policy analysis. <i>JPAM</i>, 30(3), 613-643. USC Library link: https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/full/10.1002/pam.20578</p> <p>Lidman, R., & Sommers, P. (2005). The “compleat” policy analyst: A top ten list. <i>Public Administration Review</i>, 65(5), 628-634. USC Library link: https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/pdf/10.1111/j.1540-6210.2005.00490.x</p>	Tuesday, May 25	~
<p>Week 01 Instructional Media:</p> <ul style="list-style-type: none"> • Randall Akee (UCLA) on policy, equitable growth, and Native Americans: https://www.youtube.com/watch?v=YbHEvaEhAhc • Shaun Harper (USC Rossier) on race, education reform, and having dialogue about difficult topics: https://www.youtube.com/watch?v=FUU7R2aYAJI • Thomas Mitchell (Texas A&M) on race, property rights, and state policy change: https://www.youtube.com/watch?v=_gL4EprSjsE 	Sunday, May 23	~
Week 01 Zoom session (will be recorded): Syllabus and introduction to policy analysis	Thursday, May 20	~
Week 01 Discussion Board: Self introductions, policy interests, learning goals for the class	Sunday, May 23 by 11:59 pm	0.5
Week 01 Individual Assignment: complete course baseline student survey	Tuesday, May 25 by 11:59 pm	~

Week 02: May 26-June 1 Overview of the Eight-Fold Path Approach, and Selecting Policy for Analysis		
Learning Activity	Due Date	Point Value
<i>Reading:</i> Bardach and Patashnik: Introduction and Part I	Tuesday, June 1	~
Week 02 Instructional Media: <ul style="list-style-type: none"> What is a neutral policy question?: https://www.youtube.com/watch?v=qE1gXxD-TOQ Example of COVID-19 policy response (CDC's ACIP): https://www.youtube.com/watch?v=6Wqk2CrMrh8 Centers for Disease Control and Prevention (CDC) <ul style="list-style-type: none"> Centers for Disease Control and Prevention Policy Process: https://www.cdc.gov/policy/polaris/policyprocess/index.html CDC Define the Problem: https://www.cdc.gov/policy/polaris/policyprocess/problem_identification.html CDC Alternatives: https://www.cdc.gov/policy/polaris/policyprocess/strategy_development.html CDC Policy Analysis (Options, Criteria, Tradeoffs) https://www.cdc.gov/policy/polaris/policyprocess/policy_analysis.html 	Tuesday, June 1	~
Week 02 Zoom session (will be recorded): Explanation of Baseline Memo	Thursday, May 27	~

Week 03: June 2-8 Issue Diagnosis: Wicked Problems, Causal Stories, Tragedy of the Commons		
Learning Activity	Due Date	Point Value
<p><i>Reading</i></p> <p>Bardach and Patashnik, Part I: Step One (review)</p> <p>Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. <i>Policy Sciences</i>, 4, 155-169. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/4531523?seq=1#metadata_info_tab_contents</p> <p>Stone, D.A. (1989). Causal Stories and the Formation of Policy Agendas. <i>Political Science Quarterly</i>, 10(2), 281-300. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/2151585?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents</p> <p>Hardin, G. (1968). The tragedy of the commons. <i>Science</i>, 162, 1243-1248. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/1724745?seq=1#metadata_info_tab_contents</p>	Tuesday, June 8	~
<p>Week 03 Instructional Media:</p> <ul style="list-style-type: none"> Mindy Romero (USC Price) on the power of the youth vote: https://www.youtube.com/watch?v=T2jwSUhu7ok LaVonna Lewis (USC Price) on the health disparities: https://www.youtube.com/watch?v=LefjwzXTr7o Gary Painter (USC Price) on the state of homelessness in California: https://www.youtube.com/watch?v=C5hmJsAvJ0U 	Tuesday, June 8	~ ~
Week 03 Zoom session (will be recorded): Thinking about problem description	Thursday, June 3	~
<p>Week 03 Individual Assignment:</p> <ul style="list-style-type: none"> Discussion Board: post draft baseline memo (post by cutting and pasting into the Discussion Board or uploading a Word document) Discussion Board: post supportive feedback to at least one draft that does not already have feedback Journal Entry: reflect on the baseline memo, and any questions about the class so far 	<p>Friday, June 4 by 11:59 pm</p> <p>Saturday, June 5 by 11:59 pm</p> <p>Sunday, June 6 by 11:59 pm</p>	~ 1 2
Week 03 Memo Assignment: Baseline Memo (individual) using two step submission process	Sunday, June 6, by 11:59 pm Pacific	20

