Course/Learning Goal: This course is designed to provide students with the study of policy conceptualization as it pertains to policy development and implementation. Coupled with a critical understanding of the aforementioned, this course will provide students the opportunity to understand the decision-making process as well as the ethical and moral responsibility of educational leadership.

Rationale: In a democracy policy development and decision making is a function of public responsibilities. These responsibilities are generally finalized in state and federal legislatures that serve to protect its citizens. Public laws make their way to public agencies that determine more specific regulations for how the laws are to be implemented. Once regulations are adopted, they are distributed to public institutions to implement for the good of its citizens. Being involved in this process gives citizens in a democratic society a voice about how public laws serve their good.

Course/Learning Objectives:

The course goal will be achieved by addressing the following learning objectives:

1. Synthesize how a major historical public policy event affected education.
2. Construct a research-based public policy document in education based on the stages of the policy process.
3. Utilize and critically discuss key concepts throughout course discussions.

CPED Principles:

**Principle 1:** Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
**Principle 2:** Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
**Principle 5:** Grounded in and develops a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.

**Principle 6:** Emphasizes the generation, transformation, and use of professional knowledge and practice.

**State Adopted Proficiencies for Teachers and/or Administrators/Counselors:** n/a

**TExES Competencies:** n/a

**Text/Resources:**


**Course Format**

Given the broad scope of topics to be covered, this seminar course will rely heavily on extensive reading as well as instructor facilitated critical discussions. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current public policy via case studies, critical online dialogue via discussion board, personal experience as well as research-based evidence.

**Course Topics**

I. **Framework:** An overview of how policy development relates to the general environment of constituencies involved in the process.

II. **Responsibility to Society:** The public nature of policy must be tied to societal issues where problems of a public nature occur.

III. **Policy Environment:** A policy environment demonstrates how specific constituencies are related to each other as a policy flows from law to implementation.

IV. **Ideologies:** Policy development and decision making does not occur in a vacuum but is based on philosophical assumptions.

V. **Policy Process:** Policy development follows as specific process from public problems to public solutions.

**GRADING AND COURSE REQUIREMENTS**

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are five different course requirements (with assigned point values) specified below.
Activity               Points
1. Class Participation     15
2. Weekly Discussion Posts (11@20pts)              220
3. Policy Brief (2@60pts)                                      120
4. Public Policy Interview              100
5. Policy Development Paper              200

_____________________________________________________________________________

Total             655

NOTE: You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Extenuating circumstances will be evaluated on an individual basis.

GRADES

Final grades will be assigned as follows:

For a grade of:
   "A"    At least 599 total points
   "B"    An accumulated point total between 598 and 524
   "C"    An accumulated point total between 523 and 459
   "D"    An accumulated point total between 458 and 393
   "F"    Any point total 392 and below

COURSE ASSIGNMENTS/REQUIREMENTS

1. CLASS PARTICIPATION               15 points

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

Points will be awarded for participation in class discussion as follows:
   Unusually good contributions 09-10 points
   Good contributions          07-08 points
   Minimal, but acceptable contributions 05-06 points
   Essentially no contribution 00-04 points

In arriving at this total, points will be awarded in several class discussions as follows:
   Obviously well-prepared, significant contributions 09-10 points
   Well prepared, good contributions              07-08 points
   Some preparation, minimal contribution         05-06 points
   Simply there, little or no contribution, no participation 00-00 points
Your point total is determined by averaging ratings of your contributions over several class sessions. **NOTE:** Participation includes class attendance. You automatically forfeit class participation points when you are absent from class.

**Note About Electronic Devices:** Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

2. **WEEKLY DISCUSSION POSTS**

   **220 points**

This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings each Sunday **BY 6:00PM** AND respond to a classmate’s response **BY 6:00PM** on Mondays, two days prior to class via the **Discussion Forum** tab on Blackboard. Discussion posts should be a minimal of 200 words for each response (both initial response to instructor question AND response to classmate). Failure to post before the assigned deadlines result in the automatic forfeit of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may not use direct quotes from the course readings. Your weekly response to a colleague’s post must not serve as a mere affirmation for what was shared. Rather, I encourage you make additional connections, deconstruct, and problematize assertions made. Weekly discussion posts are set to begin September 1. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix B**) for further details regarding this course activity. **Weekly Discussion Posts for the semester are worth (20pts @11) 220 points.**

3. **POLICY BRIEFS**

   **120 points**

The purpose of this course deliverable is to provide a brief synthesis of a current public policy affecting education and must be a social justice issue. The chosen policy for synthesis must be from within the last four years (2012). The first policy brief must focus on K-12, and the second policy brief must focus on higher education. In addition to an introduction and conclusion, the policy brief must meet the following criteria:

   a. **Background:** This section of the paper describes the issue or issues that gave rise to the policy. In essence, why was there a need for a policy to regulate that specific aspect of education? Who were the key people involved?

   b. **Effect on Education:** This section of the paper depicts the effects the policy had on education. In other words, what was the outcome of the policy?

   c. **Connection of Course Concepts:** Choose, explain, and synthesize three course concepts as it relates to the chosen public policy.

   d. **Social Justice Rationale:** Offer a rationale for how and why the public policy chosen addresses a social justice issue.
e. **Problematize**: Problematize the chosen public policy. This is your opportunity to deconstruct the public policy and offer alternative perspectives that problematizes it. Explicitly unpack what is problematic or future challenges of the public policy.

