EdD 602 – POLICY AND PRACTICE FOR EDUCATION LEADERS I

DOCTORAL PROGRAM IN EDUCATION LEADERSHIP

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Fall 2016

Professor: Rob Wassmer, Ph.D.

E-Mail: rwassmer@csus.edu

Home-Page: http://www.csus.edu/indiv/w/wassmer

Class Location and Times: AIRC 1008
Oct. 7 (Fri.) 5:30 to 9:30 p.m.
Oct. 8 (Sat.) 8:00 a.m. to 5:30 p.m.
Oct. 21 (Fri.) 5:30 to 9:30 p.m.
Oct. 22 (Sat.) 8:00 a.m. to 5:30 p.m.
Nov. 4 (Fri.) 5:30 to 9:30 p.m.
Nov. 4 (Sat) 8:00 a.m. to 5:30 p.m.

We will begin class at the scheduled start time and very likely remain in class until the scheduled end time. Please plan appropriately.

Office: Room 3037 Tahoe Hall

Office Phone: (916) 278-6304

Office Hours: Mon. 3:30 to 5:30 pm in my office; also at break and lunch time during class, after class, and by appointment.

Required Texts:

(1) Introduction to Public Policy, 2011, Charles Wheelan, Norton; purchase at Amazon.Com, other internet bookseller, or Sac State Bookstore,

(2) A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 2016, Sage; purchase at Amazon.Com, other internet bookseller, or Sac State Bookstore,

(3) Talking Politics: What You Need to Know before Opening Your Mouth, Sheila Kennedy, 2012, Georgetown University Press, purchase at Amazon.com, other internet bookseller, or Sac State Bookstore.

You should get all texts and begin reading as soon as soon as possible.

There are also supplemental readings assigned throughout the semester. These are in the schedule below. Access these readings directly from the hyperlink provided.
**Structure of Class:**

Class will begin at the time posted in the university schedule. That is 5:30 pm on Friday and 8 am on Saturday. It will also end at the posted times of 9:30 pm on Friday and 5:30 pm on Saturday. I do this to provide you the allotted amount of classroom time that you paid for. To make these extended learning times bearable; we will need to take scheduled breaks. I want to make this routine so we all know when it is time for a break. Thus, I establish the following schedule. Of course, you are free to get a drink or use the bathroom at any time. We can also talk on a given day about eliminating the last break to get out 15 minutes early.

**Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>5:30 - 6:45 pm</td>
<td>Class time</td>
</tr>
<tr>
<td>6:45 - 7:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>7:00 - 8:15 pm</td>
<td>Class time</td>
</tr>
<tr>
<td>8:15 - 8:30 pm</td>
<td>Break</td>
</tr>
<tr>
<td>8:30 - 9:30 pm</td>
<td>Class time</td>
</tr>
</tbody>
</table>

**Saturday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:45 am</td>
<td>Class time</td>
</tr>
<tr>
<td>9:45 - 10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 - 11:45 am</td>
<td>Class time</td>
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<tr>
<td>11:45 - 12:45 pm</td>
<td>Lunch</td>
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<tr>
<td>12:45 - 2:30 pm</td>
<td>Class time</td>
</tr>
<tr>
<td>2:30 - 2:45 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 - 4:00 pm</td>
<td>Class time</td>
</tr>
<tr>
<td>4:00 – 4:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>4:15 – 5:30 pm</td>
<td>Class time</td>
</tr>
</tbody>
</table>

Each class time for Friday and Saturday is numbered. These numbers appear in the schedule below and roughly correspond to the material covered during that period.

**Because I wish all of you to be actively engaged in the discussion going on in class, I prohibit internet surfing/connection during time in class.** The exceptions to this are during a class breakout session when information drawn from the internet needed, or when a question arises during class discussion that requires one of us to look up an immediate answer. I will not prohibit note taking on your laptop, but I will check if that is what you are really doing. If electronic note taking is your method, consider recent evidence in an [Atlantic magazine article](https://www.atlanticmag.com) that handwritten notes are better absorbed into memory.