Week 04: June 9-15 Assembling Evidence: Systematic Review and Numbers		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Bardach and Patashnik, Part II, Part I: Steps Two & Eight (reread)</p> <p>U.S. GAO. (2006). HUMAN TRAFFICKING: Better Data, Strategy, and Reporting Needed to Enhance U.S. Antitrafficking Efforts Abroad. https://www.gao.gov/products/GAO-06-825</p>	Tuesday, June 15	~
<p>Week 04 Instructional Media:</p> <ul style="list-style-type: none"> Hans Rosling on visualizing global health: https://www.youtube.com/watch?v=hVimVzgtD6w Knowledge@Wharton on The Use — and Misuse — of Statistics (podcast): http://knowledge.wharton.upenn.edu/article/the-use-and-misuse-of-statistics-how-and-why-numbers-are-so-easily-manipulated/ Karthick Ramakrishnan (UCR) and Jennifer Lee (Columbia U) on US Asian Americans and Pacific Islanders, and comparison to Latinos/as: https://www.youtube.com/watch?v=8A7yJMSbqFA 	Tuesday, June 15	~
Week 04 Zoom session (will be recorded): Thinking about evidence	Thursday, June 10	~
<p>Week 04 Team Assignment:</p> <ul style="list-style-type: none"> select or initiate a team for the Policy Analysis Project (maximum of 5 individuals per team) via the Blackboard Groups tab email proposed team issue to instructor (lmtakaha@usc.edu) 	<p>Thursday, June 10 by 11:59 pm</p> <p>Sunday, June 13 by 11:59 pm</p>	~

Week 05: June 16-22 Constructing Alternatives		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i></p> <p>Gregory, R., & Keeney, R. (1994). Creating Policy Alternatives Using Stakeholder Values. <i>Management Science</i>, 40(8), 1035–1048. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/2633092?seq=1#metadata_info_tab_contents</p> <p>Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. <i>The American Political Science Review</i>, 87(2), 334-347. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/2939044?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents</p> <p>Lakoff, G. (2010). Why it Matters How We Frame the Environment. <i>Environmental Communication</i>, 4(1), 70-81. USC Library link: https://www-tandfonline-com.libproxy1.usc.edu/doi/pdf/10.1080/17524030903529749?needAccess=true</p>	Tuesday, June 22	~
<p>Instructional Media:</p> <ul style="list-style-type: none"> Bales and Gilliam on Communications for Social Good: http://foundationcenter.org/gainknowledge/research/pdf/practicematters_08_paper.pdf Julie Sweetland, Frameworks Institute on Sharing Frames to Amplify Impact: https://www.youtube.com/watch?v=-OOZUk2nUfs 	Tuesday, June 22	~
Week 05 Zoom session (will be recorded): How do we construct options/alternatives/possible decisions for the problem?	Thursday, June 17	~
Week 05 Team Check-In to discuss team PPT slide deck (30-60 minutes)	Please schedule with instructor	1

