



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: PADM

Course and Section #: 6020 – X01

Course Title: Public Services Policy and Evaluation

Credits: 3.0

Course Description

This course seeks to develop three domains of knowledge within public policy: First, students will gain theoretical knowledge of the policy process, and the actors and institutions engaged in policymaking. Second, students will develop practical knowledge of the policy-making process; here, students will learn about the “nuts and bolts” of the political institutions and behaviors that shape policy. Third, students will gain written skills within public policy by completing a policy brief.

Programs referencing this course:

- MPA-PUBA: Master of Public Administration, M.P.A.
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Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Steven M. Sylvester

Student Learning Outcomes

- Understand the policy process– including agenda setting, policy formulation, policy adoption, implementation, and evaluation.
 - Explain the role of interest groups and political actors in the policy process.
 - Examine the role of information, narratives, and policy learning in the policy process.
 - Understand the role front-line public servants play within the policy process.
 - Conduct a policy analysis for a pressing policy issue in a team setting.
 - Demonstrate writing skills to address policy issues within the public sector.
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Course Materials and Texts

Textbook

- Eugene Bardach and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving* ISBN: 9781506368887 (E-Book Option is Available as Well).

Optional materials

- Catherine F. Smith. 2019. *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process* ISBN: 9780190854232 (E-Book Option is Available as Well).

Electronic Materials/Readings

- Posted on Canvas for students.
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Course Requirements

Course Assignments

Assignments (20% of total grade)

Discussion Posts (15% of total grade)

Learning Journals (15% of total grade)

Policy Brief Project (50% of total grade)

Assessments

Policy Brief Project (50% of total grade)

Grading Policy

A (94-100%); A- (90-93%); 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%); and E (59-0%)

Required or Recommended Reading Assignments

Textbook

- Eugene Bardach and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving* ISBN: 9781506368887 (E-Book Option is Available as Well).

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Electronic Materials/Readings

- Posted on Canvas.
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General Description of the Subject Matter of Each Lecture or Discussion

Module 1

Introduction to Policy Analysis: Examination of what policy analysis is, the steps in the policy analysis process, its connection to the policy process, and the different types of policy analysis.

Readings:

Public Policy: Politics, Analysis, and Alternatives – Michael E. Kraft and Scott R. Furlong

Eugene Bardach and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving*

Module 2

Public Problems and Policy Alternatives: Students explore public problems, what is involved in policy analysis, whether the government or the private sector should be used, and the limits to government intervention.

Readings:

Public Policy: Politics, Analysis, and Alternatives – Michael E. Kraft and Scott R. Furlong

Eugene Bardach and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving*

Module 3

Assessing Policy Alternatives: Students explore the evaluative criteria used in policy analysis and the different ways to compare policy alternatives.

Readings:

Public Policy: Politics, Analysis, and Alternatives – Michael E. Kraft and Scott R. Furlong

Eugene Bardach and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving*

Module 4

Designing the Policy Brief with Canva: Students are introduced to a report design software called Canva. Making reports visually appealing and easy to read is essential to communicating policy decisions from a public service or non-profit entity.

Readings:

Public Policy: Politics, Analysis, and Alternatives – Michael E. Kraft and Scott R. Furlong

Eugene Bardach and Eric M. Patashnik. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving*

Module 5

Policy Typologies: Discussion of what is public policy, the policy process, different approaches to studying public policy, and policy typologies.

Readings:

James Anderson – The Study of Public Policy

Renewable Energy Politics Policy Typologies, Policy Tools, and State Deployment of Renewables

Buzz Kill: State Adoption of DUI Interlock Laws, 2005-11

Module 6

Agenda Setting, Multiple Streams, and PET: Students explore how policy problems reach the attention of policymakers. You will also be exposed to two theories critical to understanding agenda setting in policy - the Multiple Streams Approach and the Punctuated Equilibrium Theory.

Readings:

Agenda, Alternatives, and Public Policies – John Kingdon

Theories of the Policy Process – Weible and Sabatier
From There to Here: Punctuated Equilibrium to the General Punctuation Thesis to a Theory of Government Information Processing

Module 7

Social Construction & Policy Design: Students explore how target populations are constructed by society and how that influences policy design.

Readings:

Causal Stories and the Formation of Policy Agendas
Social Construction of Target Populations: Implications for Politics and Policy
“Deviants” and Democracy: Punitive Policy Designs and the Social Rights of Felons as Citizens

Module 8

Actors, Experts & Expertise: Students explore the concept of policy entrepreneurs and the role that they play in the policy process.

Readings:

What is a Policy Entrepreneur?
Three Habits of Successful Policy Entrepreneurs
Policy Entrepreneurship and Policy Change
Private Citizens as Policy Entrepreneurs: Evidence from Autism Mandates and Parental Political Mobilization

Module 9

The Role of Information in Policy: Exploration of how information influences the policy process.

Readings:

The Politics of Information - Problem Definition and the Course of Public Policy in America
Emotions, Partisanship, and Misperceptions: How Anger and Anxiety Moderate the Effect of Partisan Bias on Susceptibility to Political Misinformation [Links to an external site.](#)
Decision Making at the State and Local Level: Does Science Matter?

Module 10

Bureaucracy as a Policymaker - Discretion on the Frontlines: Exploration of how street-level bureaucrats and guerrilla employees influence government programs.

Readings:

Street-Level Bureaucracy-Dilemmas of the Individual in Public Services.pdf Download Street-Level Bureaucracy-Dilemmas of the Individual in Public Services
State Agent or Citizen Agent Two Narratives of Discretion
Guerrilla Employees: Should Managers Nurture, Tolerate, or Terminate Them

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.