**Course Purpose:**

Public policy at the national, state, and local levels continues to focus attention on improving the delivery of preK-12 and community college education to the populace. To further your goal of becoming transformative leaders in this arena, you therefore need some background on policy analysis and its application to the most pressing education challenges facing the Sacramento Area, California, and United States. Utilizing the basic
insights of microeconomics and political/institutional analysis, this course develops in EdD students the skills necessary for informed analysis of education policy.

Learning Objectives:

At the end of EdD 602, a student that attends all meetings will be able to:

1. Understand the difference between a “positive” and “normative” approach to education policy analysis.
2. Explain the basic tenants of microeconomics and their appropriate use in education policy analysis.
3. Apply a formal systematic approach to effectively identifying an education policy concern, offer potential alternative solutions to it, and lay out the tradeoffs of one alternative solution compared to the others.
4. Comprehend better some of major policy issues affecting preK-12 and community college education and defend positions on them using a clear theoretical framework.
5. Realize that many disagreements on education policy are rooted in the relative value that one places on “efficiency” and “equity”.
6. Communicate more effectively in writing and in person on education policy issues.
7. Propose a topic for their EdD dissertation that uses the methods taught here.

Pedagogy:

I expect that you will attend all of the scheduled class sessions. I realize that life may intervene and thus I allow the buffer of missing an absolute maximum of only one four-hour session (either a Friday or half a day Saturday). If choosing to exercise this undesirable option, you will receive a failing grade on homework due on that day and a reduction in your classroom participation grade. If you miss more than one four-hour session, you will receive a failing grade in the course (no exceptions).

To measure your attendance, and prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, maximum two-page answer to the numbered discussion question (that corresponds to the first letter of your last name) that are posted on SacCT Power Point slides the week before they are due. You will also need to send me an electronic copy in Word form. There will be one of these due for a Friday night meeting (including the first night we meet) and one of them due for a Saturday meeting. You can only turn these in yourself and on the meeting you attend. I will look them over and return them to you within a week (outside my office door or by mail if you provide self-addressed and stamped envelope) of the class meeting with a grade based upon how well you satisfy the rubric (included below) I have established for these.

Note that I am asking for a specific form of writing in answering these questions. I will post at SacCT one week before your first assignment is due, examples of this form. Feel free to contact me in advance of our first meeting if you wish to discuss what I am looking for. Note that an assignment is due the first Friday night we meet and the first Saturday.
If there are concepts or ideas covered in a meeting that you did not understand, it is important to your overall success that you get these misunderstandings resolved before the next time we meet. You can do this by: (1) talking to your fellow classmates (I encourage you to form study groups or electronic study networks), (2) visiting me in my Monday or class-time office hours, (3) sending an e-mail question to me at rwassme@csus.edu, or (4) phoning me at (916) 278-6304. My promise to you is that if I am not in my office, I will respond to your Monday through Friday e-mail or phone call within 24 hours.

The murky concept practice I use is that each receives a page of lined paper at the end of four hours of class. PRINT your name and date at the top of this page, and PRINT out a question formulated from the reading or class discussion on a concept, idea, institution, theory, application, term, etc. that that requires greater explanation from me. Turn these sheets into me and I will record you doing this for the partial basis of your participation grade. I will the look these over before we next meet and be ready to help clarify what remains murky at the start of our next meeting. If I do not clear up your murkiness, be sure to ask further questions.

Questions, comments, and discussion about material assigned for a meeting are always encouraged during that class. In office hours, break, lunch, and/or after class, I am pleased to discuss a suggestion on my pedagogy, education policy in general, the EdD Program, your career plans, and/or your planned dissertation topic. To insure a passing participation grade, please stop by to visit at least once during office hours or chat with me in class breaks.

A well prepared student for class will complete all reading and listening assignments, look over my PowerPoint notes, formulate answers to the discussion questions poised each week (you should think about all of the questions asked and not just the one assigned to you that week), and prepare to actively participate in the class discussion. I will call upon those who do not participate willingly.