Week 06: June 23-29 Connecting Issues to Outcomes		
Learning Activity	Due Date	Point Value
<i>Reading:</i> Bardach and Patashnik, Part I: Steps Four and Five (reread)	Tuesday, June 29	~
Instructional Media <ul style="list-style-type: none"> Rethinking efficiency; Caroline Helder on limitations of efficiency criterion: https://ieg.worldbankgroup.org/blog/rethinking-evaluation-efficiency A primer on evaluating effectiveness; CDC on evaluating policy impact: https://www.cdc.gov/injury/pdfs/policy/Brief%205-a.pdf Rethinking how to prioritize equity in evaluation; Jara Dean-Coffey on embedding equity in evaluation: https://cep.org/the-time-is-now-to-embed-equity-in-evaluation-practices/ Political feasibility: Brookings Institution on H1B visas: https://www.youtube.com/watch?v=YhAirk9U5Y 	Tuesday, June 29	~
Week 06 Zoom session (will be recorded): How do we move from policy issue to creating criteria?	Thursday, June 24	~
Week 06 Team Check-In to discuss team PPT slide deck (30-60 minutes)	Please schedule with instructor	1
Week 06 Individual Assignment: <ul style="list-style-type: none"> Provide supportive feedback to at least 1 team PowerPoint slide deck on Discussion Board Complete journal entry on reflections on team work, and class so far 	Saturday, June 26 by 11:59 pm Sunday, June 27 by 11:59 pm	0.5 2
Week 06 Team Assignment: <ul style="list-style-type: none"> Post draft PowerPoint Slide Deck to Discussion Board Revise draft PowerPoint Slide Deck using feedback via Discussion Board and submit using two-step submission process 	Friday, June 25 by 11:59 pm Sunday, June 27, by 11:59 pm Pacific	~ 10

Week 07: June 30-July 6
Policy Design: Refining the Alternatives

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Bardach and Patashnik, Part I: Step Three (reread); Part III, Appendix B</p> <p>May, P. (1981). Hints for crafting alternative policies. <i>Policy Analysis</i>, 7(29), 27-44. USC Library link: https://www-jstor-org.libproxy2.usc.edu/stable/42783476?seq=1#metadata_info_tab_contents</p> <p>Schneider, A., & Ingram, H. (1988). Systematically Pinching Ideas: A Comparative Approach to Policy Design. <i>Journal of Public Policy</i>, 8(1), 61–80. https://doi.org/10.1017/S0143814X00006851. USC Library link: https://www-jstor-org.libproxy2.usc.edu/stable/4007258?seq=1#metadata_info_tab_contents</p>	Tuesday, July 6	~
<p>Instructional Media:</p> <ul style="list-style-type: none"> Rethinking your alternatives: lessons from a life with Guy Kawasaki at TEDx: https://www.youtube.com/watch?v=O2oZ2ucl1mA 	Tuesday, July 6	~
Week 07 Zoom session (will be recorded): Are these the best alternatives?; guidance on the Individual Issue Brief	Thursday, July 1	~
Week 07 Team Check-In: to be scheduled	TBD	1
<p>Week 07 Individual Assignment:</p> <ul style="list-style-type: none"> Complete mid-term course evaluation (anonymous survey to provide feedback about course so far) 	Tuesday, July 6 by 11:59 pm	~

