# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **POL 456W Policy Analysis** |  |
| [Replacing](#Ifapplicable)  | **POL 456 Policy Analysis** |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course: revision**  |  |
| A.3. [Originator](#Originator) | **Mark Motte**  | [Home department](#home_dept) | **Political Science** |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | The purpose of the course is to provide a deep understanding of the political actors and institutions involved in U.S. federal, state, and local public policy making, and to analyze how decisions made by those actors and institutions affect society. We will reference the public policy research literature to analyze and measure the impacts of how policy is developed in the key arenas of policy making: the legislature, including law making and funding authorization; the executive branch, including rule making, public program design, program implementation, and program evaluation; the courts and quasi-judicial bodies, including mediation, conflict resolution, litigation, and the various forms of judicial review; and lobbying and advocacy organizations, including special interests, civil and grass roots movements, PACs, and individual large-donor contributions to political candidates that influence public policy. We will study the different roles of critical actors and institutions and learn how their interactions may lead to very different definitions of the public interest and, as a result, unequal social and economic outcomes for different segments of the public. To analyze these outcomes and to critique the effectiveness of the policy development processes that produce them, we will rely heavily on case studies of domestic and trans-national policies that affect the production and allocation of a wide range of public goods and services. The course adopts a writing intensive approach to teach students how to prepare a stakeholder analysis, a policy memorandum, a position paper, and an op-ed. We will reference political science, public administration, and public policy research to understand the motivations behind policy making, determine actors’ policy goals, identify relevant stakeholders, formulate policy recommendations, write a policy recommendation and justification, and prepare a communication strategy to promote the policy recommendations we have developed.The description has been updated to make it more student centered, and conform to the 30 word limit.this course has not been taught for at least 18 years. we want to resurrect it for the proposed public policy program. this will be the major’s required wid course. |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | This course will provide Public Policy majors with the requisite WID course.  |
| A.6. [Impact on other programs](#impact)  | **None.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **None** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable. Please note, that while the UCC requests information about a course’s modality, approval of the proposal does not constitute approval of any specific faculty to teach the course using that modality—that needs to be approved within the department/school.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **POL 456** | **POL 456W** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Policy Analysis** | **Policy Analysis** |
| B.4. [Course description](#description)  | The substance of public policy in the United States is investigated. Focus is on various models of policy analysis that seek to explain the variables that influence the initiation, implementation, and outcome of policy decisions. | Students investigate U.S. public policy. Focus is on various models of policy analysis that seek to explain the variables that influence the initiation, implementation, and outcome of policy decisions. |
| B.5. [Prerequisite(s)](#prereqs) | **POL 202** or consent of department chair | **POL 102 or POL 202,** or consent of department chair |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. | **Spring**  | **Fall**  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Type of cours](#instr_methods)e  |  |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used | **Free elective**  | **Required for major** |
|  12 b. Is this an Honors  course? | **NO** | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. | **No** | **No** |
|  12. d. Writing in the  Discipline (WID) | **NO** | **YES**  |
| B.13. [How will student performance be evaluated?](#performance)  |  | **A major term paper that details the implications of a public policy issue.** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **30** | **20** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. identify and explain the relationship between interests, ideas, and institutions in a policy process; | None | Group discussions and in-class formative evaluations  |
| 2. articulate and frame a policy issue in a way that calls attention to it and mobilizes action; | None | Individualized assignments tailored to the policy priorities of the student |
| 3. demonstrate the competence to understand the motivations of stakeholders in a given issue; | None | Group activities designed to have students articulate a variety of perspectives on a single topic  |
| 4. develop the capacity to evaluate and recommend a policy response to a specific policy problem; | None | Major term paper; assignments prior to the term paper will be designed to prepare students to identify policy concerns, describe potential solutions, and then recommend solutions |
| 5. understand how and why public policies can fail; | None | Case studies of well-meaning failed policies that had misaligned incentives and outcomes |
| 6. use appropriate quantitative and qualitative methods to analyze the likely effectiveness and efficiency of a given policy proposal (with assumptions and data provided by the instructor); | None | Major term paper; statistical evaluations of past public policies based on stated intentions as well as other unforeseen metrics |
| 7. communicate orally through bi-weekly classroom debates and structured presentations; | None | In-class participation will be regularly encouraged and monitored |
