

USC Price

*In Sacramento
Master of
Public
Administration*

**PPD 554, Foundations of Public Policy Analysis
4 units, Summer 2022**

All class meetings will be online via Blackboard and Zoom	Contact Hours
• Two 3-day in-person/hybrid class weekends in Sacramento (Friday 5:30–7 pm Pacific, Saturday/Sunday 1–4 pm Pacific)	15
• Recorded online lectures (10 Zoom-powered sessions on Thursdays, 6–7 pm Pacific for students who would like to attend the session “live”)	10
• Asynchronous activities (e.g., Journal entries, Discussion Board posts, curated videos, other tasks)	21
• 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 or via Course Slack (instructor will respond within 48 hours)
Course Assistant: Stephanie Liem
Office Hours: Mondays, 7-8 pm Pacific
Contact info: Email: sliem@usc.edu or via Course Slack

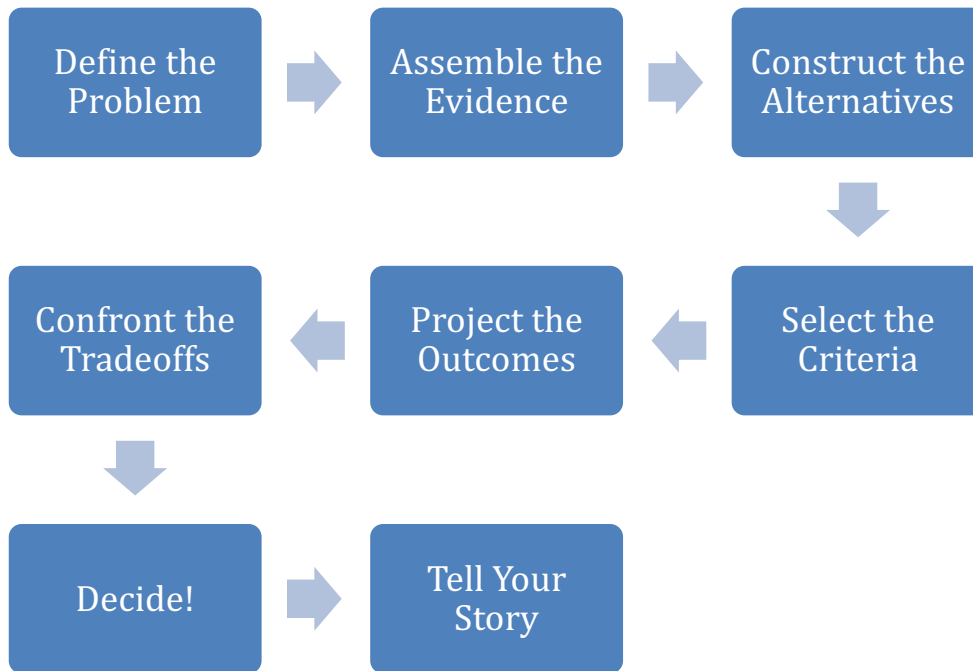
Course Description¹

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 specific skills: technical understanding of analytical tools, sensitivity to the political and cultural contexts within and outside the organization within one works, and producing and communicating actionable advice based on valid social science research.

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.

The Eight-Fold Path (Bardach and Patashnik, 2020)



The class weaves theoretical readings and practical applications around Bardach and Patashnik’s “eightfold path” for policy analysis and problem-solving:³

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.”

³ 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. (assigned text for PPD 554)

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 to in the 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 in the analytic process (e.g., equity, efficiency, effectiveness, and ease of political acceptability). You will define 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. 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 another platform accessible to all team members and the instructor), discuss and develop analysis, and prepare PowerPoint slide decks/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 <https://www.bkstr.com/usctextstore/home>. The text is also available via an electronic version (purchase or rent) through the publisher’s website (please see the 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. They are available through the web, USC Library online, or will be made available on 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. Please maintain individual and team notes, documents, files, drafts, feedback, graphics, and other course deliverables in an orderly and comprehensive manner within each project on Blackboard or other project management platform. The instructor may review them 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. If you need a refresher for Blackboard, there is a tutorial for Blackboard:

<https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>.