Week 08: July 7-13 Assembling More Evidence and Projecting Outcomes		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i></p> <p>Gormley, W., Jr. (2007). Public Policy Analysis: Ideas and Impacts. Annual Review of Political Science, 10(1), 297–313. https://doi.org/10.1146/annurev.polisci.10.071105.094536; USC Library link: https://www-annualreviews-org.libproxy2.usc.edu/doi/10.1146/annurev.polisci.10.071105.094536</p> <p>Hatry, H. P., Cowan, J., & Hendricks, M. (2017, February 1). Analyzing Outcome Information. Retrieved from: https://www.urban.org/sites/default/files/publication/42811/310973-Analyzing-Outcome-Information.PDF</p> <p>Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. <i>Harvard business review</i>, 89(6), 50-60. (available in Blackboard Content folder)</p>	Tuesday, July 13	~
<p>Instructional media:</p> <ul style="list-style-type: none"> Why do a premortem? Nobel laureate Daniel Kahneman on doing a premortem: https://www.youtube.com/watch?v=MzTNMalfyhM Predictive analytics: Phil Wells on predictive analytics and health care, and why diagnostic tests are not always needed: https://www.youtube.com/watch?v=QWps8A-hljw 	Tuesday, July 13	~
Week 08 Zoom session (will be recorded): How to project outcomes	Thursday, July 8	~
<p>Week 08 Memo Assignment: Issue Brief (individual)</p> <ul style="list-style-type: none"> Discussion Board: Post draft Issue Brief to Discussion Board Discussion Board: Provide supportive feedback to at least one draft that does not already have comments via Discussion Board Revise Issue Brief memo draft using feedback via Discussion Board and submit using two-step submission process Journal: complete journal entry on reflections on issue brief 	<p>Friday, July 9 by 11:59 pm</p> <p>Saturday, July 10 by 11:59 pm</p> <p>Sunday, July 11 by 11:59 pm</p> <p>Sunday, July 11 by 11:59 pm</p>	<p>~</p> <p>1</p> <p>15</p> <p>2</p>

Week 09: July 14-20
Thinking about Tradeoffs

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Bardach and Patashnik, Part I: Steps Six and Seven</p> <p>Grant, R. (2006). Ethics and Incentives: A Political Approach. American Political Science Review, 100(1), 29–39. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/27644329?seq=1#metadata_info_tab_contents</p> <p>Kelman, S. (1981). Cost-benefit analysis: An ethical critique. <i>AEI Journal on Government and Society Regulation</i>, 33-40. USC Library link: https://heinonline-org.libproxy1.usc.edu/HOL/Page?handle=hein.journals/rcatorbg5&id=35&collection=journals</p>	Tuesday, July 20	~
<p>Instructional media:</p> <ul style="list-style-type: none"> • Cost benefit analysis primer by the Conservation Strategy Fund • Introduction to Cost-Benefit Analysis: https://www.youtube.com/watch?v=7tdKkeNCIPE • Discounting: https://www.youtube.com/watch?v=Mol1yT7tczY • Net Present Value: https://www.youtube.com/watch?v=2HXwiCoYM8o • How do we value a life? Kenneth Feinberg via Freakonomics podcast: https://freakonomics.com/podcast/kenneth-feinberg/ 	Tuesday, July 20	~
Week 09 Zoom session (will be recorded): How do we assess tradeoffs among the options/alternatives?	Thursday, July 15	~
Week 09 Team Check-In: to be scheduled	TBD	1

Week 10: July 21-27 Stakeholder Analysis and Decision Making		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i> World Wildlife Federation (WWF). (2005). Cross-Cutting Tool: Stakeholder Analysis. (posted to Content tab on Blackboard course page)</p> <p>Varvarovszky, Z., & Brugha, R. (2000). How to do (or not to do) a stakeholder analysis. <i>Health Policy and Planning</i>, 15(3), 338-345. USC Library link: https://academic-oup-com.libproxy1.usc.edu/heapol/article/15/3/338/5 (click on "PDF" icon)</p>	Tuesday, July 27	~
<p>Instructional media:</p> <ul style="list-style-type: none"> Creating a stakeholder map; More than Metrics using a customer product lens: https://www.youtube.com/watch?v=eqZfiTp1HZw 	Tuesday, July 27	~
Week 10 Zoom session (will be recorded): How and why do we make stakeholder maps and conduct a stakeholder analysis?	Thursday, July 22	~
<p>Week 10 Team Assignments:</p> <ul style="list-style-type: none"> Discussion Board: Work with team to develop policy analysis slide deck, and one team member posts draft to Discussion Board Revise slide deck using feedback via Discussion Board, and submit using two step submission process 	Friday, July 23 by 11:59 pm Sunday, July 25 by 11:59 pm	~ 10
<p>Week 10 Individual Assignment:</p> <ul style="list-style-type: none"> Discussion Board: provide supportive feedback on at least one team PowerPoint slide deck Journal: complete entry on reflections on team work 	Saturday, July 24 by 11:59 pm Sunday, July 25 by 11:59 pm	1 2