Paper must be 1-2 single-spaced pages in length, succinctly written, contain no grammatical errors, and follow APA standards. **Note**: A cover sheet is unnecessary. Include your first and last name on the left hand side followed by the course number (EDLD 6313 in the subsequent line). The reference(s) utilized can be included at the end of the brief, regardless if it is a new page. You may single-space the reference(s) as well. You must email me your paper at rosie.banda@tamucc.edu **prior** to the start of class on the designated due date as well as bring a hard copy to class. **NO EXCEPTIONS**. Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix C**) for further details regarding this course activity. **Policy Briefs are worth (60 points@2) 120 points**.

4. **PUBLIC POLICY INTERVIEW**

The purpose of this course deliverable is to gain insight into two alternative perspectives on a specific policy issue. One person is to be a politician involved in an educational policy issue (e.g., a congressperson, lawyer, judge, state representative or senator, board member, city council person, etc.). The other person must be an educator and have an opinion on the same issue as the politician (e.g., a faculty member, administrator, or student). The interviewees must be enlightened stakeholders of the policy issue. You interview these two people and report their perspectives. Inform them that this is a course project and no information will be used for public view. Names and information are to be kept confidential; in other words, use pseudonyms for interviewees. In addition to an introduction and conclusion, the paper must meet the following criteria:

a. **Policy Issue**: This section of the paper relates one specific educational public policy under consideration. Utilize Fowler (Chapter 1) to help identify policy issues. This issue must be controversial (it usually is) and unpacked in detail to explicitly illustrate your synthesis from course concepts to chosen public policy for analysis. Information should also include a brief but situated acknowledgment of context.

b. **Review of Literature**: The literature review examines the scholarly views to the policy/educational issues. A minimal of SIX outside peer reviewed, scholarly journals. This section should seamlessly integrate and analyze various peer reviewed journals that examine the scholarly views (e.g., Purpose of the Study, Literature Function, Major Findings, to name a few). Note: This is not a summary of articles but rather an analysis of various sources that advances the need for the public policy. The aforementioned should be evidence, in other words, to support public policy.

c. **Policy Perspectives**: This section of the paper compares the views of the two stakeholders’ views of the same educational policy. For example, how are the views similar or different? What expectations do they have of the policy? How do they view the outcomes of the policy? What effects do they see the policy having?
d. **Personal Views**: This section of the paper describes your personal views of the educational policy issue. For example, from your perspective how good is the policy and why? Since this is a policy, how effective are its results and why?

Paper must be 15-18 double-spaced pages in length, succinctly written, contain no more than a total of two grammatical errors, and follow APA standards (including the cover sheet and interview protocols attached as appendices). A minimal of eight resources (six, outside peer reviewed) must be utilized. You must email me your paper at rosie.banda@tamucc.edu prior to the start of class on the designated due date as well as bring a hard copy to class for submission. **NO EXCEPTIONS.** Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix D**) for further details regarding this course activity. **Public Policy Interview is worth 100 points.**

5. **POLICY DEVELOPMENT PAPER**

The policy development paper involves the identification of a significant problem in education then converted into stages of the policy process. Your chosen policy development must have a social justice focus. This paper, in other words, must explicitly and seamlessly synthesize various course concepts. In addition to an introduction and conclusion, the paper must meet the following criteria:

a. **Policy Environment**: The section of the paper describes the policy issue. The description must meet criteria for policy change. Policy issues are controversial and public. This section explains why a need for a public policy is warranted. At minimal, you must address the following: (a) the controversy that identifies a problem; and (b) the public nature of the problem. **You can and should be using a variety of sources, such as scholarly material, media, social media, public opinion material—sources where people express their perspectives that influence legislative opinion.**

b. **Issue Definition**: This section of the paper transforms the problem into an issue that can be addressed by the government. The issue proposes a precise solution to the problem. The issue statement is to be explicitly clear followed by an explanation of what is involved with the issue in the form of claims, evidence, solution, discourse, and broad appeal (see Fowler Chapter 7).