| 8. communicate in writing through technical policy memoranda, stakeholder analyses, op-eds, position papers, and case study response essays that address how policy recommendations may affect different audiences in diverse settings; and | None | Major term paper; multiple prompts based on reading assignments |
| 9. evaluate the impacts (costs, benefits, resource allocation, equity, and social justice implications) of specific policies at the local, state, national and international scales. | None | Major term paper, assignments to identify the scale and scope of downstream effects of a given policy |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| Topic 1. Introduction & Course Overview: Actors, Institutions & Policy Making (Week 1) 1a Syllabus overview: course learning goals, intended student outcomes, a writing-intensive approach to assessment, a variety of pedagogies, working with case studies, a mutually respectful classroom environment, weekly schedule, attendance, timeliness, course assignment modules, and grading 1b Course overview: rule making, rule breaking, and the exercise of powerTopic 2. Understanding Policy Actors’ Motivations and Agendas: “Actions Speak Louder Than Words,” Ethical Dilemmas, and Locating the Common Good (Weeks 2 & 3) 2a What motivates actors and organizations to engage in policy making? 2b What are the ethical obligations of government? 2c How should the common good be defined… or who should get what, where and how? (methods and case studies)Topic 3. Coming to Terms with the Legacy of Policy Failure: How to Avoid Repeating Serious Mistakes (Week 4) 3a Environmental policies in the 2000s (processes and case studies) 3b Health policy and HIV/AIDS in the 1980s and 1990s (processes and case studies) 3c The Suez crisis in the 1950s (processes and case studies) 3d Federal infrastructure and housing policies in the 1930s and 1940s (processes and case studies) Topic 4 Framing Problems: Knowing Where and How to Start (Week 5) 4a Problem definition: “You can’t solve it if you don’t name it and understand it” 4b Big picture thinking: mission statements and goal setting (methods and case studies) 4c Legislative agendas: how ideas emerge, thrive… or die (methods and case studies) 4d Legislative committee work and policy research Topic 5 Identifying Stakeholders: Inclusion, Public Participation, and Conflicting Definitions of the Public Interest (Weeks 6 & 7)5a How stakeholders emerge and join the policy making process 5b Understanding public opinion in competitive democracies (methods and case studies) 5c Public policy debates: whose voices get heard? 5d In search of honest and transparent definitions of the public interest 5e Can inclusivity be real in policy formation: who wins, who loses, and why? (processes and case studies) Topic 6 Designing Good Policy: Analyzing What Constitutes a Successful Outcome (Week 8) 6a Ten essential concepts for sound policy design 6b Concepts of rationality in an age of casual knowledge and heightened egotism 6c Win-win vs lose-lose evaluation: analyzing policy alternatives that can enable major viewpoints across the political spectrum to come out ahead of their initial expectations simultaneously (methods and case studies) Topic 7 Adopting Sustainable Rules and Enforcing Them Equitably (Week 9) 7a Approaches to federal and state rule making (processes and case studies) 7b How legislatures engage in the rule making process: administrative procedures as instruments of political control 7c How the US president engages in the rule making process: presidentially directed policy change 7d Litigation: how the courts shape public policy 7e The power of quasi-judicial review boards, commissions and committees 7f How interest groups engage in the rule making process: the “fourth branch” in civil society Topic 8 Contesting Public Policy: Protest, Grass Roots Movements, Litigation, Dispute Resolution, and Reframing Public Policy (Week 10) 8a Grass roots organizations, lobbying, and the power of persuasion 8b Taking to the streets: civil unrest and public protests 8c Dispute resolution (methods and case studies) 8d Communities’ strategic litigation to advance public policy (processes and case studies) 8e Reframing public policy in response to actions taken by community-based actors (processes and case studies)Topic 9 Making it Work: Pathways to Successful Policy Implementation (Weeks 11 & 12)  9a Going it alone: dilemmas of the individual in public policy development  9b Bureaucrats to the rescue: are bureaucracies a public good?  9c Getting from A to B: how good policy gets made and implemented (processes and case studies)  9d Sustaining policies and programs through times of regime change (processes and case studies) Topic 10 Evaluating Impacts: An Evidence-based Approach to Measuring Policy Outcomes (Weeks 13 & 14)  10a Revisiting mission and goals: are we measuring the outcomes we planned to achieve?  10b Quantitative analysis for program evaluation (methods and case studies)  10c Qualitative analysis for program evaluation (methods and case studies)  10d Identifying evidence in the analysis of budget impacts (methods and case studies)  10e Measuring the impacts of social and economic policy on intended beneficiaries (methods and case studies) Topic 11 Communicating: Explaining Public Policies to Different Audiences in Diverse Forums (Week 15)  11a It’s not what you say, it’s what people hear  11b Spinning heads and spinning news: how a lack of statistical proficiency affects media coverage of public policy issues (processes and case studies)  11c Explaining policy to print and electronic media employees precisely and concisely (processes and case studies)  11d Productive fora for engaging the public in policy debate (processes and case studies) |

## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Michael Michaud | Coordinator of Writing in the Discipline  | Michael J. Michaud  | 4/22/24  |
| Michelle Brophy-Baermann | Chair of Political Science | \*Approved by email | 4/22/24 |
| Quenby Hughes | Dean of Faculty of Arts and Sciences | \*Approved by email | 4/25/24 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |