COURSE CATALOG DESCRIPTION: Study standard techniques for analyzing, evaluating, and developing policies for educational systems and organizations, with special attention to contemporary policy issues.

RELATIONSHIP OF COURSE TO PROGRAM PHILOSOPHY AND KNOWLEDGE BASE: The underlying philosophy of programs in Educational Leadership at UNC is that educational leaders possess knowledge of self, others, organizations, and society necessary to perform creatively and effectively in diverse environments. They engage people in identifying and working toward the accomplishment of a shared vision for the organization. Leaders incorporate the ideas, values, and experiences reflective of a pluralistic society and promote continual learning. Learning experiences of this course contribute to students’ understanding of the underlying beliefs of the UNC ELPS leadership development program listed below, with particular emphasis given to the underlined statements:

- Human growth and development are lifelong pursuits;
- Organizations are artifacts of a larger society;
- Learning, teaching, and collegiality are fundamental activities of educational organizations;
- Validated knowledge and active inquiry form the basis of practice;
- Moral and ethical imperatives drive leadership behavior;
- Leadership encompasses a learned set of knowledge, skills, and attitudes;
- Leaders effect positive change in individuals and organizations;
- Effective leadership in educational organizations depends on individual and group effort;
- Leaders’ behavior and actions model their beliefs and values.

PURPOSE OF COURSE
This course is intended to provide educational leaders in K-12 schools and in higher education with basic knowledge of principles of educational policy development, implementation, and evaluation. Major current policy issues will be examined as a means of gaining understanding of public policy development and analysis. The course is intended to assist each student in the development of skills in (1) clarifying and understanding educational policy issues, (2) developing and implementing effective educational policies, and (3) exercising leadership in positively influencing the educational policy process. This course is required for K-12 educators seeking State of Colorado Administrator Licensure for district level leadership.
COURSE OBJECTIVES
Upon completion of the course, students will be able to:

- Demonstrate an understanding of public policy development and analysis
- Demonstrate an understanding of governance and regulation of public educational systems, including local, state, and national levels
- Demonstrate an understanding of the processes of educational policy development, including the influences of economic, demographics, political structures, political culture, values, and ideology
- Describe the shifting influence of policies at site, school district or higher education institution, state, and federal levels
- Demonstrate the ability to analyze and evaluate educational policies
- Demonstrate the ability to describe and analyze the processes by which educational policies are created, adopted, implemented, and evaluated
- Develop strategies for influencing the development of education policies
- Demonstrate skills in identifying moral and ethical implications of options considered in policy development and in political strategies for influencing policy decisions
- Identify key stakeholders and means of involving members of the educational community and the broader community appropriately in the development of educational policies

KNOWLEDGE BASE FOR THE COURSE
- Original research and scholarly publications in the area of educational policy
- Foundational literature in public policy development and analysis
- Current trade publications (e.g., Education Week, Chronicle of Higher Education)
- Policy papers, newsletters, and web sites of professional organizations and governmental agencies
- Federal, state, and local statutes, regulations, and policy documents
- Collective experiences in educational policy at the district/institution, state, and national levels as represented by educational leadership and practicing policymakers and educational leaders

RELATIONSHIP TO NATIONAL STANDARDS
Courses in this Division are designed to prepare individuals to serve as leaders in the field of education. Learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of Higher Education, the American Association of School Administrators, the American College Personnel Association, the American Society for Training and Development, the American Association for Adult and Continuing Education, the National Association of Elementary School Principals, the National Policy Board on Educational Administration, the National Association of Student Personnel Administrators, the National Society for Performance and Instruction, and the University Council for Educational Administration.
NCATE standards addressed in this course include the following: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.3, 6.1, 6.2, 6.3

**COURSE DESIGN AND ACTIVITIES**
This class will primarily take the form of a graduate seminar in which each student will bear responsibility for active participation and leadership in the class. Each student will be assigned responsibility for researching topics within the course and presenting and leading class discussions. Class sessions will involve a variety of activities, including presentations by the instructor and students, group activities, and student-led seminar discussions.

**Disability Access**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at **Campus Box 139 Greeley, CO 80639** Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Diversity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

**TEXTS**


**ASSIGNMENTS AND PERFORMANCE EVALUATION**
The parameters and expectations for each assignment will be discussed in detail in class, however the following provides an overview:

1. Each student will be responsible for selecting an existing educational policy and submitting a 5-8 page analysis of the policy. A 1-2 page executive summary will
be shared with the class, along with an oral synopsis of the policy, including the background leading to the development of the policy, authorization for the adoption of the policy, summary of the objectives of the policy and primary features of the policy, implications for implementation, and means of assessing the effectiveness of the policy in attaining the stated objectives. (30% of grade)

2. Each student will select a topic, with instructor approval, to research and will lead a seminar discussion on the topic. (25% of grade)

3. Each student will attend a meeting of a School District Board of Education, a higher education Board of Trustees, the Colorado State Board of Education, or Colorado Commission on Higher Education. A brief (5-10 minute) oral report will be presented, with particular focus on the observation of economic, demographic, and ideological factors that contribute to the “political culture” in which policy issues were deliberated. (10% of grade). Note: An optional written assignment will be provided for those who cannot attend a meeting.

4. Each student will identify a policy issue, at the level of a school district, individual school site, or higher education institution (or sub-unit), and will develop a proposed policy to address the issue. (35% of grade)

Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'"

The University of Northern Colorado recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the implementation of pluses and minuses in grading has been left up to the discretion of each professor. For this course pluses and minuses will be used to differentiate between the overall assessment/effort of each student if significant discrepancies arise.

ACADEMIC DISHONESTY

Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimpl/js/html/wwhelp.htm?&accessible=true
BIBLIOGRAPHY


OTHER RESOURCES

Journals
American Educational Research Journal
Change Magazine
Community College Review
Educational Evaluation and Policy Analysis
Educational Leadership
Educational Policy
Educational Record
Educational Researcher
Journal of Higher Education
Higher Education Policy
Phi Delta Kappan
Public Administrative Review
Review of Higher Education
Washington Monthly

Web Sites
Colorado Department of Education http://www.cde.state.co.us
Colorado Commission on Higher Education http://www.state.co.us/cche_dir/hecche.html
Colorado General Assembly http://www.state.co.us/gov_dir/stateleg.html
Colorado Association of School Executives http://www.co-case.org
Colorado Association of School Boards http://www.casb.org
Phi Delta Kappa http://pdkintl.org
Council of Chief State School Officers http://www.ccsso.org
Education Commission of the States http://www.ecs.org
Education Week http://www.edweek.org
Chronicle of Higher Education http://www.chronicle.com
UNC Board of Trustees http://www.unco.edu/trustees
University of Colorado Regents http://www.cu.edu/regents
CSU System http://www.colostate.edu/Level2/stbdag.htm
State Colleges in Colorado http://statecollegesinco.mscd.edu
American Association of State Colleges And Universities http://www.aascu.org
American Association of Higher Education http://www.aache.org
American Assoc. of University Professors http://www.aaup.org
Association of Governing Boards http://www.agb.org
American Association of Colleges for Teacher Education: Education Policy Clearinghouse http://www.edpolicy.org
Center for Research in Educational Policy, University of Memphis http://www.coe.memphis.edu/coe/crep/crep.html
Education Policy Analysis Archives, Arizona State University http://seamonkey.ed.asu.edu
Assignment I: Research Assigned Topic, Lead Seminar Discussion

Each student will identify from current sources, such as newspaper, professional publications, or web sites, an educational policy issue and lead a seminar discussion of 30-45 minutes on the topic. Preparation is to involve reading relevant sections of the text and reading related references and/or current literature. The seminar session should include a brief overview of the topic by the seminar leader, the presentation of a set of questions to direct the discussion, and moderating discussion. The student will be responsible for presenting a brief synopsis of the topic and the context in which the issue exists. In the balance of the discussion, the student’s responsibility is to lead a seminar discussion, in which the members of the class are to engage in a discussion of the issue. The focus of the discussion should include the organizational/political context, identification of the factors that have led to the issue being considered a priority to address, identification of stakeholders who are impacted by the issue, and potential indicators that might be considered to determine whether a policy that is developed to address the issue is effective.

The objective is to develop skills in identification and clarification of policy issues. The generation of policy options and development of policies and strategies for implementation is not included in this assignment.

Each student will identify a policy issue to be presented by the second class meeting, and presentations will be scheduled beginning with the fourth class meeting.