All assignments will be submitted electronically using a two-step process: (Step 1) submit through the TurnItIn link via the Content folder on the Blackboard course site, and make sure that you review the highlighted text in the TurnItIn analysis (do NOT use the similarity index to assess your TurnItIn results); please add quotation marks and complete citations for highlighted text passages; and (Step 2) after making corrections using the TurnItIn highlighted text analysis, submit through the appropriate Blackboard assignment link in the Content folder.

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 will describe 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, a collaborative hub that may be used for various purposes, including but not limited to additional peer discussions, interactions with the instructor, and project teamwork.

- Before the start of class, 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/classroom/slack/>.
- As a reminder, all **Slack conduct must be in line with USC policies** (see below). Any behavior that breaks with 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 (6–7 pm Pacific), with office hours online immediately following (you may also email the instructor to schedule meetings by appointment). If you are unfamiliar with Zoom or do not have a USC Zoom account, instructions are available: <https://keep-teaching.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 provided 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,” please join the session online with your computer, tablet, or smartphone; computers are preferable to view slides and documents shared onscreen and participate in discussions.
- If you need a virtual background, USC (<https://libraries.usc.edu/studyon/usc-libraries-virtual-backgrounds>) and USC Price (<https://price.app.box.com/s/1cv5edg16gta2iz6fbgn14ggh60incxu>) has samples.

Weekend Class Sessions (must be attended “live,” either in person or hybrid):

There are two three-day class sessions (Friday, Saturday, Sunday) at USC Price in Sacramento (1800 I Street, Sacramento, CA 95811; <https://priceschool.usc.edu/programs/sacramento/scc/>). These weekend class sessions will include lectures, teamwork, and class presentations. Friday evening sessions will be via Zoom, while Saturday and Sunday sessions will be in-person/hybrid.

For those attending via Zoom, please make sure you are in a quiet place, on a computer/tablet, and turn on your video (please use a virtual background if needed) to participate with your team and the class in discussions. Please use the Zoom link in the Content folder to attend the weekend session. The class sessions will be recorded so you can review them later if needed.

You should follow the University’s guidelines for the appropriate use and handling of any course materials, including recordings.

- Please see SCampus policies regarding class notes: <https://policy.usc.edu/wp-content/uploads/2021/08/SCampus-Part-C-Academic-Policies.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/wp-content/uploads/2022/01/SCampus-Part-B-Student-Conduct-Code-Jan-1-2022-.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 teamwork recordings or 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.

(N)etiquette

This class will engage current events and possibly controversial and sensitive programs, policies, and topics. We will work to engage sensitive and controversial issues by (1) articulating our own political, ideological, or personal values (or “where we are coming from”) and understanding and clarifying how those values 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 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 you will 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 specific 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, or anything that was confusing to you, and
- (3) for each question, gap, problem, or confusing element you identify, you **MUST** provide at least one solution (if you provide a question, gap, problem, or confusing element 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 	Submit directly (do NOT use two-step process) <ul style="list-style-type: none"> • Via Journal Entry link in week Content folder; see schedule • Via Discussion Board link in week Content folder; see schedule 	13% 7%
Baseline Memo (individual)	Draft to Discussion Board due Saturday, June 4; revision using feedback due Tuesday, June 7	20%
Policy Analysis Project: Proposed Team	Sunday, June 12 via Blackboard Groups function	0%
Policy Analysis Project: Proposed Team Issue	Tuesday, June 14 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 Saturday, June 25; revision using feedback due Tuesday, June 28	10%
Policy Analysis Project: Issue brief (individual)	Draft to Discussion Board due Saturday, July 9; revision using feedback due Tuesday, July 12	15%
Policy Analysis Project: PowerPoint slide deck on design briefing (team)	Draft to Discussion Board due Saturday, July 24; revision using feedback due Tuesday, July 26	10%
Policy Analysis Project: Final policy memo (individual)	Draft to Discussion Board due Saturday, August 6; revision using feedback due Tuesday, August 9	25%
TOTAL		100%