c. **Rationale for Social Justice**: This section of the paper provides an explicit rationale for how the development of your policy addresses a social justice issue. Utilize outside resources as well as course texts to unpack this section.

d. **Policy Agenda**: This section of the paper depicts a short discussion of the types of agendas that can influence public policy. It relates how professional organizations, the public, the media, and government agencies characterize the issue.

e. **Policy Formation**: This section of the paper proposes the rules for the issue. Although there are various steps involved, such as budgeting, selecting legislative committees, and sponsorship, the focus here will be on developing rules for formation. Fowler pages 209-211 provide an example to follow, particularly with Figure 8.4. First, state the proposed policy, then develop the rules based on the following. It includes a discussion of the functions of administrative rules: (a) how do the rules
fill a gap in the law?; (b) what are the key terms and how are they defined? Definitions are from professional and scholarly sources not from common areas, such as magazines, dictionaries, encyclopedias, or Wikipedia, etc.; and (c) what are the actual rules?

g. **Policy Adoption**: This section of the paper relates three aspects of the policy adoption: (a) government relations; (b) professional organizations; and (c) lobbying. This section conveys how you would propose to work with these three entities. A short paragraph on each one is sufficient as long as the information is precise.

**Technical Requirements**: Paper must be 20-25 double-spaced pages in length (inclusive of cover sheet, references), succinctly written, contain no more than a total of three grammatical errors, and be free of APA errors. A minimal of 20 outside resources (15 peer reviewed) must be utilized. You may NOT use direct or blocked quotes. All synthesis should be in your own words. You must email me your paper at rosie.banda@tamucc.edu prior to the start of class on the designated due date as well as bring a hard copy to class for submission. NO EXCEPTIONS. Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity. **Policy Development Paper is worth 200 points.**

**Academic Integrity Policy**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of
plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

**Office of Disability Services**

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University’s educational programs. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services ([disability.services@tamucc.edu](mailto:disability.services@tamucc.edu)) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services ([disability.services@tamucc.edu](mailto:disability.services@tamucc.edu)) for assistance at (361)825-5816.

**Diversity Statement**

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

**End of Semester Negotiations**

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations about your grades. As such, there will be no extra credit. Your grade in the course is a direct reflection of your engagement in your own learning process throughout the entire semester.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Aug. 30</td>
<td>Introduction and Course Overview/Expectations</td>
</tr>
</tbody>
</table>
| Sept. 6   | Fowler-Chapter 1  
Center on Education Policy (n.d.) [Brief on BlackBoard under Content Tab-Sept. 1 Folder]  
Pasque-Chapters 1  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 3]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 10] |
| Sept. 13  | Fowler-Chapter 2  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 10]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 11] |
| Sept. 20  | Fowler-Chapters 3,4  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 17]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 18]  
[DUE: POLICY BRIEF #1 (PK-12 FOCUS) by 4:20pm] |
| Sept. 27  | Fowler-Chapter 5  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Sept. 24]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Sept. 25]  
**Opportunity to Submit Public Policy Interview Paper for Feedback Due by Noon** |
| Oct. 4    | Fowler-Chapters 6,7  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 1]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 2] |
| Oct. 11   | PUBLIC POLICY WORKSHOP  
[No Class Meeting: Individual Work Day for Public Policy Development Paper]  
[DUE: PUBLIC POLICY INTERVIEW PAPER by 4:20pm] |
| Oct. 18   | Fowler-Chapter 8,9  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 15]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, October 16] |
| Oct. 25   | Fowler-Chapter 10  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 22]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 23]  
[DUE: POLICY BRIEF #2 (HIGHER ED FOCUS) by 7:00pm] |
| Nov. 1    | Fowler-Chapter 11  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Oct. 29]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Oct. 30] |
Nov. 8  Fowler-Chapter 12
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Nov. 5]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Nov. 6]
**Opportunity to Submit Public Policy Development Paper for Feedback Due by Noon

Nov. 15  PUBLIC POLICY WORKSHOP
[No Class Meeting: Individual Work Day for Public Policy Development Paper]

Nov. 22  HAPPY THANKSGIVING!

Nov. 29  Articles Assigned via BlackBoard under Content Tab-Nov. 29
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Nov. 26]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Nov. 27]

Dec. 6  Articles Assigned via BlackBoard under Content Tab-Dec. 1
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Sunday, Dec. 3]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Monday, Dec. 4]
[DUE: POLICY DEVELOPMENT PAPER by 4:20 pm]

*Subject to change at instructor’s discretion
NOTE: All assignments are electronically due prior to the official start time of class on designated due date
APPENDIX B
WEEKLY DISCUSSION POSTS EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>WEEKLY POSTING (20 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>RESPONSE #1 (To Instructor)</td>
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</table>
1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS TO ANSWER QUERYPOSED BY PROFESSOR? | | | | | |
2. SUCCINTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS? | | | | | |
| RESPONSE #2 (To Colleague) |                       |                 |                 |                       |          |
1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE’S RESPONSE? | | | | | |
2. SUCCINTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS? | | | | | |