25% of course grade.
Assignment II: Analysis of Existing Policy

Students identify an existing educational policy, at site, district/institution, state, or federal level. An analysis of the policy is written (approximately 5-8 pages), in which the following elements are addressed:

1. a description of the purpose of the policy, including the organizational policy issue(s) that were reasons for the development of the policy, interest groups included and exclude from the policy development process, the primary operational elements of the policy, and whose interests are served/not served by the policy (ELCC-NCATE Standard 4.1, 4.2, 6.1)
2. identification of the legal authorization for the policy (ELCC-NCATE Standard 3.1)
3. identification of the persons/roles responsible for implementation of the policy and discussion of any social biases implementers might bring to the implementation process (ELCC-NCATE Standard 3.1, 3.2, 3.3)
4. identification of the persons/roles/stakeholders most directly impacted (both positively and negatively) by the policy (ELCC-NCATE Standard 2.1, 2.2)
5. issues for the organization in implementing the policy (ELCC-NCATE Standard 1.4, 1.5, 3.1, 3.2, 3.3)
6. means of assessing the effectiveness of the policy in meeting its objectives, including any indications that such assessment has occurred (ELCC-NCATE Standard 2.2, 4.2)
7. identification of other policy issues that have been created by the adoption of this policy (ELCC-NCATE Standard 6.2)
8. identification of social justice issues relating to the policy and its implementation (ELCC-NCATE Standard 1.5, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2)

In addition to the written policy analysis, students share a one-to-two page executive summary with members of the class, along with a brief (10-15 minute) presentation.

This assignment counts for 30% of the course grade.
Assignment III: Attend Governing or Coordinating Board Meeting, Report

The primary objective of this assignment is to develop skill in observing a policy-setting board and understanding the various economic, demographic, educational, ideological, and political factors influencing the individual positions of board members on a given policy issue, as well as in the process of arriving at collective decisions in setting policy. These are understandings that are critical for an educational leader in order to effectively influence educational policy at the organizational level, to implement policy established at a higher level, and to fully understand the external and internal contexts for developing policy within units in which the individual has leadership responsibility.

Select one of the following two options:

Option 1.
Attend a meeting of a School District Board of Education, a higher education Board of Trustees, the Colorado State Board of Education, or Colorado Commission on Higher Education. Meetings of other governing boards may be accepted, subject to instructor approval.

A brief (10-15 minute) oral report will be presented, with particular focus on economic, demographic, educational, ideological, political, and other value-laden factors that contribute to the “political culture” in which policy issues were deliberated. The presentation may focus on illustrations as to how these factors were manifested either with regard to one policy issue that was discussed, or through patterns of behavior and discourse throughout the meeting.

Option 2.
Obtain a copy of the agenda for a School District Board of Education meeting or a meeting of an instructor-approved higher education governing or coordinating board meeting. Identify a policy issue on the agenda, and obtain and study relevant background information. In a brief (3-5 pages) written report, concisely describe the policy issue, the objectives of proposed policies or policy modifications, and identify the value-laden factors that you expect to be considered and/or play a role (overtly or covertly) in the policy decision(s) to be made by the board. The written report is due the last day of class. 10% of grade.


SCHEDULE OF BOARD MEETINGS

Boulder Valley School Board
2nd and 4th Tuesdays of the month at 6:00 p.m. (live telecast, also webcast and delayed telecast)
6500 Arapahoe Blvd., Boulder

St. Vrain Valley School Board
2nd and 4th Wednesdays of the month at 7:00 p.m. (The Longmont Cable Trust televises Board of Education meetings by way of live broadcasts on Comcast Communications’ Channel 3. The Board of Education agenda is posted on the Web site prior to each Board meeting.)
395 S. Pratt, Longmont

Weld County Greeley-Evans District Six
2nd and 4th Mondays of the month at 6:00 p.m.
Board Room of the Educational Services Building
1025 9th Avenue, Greeley, Colorado

Denver Public Schools
1st and 3rd Thursdays of the month at 5 p.m.
900 Grant St., Denver

Thompson School District
1st and 3rd Wednesdays of the month at 7 p.m.
625 Douglas Ave., Loveland

Northglenn-Thornton
1st and 3rd Tuesdays of the month at 6:30 p.m.
11285 Highline Dr., Northglenn

University of Colorado Regents
Location and times can be found at http://www.cu.edu/regents/BoardMeetings/index.html

Poudre Schools District
2nd and 4th Mondays of the month at 7:30 p.m.
2407 La Porte Ave., Ft. Collins

Colorado State Board of Education
2nd Thursdays of the month at 9:00 a.m.
201 E. Colfax Ave., Denver
Assignment IV: Creation of a Policy

The primary purpose of this assignment is to gain an understanding of the various aspects of developing a policy in response to an identified policy issue. Although this is a simulated experience, not involving the extensive background work and deliberations with an extensive network of people and organizations that would normally occur, the assignment is intended to provide an experience in addressing the major steps in development of an educational policy.