- **Asynchronous Tasks:** This class will include individual work completed outside of “live” lectures and discussions. These are “asynchronous” tasks completed by the due dates at your own pace. There are two types: journal entries (viewed only by the instructor) and discussion board posts (viewed by the class).
 - **Journal Entries (Variable due dates, usually Tuesdays coinciding with assignment submissions by 11:59 pm Pacific; see Course Schedule):** Journal entries are individual non-public (only the instructor can see your journal entry) reflections of the readings, lectures, assignments, and teamwork, 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. Journal entries also allow you to let the instructor know of any problems 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 include your individual or team draft of assignments (usually by Saturday by 11:59 pm Pacific) and your supportive feedback to others in the class on their drafts (usually by Sunday by 11:59 pm Pacific). Supportive feedback must include the following: (1) start your supportive feedback with what was strong, worked well, or was interesting or insightful, and provide specific details/examples, (2) ask any questions that emerged for you as you reviewed the document, and identify any gaps, with specific examples, 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, you **MUST** provide a possible solution for each question or gap using rational, evidence-based arguments.
 - **Step 1: Review the prompt on the syllabus and in the weekly Zoom session for that week’s Discussion Board post**
 - **Step 2: Use a word processing program or PowerPoint to write an initial draft post (usually drafts of required assignments; please check for spelling and grammatical errors); use a word processing program to provide feedback respectfully and supportively to another student’s or team’s draft (please provide supportive feedback to individual drafts that do not already have feedback or to team drafts that have little 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 (due by Tuesday, June 7 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 the link in the week's Content folder, do NOT review the similarity index; please review the highlighted text passages, 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 current policy proposal that you select. Unlike the assignments for the rest of the course, this baseline memo is similar to a bill analysis where much of the attention is focused on groups in support and opposition to particular bills/legislation/laws. In this memo, you will (a) identify the core arguments made by opponents and proponents, and (b) use existing analyses (legislative or published academic research) to confirm or contradict the supportive and oppositional arguments. You will (1) collect secondary publicly available sources, such as media accounts and testimony, for clarifying core arguments made by supporters and opponents, and (2) review legislative analyses and peer-reviewed published research studies that provide evidence that supports or refutes these core arguments (please provide complete citations for all sources). Format: memo 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, with complete citations.
 - **Step 1: select an existing federal or state law or local ordinance, or proposed federal or state bill/legislation or amendment or municipal bill or regulation that is currently being debated (e.g., for US Congressional legislation, see <https://www.congress.gov/browse>; 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 regulation (including the sponsor of the bill, amendment, or regulation), and the rationale for this existing or proposed regulation/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, RefWorks)**
 - **Step 1b: identify supporters and opponents of the existing or proposed bill, amendment, or regulation (media accounts are helpful in identifying supporters and opponents)**
 - **Step 2: using publicly available information, identify the core arguments by supporters, and review 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 research (published academic research; do NOT use advocacy organization websites or reports as evidence) and determine what evidence exists that supports or refutes each of the core arguments made by supporters**

- **Step 2c:** for each of the core arguments in support of the existing or proposed law/policy, summarize the evidence that supports the core argument and refutes the core argument
- **Step 3:** using publicly available information, identify the core arguments of opponents, and review 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 research (published academic research; do NOT use advocacy organization websites or reports as evidence) and determine what evidence exists that supports or refutes each of the core arguments made by supporters
 - **Step 3c:** for each of the core arguments in opposition to the existing or proposed law/policy, summarize the evidence that supports the core argument and refutes the core argument
- **Step 4:** put these sections (description of the existing/proposed regulation or policy, core arguments in support of the existing/proposed regulation or policy with evidence supporting or refuting, core arguments in opposition to the existing/proposed regulation or policy with 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 phrases 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 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 use the similarity index; please review the highlighted text analysis and make sure that all highlighted text phrases (except for the citations) have quotation marks and a complete citation including page numbers
- **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).**