Week 11: July 28-August 3 Risk Assessment and Uncertainty		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i></p> <p>Slovic, P. (1999). Trust, emotion, sex, politics, and science: Surveying the risk-assessment battlefield. <i>Risk analysis</i>, 19(4), 689-701. USC Library link: https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/pdf/10.1111/j.1539-6924.1999.tb00439.x</p> <p>Viscusi, W., & Aldy, J. (2003). The value of a statistical life: A critical review of market estimates throughout the world. <i>Journal of Risk and Uncertainty</i>, 27(1), 5–76. https://doi.org/10.1023/A:1025598106257. USC Library link: https://link-springer-com.libproxy1.usc.edu/content/pdf/10.1023/A:1025598106257.pdf</p>	Tuesday, August 3	~
<p>Instructional Materials:</p> <ul style="list-style-type: none"> Ricky Bluthenthal (USC Keck) on how the opioid epidemic and how this changed substance use in the US: https://www.youtube.com/watch?v=wS6G629-HKg Neeraj Sood (USC Price) on the 2020 random sample study of COVID-19 antibody prevalence in Los Angeles County: https://www.youtube.com/watch?v=i8HmGzckW3o&t=77s 	Tuesday, August 3	~ ~
Week 11 Zoom session (will be recorded): How do I make sure that my policy analysis is comprehensive, supported by evidence, and inclusive?	Thursday, July 29	~

Week 12: August 4-10 Course Summary, End of Course Survey, and Final Assignment		
Learning Activity	Due Date	Point Value
<i>Reading:</i> None	~	~
Week 12 Zoom session (will be recorded): Course summary, and any remaining questions on final policy memo	Thursday, August 5	~
Week 12 Individual Memo Assignment: Final Policy Memo <ul style="list-style-type: none"> • Discussion Board: Post draft of final policy memo to Discussion Board • Discussion Board: Post supportive feedback to at least one draft that does not already have feedback via Discussion Board • Revise policy memo using feedback via Discussion Board; submit using two step submission process 	Saturday, August 7 by 11:59 pm Sunday, August 8 by 11:59 pm Tuesday, August 10 by 11:59 pm	~ 1 25
Week 12 Other Individual Assignments: <ul style="list-style-type: none"> • Online course evaluation (link has been sent via email) • End of class anonymous knowledge and skills survey • Journal Entry: complete journal entry on reflections on class, go back through all journal entries and summarize important takeaways 	Complete all by Tuesday, August 10 by 11:59 pm	~ ~ 2

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.⁴ Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

⁴ Here is USC Library guidance on how to avoid plagiarism: <https://libraries.usc.edu/tutorial/avoiding-plagiarism>.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

ASPA Code of Ethics

(<https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=fefba3e2-a9dc-4fc8-a686-3446513a4533>)

The American Society for Public Administration (ASPA) advances the science, art, and practice of public administration. The Society affirms its responsibility to develop the spirit of responsible professionalism within its membership and to increase awareness and commitment to ethical principles and standards among all those who work in public service in all sectors. To this end, we, the members of the Society, commit ourselves to uphold the following principles:

- 1. Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.
- 2. Uphold the Constitution and the Law.** Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.
- 3. Promote democratic participation.** Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.
- 4. Strengthen social equity.** Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society.
- 5. Fully Inform and Advise.** Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to staff members in your organization.
- 6. Demonstrate personal integrity.** Adhere to the highest standards of conduct to inspire public confidence and trust in public service.
- 7. Promote Ethical Organizations:** Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.
- 8. Advance Professional Excellence:** Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

USC Code of Ethics

(<https://policy.usc.edu/ethics/>)

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings — whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others, which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations. Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our daycare and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

For USC Student Code of Conduct, please see <https://sjacs.usc.edu/students/scampus/>.