In this assignment, students will do the following:

1. Identify the background of the organizational situation that has led to the identification of the policy issue (ELCC-NCATE 4.2, 6.1)
2. Define the policy issue, including a statement of the identified problem and the ideal situation that would exist if the policy to be developed is effective (ELCC-NCATE 1.1, 1.2, 2.1 6.1)
3. Identify the key stakeholders related to the policy issue, and identification of the individuals/groups within the organization that will be impacted by the policy (ELCC-NCATE 4.2, 6.2)
4. Identify the major value issues that will have to be dealt with in developing/implementation the policy (ELCC-NCATE 4.2, 6.1)
5. Specify the primary guidelines/elements of the policy, including the identification of individuals/positions responsible for implementing and monitoring the policy (ELCC-NCATE 1.3, 3.1, 3.2, 3.3)
6. Outline and discuss the strategies for disseminating and implementing the policy, including timelines (ELCC-NCATE 4.1, 6.3)
7. Provide criteria, processes, and timelines for evaluating the effectiveness of the policy (ELCC-NCATE 1.4, 3.2, 4.2, 6.2)

By identifying and describing the context of a policy issue, students must identify a perceived gap between their vision of learning (ELCC-NCATE 1.1 Develop a District Vision of Learning and 1.2 Articulate a District Vision of Learning) and the current organization context/situation (ELCC-NCATE 6.1 Understand the Larger Educational Context) that will better meet the needs of the learning community (ELCC-NCATE 4.2 Respond to Community Interests and Needs). In formulating a policy to address the issue identified, students must create a policy and implementation process (ELCC-NCATE 1.3 Implement a District Vision of Learning) using district organizational structures, operations, and resources (ELCC-NCATE 3.1 Manage the District organization, 3.2 Manage District Operations, and 3.3 Manage District Resources) that responds to and influences the larger educational context (ELCC-NCATE 6.2 Respond to the Larger Educational Context and 6.3 Influence the Larger Educational Context). In devising evaluation criteria, processes, and timelines, students are seeking to promote and sustain the district vision (ELCC-NCATE 1.4 Steward a District Vision of Learning) and a positive district culture (ELCC-NCATE 2.1 Promote a Positive District Culture) that is responsive to community interests and needs (ELCC-NCATE 4.2 Respond to Community Interests and Needs), as well as the larger educational context (ELCC-NCATE 6.2 Respond to the Larger Educational Context).