- Team Selection: (Selection of a team due Sunday, June 11, 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.
- Team Proposed Issue: (Team Proposed Issue due Tuesday, June 14, by 11:59 pm Pacific via email to the 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 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 (lmtakaha@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**
- Team PowerPoint Slide Deck: Issue Diagnosis and Criteria (due by Tuesday, June 28, by 11:59 pm Pacific). Work with your team using the eightfold path to 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 define and operationalize the criteria relevant to assess 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 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 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 provide supportive feedback, with specific examples, 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 revise 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 review 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, RefWorks
- **Step 8:** Step 2: one team member should submit the corrected slide deck via the Assignment link in the week's Content folder

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

- O Individual Issue Brief Memo: Issue Diagnosis and Criteria (due by Tuesday, July 12, by 11:59 pm Pacific). You will incorporate the research and any infographics produced during the teamwork for the team slide deck development to produce an individually written Issue Brief. In this individual memo, you will use published peer-reviewed academic research studies to define the issue/problem further and refine and deepen the explanation of the criteria to assess the results of alternatives/proposed decisions. Format: memo 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, with 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; do NOT use advocacy organization reports or analyses) 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 the research**

you found in Step 3a; do not include irrelevant studies/results; remember to provide citations for all publications you use and to use quotation marks and complete 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, RefWorks)

- **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; do NOT use advocacy organization reports or analyses) 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 the research you found in Step 4a; do not include irrelevant studies/results; remember to provide citations for all publications you use and to use quotation marks and complete 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, RefWorks)
 - **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 the 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, RefWorks)
- **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 the arguments in your 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 review the similarity index; please focus on the highlighted text and make sure that all highlighted text phrases (except for the citations) have quotation marks and a complete citation including page numbers (please use a citation management platform to help you organize your citations, such as Endnote Online, Zotero, RefWorks)**
- **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

Criteria	Levels of Achievement		
	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 (due by Sunday, July 26, 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 include additional rigorous research on practices or approaches in other jurisdictions or 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 the 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 tradeoffs 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 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 of the individual memos**
 - **Step 1c: Write a revised criteria section that reflects the strengths of 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 tradeoffs 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 tradeoffs analysis to evaluate the “best” option/alternative/proposed decision using either CAM or cost-benefit analysis (2-3 slides)
 - **Step 4e:** Present the draft slide deck to the class during the weekend class session
- **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 should be used for the citation; please use a citation management platform to help you organize your citations, such as Endnote Online, Zotero, RefWorks), 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, RefWorks)**
- **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 (due by Tuesday, August 9 by 11:59 pm Pacific). You will submit an individual policy analysis memo by incorporating the material from your individual research on issue diagnosis, criteria, policy options/alternatives/proposed decisions, and team research and discussions. 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 and 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: memo format, 3 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, 12 point font, with 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 the “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/results; remember to provide citations for all publications you use and to use quotation marks and complete 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, RefWorks)**
 - **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 do not meet the selected criteria)**
- **Step 4: Conduct a tradeoffs analysis of the projected outcomes from Step 3, and using the criteria in Step 2**
 - **Step 4a: Select one of these methods for your tradeoffs 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 tradeoffs analysis with calculations/matrix in appendix, summary); use descriptive subheadings for each section; make sure to include quotation marks for text passages 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, RefWorks)

- **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 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 ignore the similarity index and instead review the text passages highlighted by TurnItIn; make sure that all highlighted text passages (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, RefWorks)**
- **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 assignments are structured on a Wednesday to Tuesday format, as the summer session starts on Wednesday, May 18, and ends on Tuesday, August 9.

We will have weekly “live” online sessions via Zoom on Thursdays starting at 6 pm Pacific (except for weeks when there are weekend in-person/hybrid course sessions). You are not required to attend the Zoom sessions “live”; you may view the recordings once they are available (after Thursday) as many times as needed. If you cannot attend “live” and have questions, please contact the instructor (Imtakaha@usc.edu) and set up an appointment or use the course Slack platform to ask the class. You are required to attend the entire weekend in-person/hybrid course sessions either in-person or via the class Zoom link.