TOTAL POINTS/GRADE: RESPONSE #1 ______ + RESPONSE #2 ______ = ____________ TOTAL POINTS

COMMENTS/SUGGESTIONS:
# APPENDIX C

## POLICY BRIEF EVALUATION FORM

### PRESENTER

### RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT  
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT  
FAIR - MARGINALLY ACCEPTABLE  
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>POLICY BRIEF (60 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT (10.0 POINTS)</th>
<th>GOOD (8.0 POINTS)</th>
<th>FAIR (5.0 POINTS)</th>
<th>INADEQUATE (0.0 POINTS)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE BACKGROUND (E.G., ISSUE OR ISSUES THAT GAVE RISE TO POLICY, NEED FOR A POLICY TO REGULATE ISSUE, KEY PEOPLE INVOLVED)?</td>
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<tr>
<td>2. INCLUDE EFFECTS OF POLICY ON EDUCATION; OUTCOME OF POLICY?</td>
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<td>3. CONNECT THREE COURSE CONCEPTS AS IT RELATES TO CHOSEN PUBLIC POLICY?</td>
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<td>4. OFFER A SOCIAL JUSTICE RATIONALE FOR CHOSEN PUBLIC POLICY?</td>
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<td>5. PROBLEMATIZE CHOSEN PUBLIC POLICY?</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY FREE OF GRAMMATICAL AND APA ERRORS?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX D
PUBLIC POLICY INTERVIEW EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 20.0 POINTS</th>
<th>GOOD 17.0 POINTS</th>
<th>FAIR 12.0 POINTS</th>
<th>INADEQUATE 5.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>PUBLIC POLICY INTERVIEW (100 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>1. POLICY ISSUE RELATES TO ONE SPECIFIC EDUCATIONAL POLICY?</td>
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<tr>
<td>2. EFFECTIVE REVIEW OF LITERATURE THAT SYNTHESIZES SIX SCHOLARLY VIEWS TO THE POLICY/EDUCATIONAL ISSUES?</td>
<td></td>
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<tr>
<td>3. OFFERS A COMPARATIVE ANALYSIS OF TWO STAKEHOLDERS' VIEWS OF THE SAME EDUCATIONAL POLICY?</td>
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<tr>
<td>4. INCLUDES PERSONAL PERSPECTIVE OF THE EDUCATIONAL POLICY ISSUE (E.G., HOW GOOD IS THE POLICY, HOW EFFECTIVE ARE THE RESULTS)?</td>
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<td>5. WRITTEN EFFECTIVELY, SEAMLESSLY WITH NO MORE THAN TWO GRAMMATICAL ERRORS AND FREE OF APA ERRORS?</td>
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TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:
# POLICY DEVELOPMENT PAPER EVALUATION FORM

## PRESENTER

### RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS  
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT  
FAIR - MARGINALLY ACCEPTABLE  
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>BRIEF (200 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 20.0 POINTS</th>
<th>GOOD 17.0 POINTS</th>
<th>FAIR 13.0 POINTS</th>
<th>INADEQUATE 5.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE DESCRIPTION OF POLICY ENVIRONMENT?</td>
<td></td>
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<tr>
<td>2. TRANSFORMS THE PROBLEM OF AN ISSUE THAT CAN BE ADDRESSED BY THE GOVERNMENT?</td>
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<tr>
<td>3. INCLUDE EVIDENCE TO SUPPORT A RATIONALE FOR SOCIAL JUSTICE?</td>
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<td>4. DEPICTS A DISCUSSION OF THE TYPES OF AGENDAS THAT INFLUENCE PUBLIC POLICY?</td>
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<td>5. INCLUDE A THOROUGH DISCUSSION OF POLICY FORMATION (FOWLER, 209-211)?</td>
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<td>6. RELATE THREE ASPECTS OF THE POLICY ADOPTION (E.G., GOVERNMENT ADOPTIONS, PROFESSIONAL ORGANIZATIONS, LOBBYING)?</td>
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<td>7. INCLUDE SECTION ON POLICY IMPLEMENTATION (E.G., WHOM THE POLICY AFFECTS, REASONS FOR ADOPTING THE POLICY AND FOR NOT ADOPTING IT, APPROPRIATENESS OF THE POLICY, KEY STAKEHOLDERS, RESOURCES FOR IMPLEMENTATION)?</td>
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<td>8. INCLUDE HOW POLICY WILL BE ASSESSED?</td>
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<td>9. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS?</td>
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<td>10. FREE OF APA ERRORS?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**