35% of course grade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Session 1 AM</td>
<td>Course Overview and Discussion of</td>
<td>Marshall &amp; Gerstl-Pepin, Ch. 1; Stone, Part 1 &amp; 2</td>
<td>Discussion of syllabus; Identification of policy issues</td>
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<tr>
<td>January 24</td>
<td>Education Policies and Contexts</td>
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<tr>
<td>Session 1 pm</td>
<td>Policy Theories/Lenses &amp; Federal Role;</td>
<td>Marshall &amp; Gerstl-Pepin, Ch. 2 &amp; 3</td>
<td>Cutting the Cake; Internship &amp; Practicum requirements; Discussion of comps, committees, progress reports,</td>
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<td>January 24</td>
<td>Policy Goals</td>
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<td>Week of Jan</td>
<td>Implementation Analysis &amp; Advocacy</td>
<td>Marshall &amp; Gerstl-Pepin, Ch. 2 &amp; 3</td>
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<tr>
<td>February 1-8</td>
<td>Micropolitics &amp; State Politics</td>
<td>Marshall &amp; Gerstl-Pepin, Ch. 4 &amp; 9</td>
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<tr>
<td>Session 2 AM &amp;</td>
<td>Problem Definition/Raising Standards</td>
<td>Stone, Part III</td>
<td>Policy Issue Seminar Discussions/Readings</td>
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<td>PM Feb. 21</td>
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<td>Week of Feb. 23</td>
<td>District Politics</td>
<td>Marshall &amp; Gerstl-Pepin, Ch. 5; Sahlberg, Ch. 1-3</td>
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<td>March 3</td>
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<td>Session 3 AM &amp;</td>
<td>Accountability/Policy Evaluation</td>
<td>Sahlberg Ch. 4 &amp; 5; Armstrong, Ch. 1 &amp; 2</td>
<td>Policy Analysis presentations/Readings</td>
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<td>PM March 7</td>
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<td>March 9-15</td>
<td>Policy Strategies</td>
<td>Marshall &amp; Gerstl-Pepin, Ch. 10; Armstrong, Ch. 3-6</td>
<td>Policy Analysis papers due 3/23 (emailed)</td>
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<td>March 16-22</td>
<td>&quot;Solutions&quot; to Problems</td>
<td>Stone, Part IV</td>
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<td>Session 4 AM &amp;</td>
<td>District Policy-making</td>
<td>Stone, Conclusion</td>
<td>Meeting Reports; Policy Proposal Presentations/Readings</td>
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<td>PM April 4</td>
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<td>April 18</td>
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<td>Policy Proposals Due 4/20 (emailed)</td>
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<td>Learning Outcome</td>
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<td>Define the policy issue, including a statement of the identified problem and</td>
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<td>Identify the key stakeholders related to the policy issue, and identification</td>
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<td><strong>Learning Outcome</strong></td>
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<td>Specify the primary guidelines/elements of the policy, including the identification of individuals/positions responsible for the implementation and monitoring of the policy</td>
<td>Policy is either not clearly articulated or incoherent with no plan for implementation by individual/positions</td>
<td>Provides a policy proposal with general policy language but does not include responsible individuals/positions for implementation</td>
<td>Provides a policy proposal with general policy language specifying individual/positions responsible for implementation</td>
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<td>Outline and discuss the strategies for disseminating and implementing the policy, including timelines</td>
<td>Does not provide an implementation plan and/or timeline</td>
<td>Provides a general implementation plan with timeline</td>
<td>Provides a detailed implementation plan with timeline using appropriate organizational structures, operations, and resources with a general discussion of implementation strategies</td>
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<td>Provide criteria, processes, and timeline for evaluating the effectiveness of the policy</td>
<td>Does not provide an evaluation plan</td>
<td>Provides an evaluation plan, including timelines and/or individuals responsible</td>
<td>Provides an evaluation plan, including timelines, processes, and individuals responsible, that attempts to ensure that the outcomes of the policy are successfully met through implementation</td>
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<td>Policy Purpose Analysis</td>
<td>Does not provide a description of the policy's purpose and/or primary operational elements</td>
<td>Provides a description of the policy's purpose and primary operational elements</td>
<td>Provides a detailed description of the policy's purpose and primary operational elements</td>
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<td>Legal Authorization Identification</td>
<td>Does not identify the legal authorization of the policy</td>
<td>Identifies general legal authorization of the policy</td>
<td>Clearly identifies the legal authorization (group, statute, rule, etc.) of the policy</td>
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<td>Implementation Analysis</td>
<td>Does not identify major persons/roles responsible for the implementation of the policy</td>
<td>Identifies some persons/roles responsible for implementation of the policy</td>
<td>Clearly identifies all persons and roles responsible for implementation of the policy</td>
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<td>Identification of Stakeholders</td>
<td>Does not identify all major stakeholders</td>
<td>General identification of major stakeholders</td>
<td>Clear identification of major stakeholders</td>
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<td>Analysis of Impact on Stakeholders</td>
<td>Does not identify major issues impacting dominant stakeholders</td>
<td>Identifies some major issues impacting dominant stakeholders</td>
<td>Clear identification of those impacted by the policy, both positively and negatively</td>
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<tr>
<td>Organizational Implementation Issue Analysis</td>
<td>Does not identify major issues of organizational impact of the policy</td>
<td>Identifies some major issues of organization impact of policy</td>
<td>Clearly identifies and discusses the organizational impact and implication regarding structure, resources</td>
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<td>Evaluation Plan</td>
<td>Provides a general strategy for evaluating whether the policies objectives have been/will be met which may not be feasible</td>
<td>Provides a clear and well planned strategy for evaluating whether the policies objectives have been/will be met</td>
<td>Provides a clear, feasible, and well planned strategy for evaluating whether the policies objectives have been/will be met with input from all stakeholders</td>
</tr>
<tr>
<td>Resulting Policy Issue Analysis</td>
<td>Does not clearly relevant issues resulting from the policy or its implementation</td>
<td>Defines some relevant issues resulting from the policy or its implementation</td>
<td>Clearly identifies possible resulting issues from the policy and its implementation and possible impact upon stakeholders</td>
</tr>
<tr>
<td>Social Justice Implication</td>
<td>Does not discuss the impact upon minority group stakeholders</td>
<td>Discusses either the policy development or implementation impact upon minority group stakeholders</td>
<td>Discusses general impact of both policy development and implementation upon minority group stakeholders</td>
</tr>
</tbody>
</table>