Other guidelines include:

- Assignments are due no later than 11:59 pm in the Pacific Time zone on the day it is due, except where otherwise noted in the course schedule.
- Label all files: **lastname_assignmentname.docx** (e.g., takahashi_baselinememo.docx) or **teamnumrnt_assignmentname.pptx** (e.g., team1name_issuediagnosis.pptx)
- Unless otherwise indicated, all submitted assignments should be in Microsoft Word or PowerPoint format.
- Memos must be single-spaced with 12 point font, 1-inch margins, and 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 the title slide (the title slide should include the name of the program or policy, the team members, the date submitted, and the name of the class) and end slide (the end slide should include email contact information) and must use at least 20 point font. Citations should use 12 point font at the bottom of the slide where the text passage is quoted.

- Please use APA style for citations; the USC Library has a citation tool built into the article search engine; another helpful 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, or RefWorks. If you use USC's Microsoft Office suite, Endnote Online should be available in your menu bar in Word.
 - I have included tutorials/links to training on Endnote Online, Zotero, and RefWorks on the Blackboard course page.
- Please avoid using non-academic or non-governmental material found on the Internet (e.g., Wikipedia and advocacy organization sites or reports).
- Students who need help with grammar or style are encouraged to use a web-based grammar application such as Grammarly (<https://www.grammarly.com/>). If you use USC's Microsoft Office suite, Grammarly should be available in your menu bar in Word.

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 Content folder for the week:

- TurnItIn will highlight text that is drawn from another source. Please do NOT review the similarity index, as even with a low similarity index score, there may still be text passages taken from existing sources without attribution. TurnItIn highlights these text passages in its text analysis. I do not review the similarity score; I only check the highlighted text passages.
- Please make sure that the text highlighted by the TurnItIn tool has quotation marks at the beginning and end of the text passage and that you provide a complete citation (including page numbers; please use APA format). Resubmit to TurnItIn until you are sure that you have addressed all highlighted text passages.
- Suppose there is text highlighted by TurnItIn for which you do not provide quotation marks and complete citations (this includes lists that you have taken from existing sources). In that case, the assignment will be considered 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 Blackboard Assignments link for that specific assignment:

- 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.

Grading Timeline

Assignments will be reviewed and graded by the Friday following the Tuesday due date or three days after the assignment was submitted.

Grading Policies

Late Assignments

NO assignments are accepted after their due dates. If an assignment is not completed, the student receives zero points for it. There can be no exceptions to this policy except with written permission

granted by the instructor BEFORE the original due date. Please allocate sufficient time to complete all of your assignments in your schedule.

Individual Grading for Team Assignments

The assignment of grades for a team submission generally will be consistent among team members; however, the instructor reserves the right to grade team assignments with individual scores reflecting the timeliness, accuracy, and relevance of individual contributions to each assignment or project component. Group grades for team assignments, projects, and presentations should not be assumed to be universal. Grades may be individualized for the team member and/or assignment at the instructor's discretion.

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 available to students via the Blackboard course platform (under the Assignments link).

Weekly Schedule of Learning Activities

Week 01: May 18-24 Introductions and Overview		
Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Syllabus (also, please view the syllabus overview video available at the Syllabus link on the Blackboard course page)</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 24	~ ~ ~
<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 complex 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 	Tuesday, May 24	~ ~
<p>Week 01 Zoom session (will be recorded): Syllabus and introduction to policy analysis</p>	Thursday, May 19, starting at 6 pm Pacific	~
<p>Week 01 Discussion Board: Self-introductions, policy interests, your learning goals for the class</p>	Tuesday, May 24 by 11:59 pm Pacific	1
<p>Week 01 Individual Assignment: complete course baseline student survey</p>	Tuesday, May 24 by 11:59 pm Pacific	~

Week 02: May 25-31
Overview of the Eight-Fold Path Approach and Selecting Policy for Analysis

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Bardach and Patashnik: Introduction</p> <p><i>Resources: USC Library has recorded workshops on citation management software platforms (e.g., RefWorks), research search strategies, and more: https://libguides.usc.edu/ssciworkshops/recordings</i></p>	Tuesday, May 31	~
<p>Week 02 Instructional Media:</p> <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=6Wgk2CrMrh8 <p>Centers for Disease Control and Prevention (CDC)</p> <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, Tradeoffs) https://www.cdc.gov/policy/polaris/policyprocess/policy_analyses.html 	Tuesday, May 31	~
<p>Week 02 Zoom session (will be recorded): Explanation of Baseline Memo</p>	Thursday, May 26, starting at 6 pm Pacific	~

Week 03: June 1-7		
Issue Diagnosis: Wicked Problems, Causal Stories, Tragedy of the Commons		
Learning Activity	Due Date	Point Value
<p><i>Reading</i></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 7	~
<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=C5hmJsAvJOU 	Tuesday, June 7	~ ~
Week 03 Zoom session (will be recorded): Thinking about problem description	Thursday, June 2, starting at 6 pm Pacific	~
<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>Saturday, June 4 by 11:59 pm Pacific</p> <p>Sunday, June 5 by 11:59 pm Pacific</p> <p>Tuesday, June 7 by 11:59 pm Pacific</p>	~ 1 2
Week 03 Memo Assignment: Baseline Memo (individual) using two-step submission process	Tuesday, June 7, by 11:59 pm Pacific	20

Week 04: June 8-14

Weekend Class Session (Sacramento campus/hybrid):

Friday, June 10, 5:30–7 pm Pacific via Zoom; Saturday/Sunday, June 11-12, 1–4 pm Pacific in-person/hybrid

The Eight-Fold Path, Assembling Evidence: Systematic Review and Numbers

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Bardach and Patashnik, Part I-II</p> <p>US GAO. (2006). HUMAN TRAFFICKING: Better Data, Strategy, and Reporting Needed to Enhance US Antitrafficking Efforts Abroad. https://www.gao.gov/products/GAO-06-825</p>	Saturday, June 11	~
<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 14	~
<p>Week 04 in-person/hybrid session (will be recorded): The Eight-Fold Path and thinking about evidence</p>	Friday, June 10 (5:30–7 pm Pacific); Saturday/Sunday, June 11-12 (1–5 pm Pacific)	~
<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 the instructor (lmtakaha@usc.edu) 	Sunday, June 12 by 11:59 pm Pacific Tuesday, June 14 by 11:59 pm Pacific	~ ~

Week 05: June 15-21
Constructing Alternatives

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> 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 21	~
<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 21	~
Week 05 recorded Zoom session (no “live” session this week): How do we construct options/alternatives/possible decisions for the problem?	View any time after Wednesday, June 15	~
Week 05 Team Check-In to discuss team PPT slide deck (30-60 minutes)	Please schedule with the instructor	~

Week 06: June 22-28
Connecting Issues to Outcomes

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> Bardach and Patashnik, Part I: Steps Four and Five (reread)</p>	Tuesday, June 28	~
<p>Instructional Media</p> <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=YhAiiK9U5Y 	Tuesday, June 28	~
<p>Week 06 Zoom session (will be recorded): How do we move from policy issue to creating criteria?</p>	Thursday, June 23, starting at 6 pm Pacific	~
<p>Week 06 Team Check-In to discuss team PPT slide deck (30-60 minutes)</p>	Please schedule with the instructor	1
<p>Week 06 Individual Assignment:</p> <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 teamwork and class so far 	Sunday, June 26 by 11:59 pm Pacific Tuesday, June 28 by 11:59 pm Pacific	1 2
<p>Week 06 Team Assignment:</p> <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 	Saturday, June 25 by 11:59 pm Pacific Tuesday, June 28 by 11:59 pm Pacific	~ 10

Week 07: June 29-July 5
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 5	~
<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 5	~
<p>Week 07 Zoom session (will be recorded): Are these the best alternatives?; guidance on the Individual Issue Brief</p>	Thursday, June 30, starting at 6 pm Pacific	~
<p>Week 07 Team Check-In: to be scheduled</p>	TBD	~
<p>Week 07 Individual Assignment:</p> <ul style="list-style-type: none"> Complete mid-term course evaluation (anonymous survey to provide feedback about the course so far) 	Tuesday, July 5 by 11:59 pm Pacific	~

Week 08: July 6-12
Assembling More Evidence and Projecting Outcomes

Learning Activity	Due Date	Point Value
<p><i>Reading:</i> 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 12	~
<p>Instructional media:</p> <ul style="list-style-type: none"> • Why do a pre-mortem? Nobel laureate Daniel Kahneman on doing a pre-mortem: 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 12	~
Week 08 Zoom session (will be recorded): How to project outcomes	Thursday, July 7, starting at 6 pm Pacific	~
<p>Week 08 Memo Assignment: Issue Brief (individual)</p> <ul style="list-style-type: none"> • Discussion Board: Post draft Issue Brief to Discussion Board (be sure to check for spelling and grammar) • 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>Saturday, July 9 by 11:59 pm Pacific</p> <p>Sunday, July 10 by 11:59 pm Pacific</p> <p>Tuesday, July 12 by 11:59 pm Pacific</p> <p>Tuesday, July 12 by 11:59 pm Pacific</p>	<p>~</p> <p>1</p> <p>15</p> <p>3</p>

Week 09: July 13-19
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. <i>American Political Science Review</i>, 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 19	~
<p>Instructional media:</p> <ul style="list-style-type: none"> • Cost-benefit analysis primer by the Conservation Strategy Fund <ul style="list-style-type: none"> • 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 19	~
<p>Week 09 Zoom session (will be recorded): How do we tradeoff among the options/alternatives?</p>	Thursday, July 14, starting at 6 pm Pacific	~
<p>Week 09 Team Check-In: to be scheduled</p>	TBD	~

Week 10: July 20-26

Weekend Class Session (Sacramento campus/hybrid):

Friday, July 22, 5:30–7 pm Pacific via Zoom; Saturday/Sunday, July 23-24, 1–4 pm Pacific in-person/hybrid
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 folder 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	~
<p>Week 10 Zoom session (will be recorded): How and why do we make stakeholder maps and conduct a stakeholder analysis?</p>	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 PowerPoint slide deck to Discussion Board • Revise slide deck using feedback via Discussion Board, and submit using two-step submission process 	Saturday, July 23 by 11:59 pm Pacific Tuesday, July 26 by 11:59 pm Pacific	~ 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 teamwork 	Sunday, July 24 by 11:59 pm Pacific Tuesday, July 26 by 11:59 pm Pacific	1 3

Week 11: July 27-August 2
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 2	~
<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 why COVID-19 testing of only symptomatic individuals is not a good policy approach: https://www.youtube.com/watch?v=38ESEpWmGzA • USC Price Dean’s Policy Breakfast on the real cost of fire: https://www.youtube.com/watch?v=WykZWuXxMgU 	Tuesday, August 2	~ ~
<p>Week 11 Zoom session (will be recorded): How do I ensure that my policy analysis is comprehensive, supported by evidence, and inclusive?</p>	Thursday, July 28, starting at 6 pm Pacific	~

Week 12: August 3-9
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 4, starting at 6 pm Pacific	~
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 6 by 11:59 pm Pacific Sunday, August 7 by 11:59 pm Pacific Tuesday, August 9 by 11:59 pm Pacific	~ 2 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 9 by 11:59 pm Pacific	~ ~ 3

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. 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 [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eetix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

Diversity, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

ASPA Code of Ethics

<https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=feba3e2-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 Integrity and Accountability Code

(quoted directly from https://policy.usc.edu/wp-content/uploads/2021/12/Code-of-Integrity-and-Accountability-Online-Version_FINAL-12-2-21.pdf)

“USC Mission

Serve our students, patients and communities.

Development of students and society through enrichment of human mind and spirit.

Excellence in academics, teaching, research, artistic creation, athletics, professional practice, outstanding medical care and public service.

USC Unifying Values

We act with *integrity* in the pursuit of *excellence*.

We embrace *diversity, equity and inclusion* and promote *well-being*.

We engage in *open communication* and are *accountable* for living our Values.”

For USC Student Conduct Code, please see <https://policy.usc.edu/wp-content/uploads/2021/08/SCampus-Part-B-Student-Conduct-Code.pdf>.