Given that you are doctoral students, have done the assigned readings before coming to class, have looked over my Power Point notes that summarize the important concepts from the reading, and all desire to become working professionals that can apply the concepts covered in the readings to real world situations in California state and local education and government applications, the appropriate pedagogy for this class is not as displayed in this “classic movie scene”.

I will do my best to conduct this class instead in an active-learning, discussion-based, and full-participatory format. This means I will not run through the Power Point slides one-by-one. We will instead rely upon classroom discussions of your prepared answers to the weekly questions, additional discussion questions I pose in class, and the “murky concept” questions that I receive from you at the start of every four-hour class session.

Homework Question Feedback, Revision, Reflection, and Self-Editing:

One of the goals of a doctoral program is to raise the level of written communication of those attending it. To earn the EdD, you will need to complete a doctoral dissertation that will take a higher level of writing skill than what you have already demonstrated in your master’s program. Thus, I will offer a bit of assistance in this area through an additional requirement described next.
If you receive less than an “A-” (3.7) grade from me on the assignments required for every four-hour class period, you are required to rewrite it after reflecting upon the comments I have given you on it, and upon the comments you will solicit from an assigned writing partner among your peers. When you submit your revision back to me, please include with it the original marked up version and grading rubric that I completed, and the same from your assigned writing partner. When requested to view someone’s writing assignment as a peer reviewer, you will have a maximum of one week to get your comments back. If it takes longer, and the person you are reviewing complains to me, you will receive a failing grade in one of your required writing assignments.

You may revise a maximum of two assignments. However, if you have two or more assignments with less than an “A-” grade from me, two need revision. The process of revision must begin the week after you receive less than an “A-” on any homework question. When you have feedback from your peer reader and me for your first revision, you must stop by my office hours or see me after class to discuss in person your planned revision. The requirement is to do this once, but you may do it for all two of your revisions if desired.

In addition to the examples posted at SacCT before we meet, on the first night of class I will offer further instruction on writing your responses to the requested questions in a form that is appropriate to the applied professional discipline of education policy and administration. Also, see the rubric at the end of this syllabus. Further instruction will come as needed throughout the semester. Submit all revised assignments to me within two weeks of receiving less than an “A-” on any of them. I will accept no revisions after November 12.

**Student Name Placards:**

I ask that each of you create a first name placard (with material I will provide on first day of class), bring it to class each week, and place it in front of you for each class meeting. I know this will help me greatly in learning your names. I hope it will also assist you in a quicker learning of your classmates’ names. I will address you by your first name and you may do the same with me.

**SacCT:**

This course requires that you have access to SacCT. On SacCT I will post a PowerPoint outline of material covered in each meeting and the discussion questions you are responsible for. These will be available one week before the class meets. Submit your answer to discussion question answers in paper form by the end of class. Your grades will be accessible through SacCT. SacCT also allows e-mails to fellow students and chat rooms participation. Access it at [http://www.csus.edu/sacct](http://www.csus.edu/sacct).

**Final Paper:**

I provide details on the final paper, due November 12, at the end of this syllabus. We will devote class time to a further discussion of this.
Grades:

Where appropriate, I base grades on the following table:

<table>
<thead>
<tr>
<th>Percent Correct</th>
<th>Letter Grade</th>
<th>Number Grade</th>
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</thead>
<tbody>
<tr>
<td>100-97</td>
<td>A+</td>
<td>4.3</td>
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<tr>
<td>96-93</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>92-89</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>88-85</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>84-81</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80-77</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>76-73</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>72-69</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>68-65</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>64-61</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>&lt;61</td>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

I assign a number grade to everything you do. Your overall course grade comes from these number grades.

I record all number grades in SacCT. If you see a recorded grade that is different from what I assigned, it is your responsibility to have me correct it by bringing back the assignment with the correct grade on it.

I base the final grade in the course on these percentages:

Average grade assigned on six memos (50%), class participation (20%), and final paper (30%).

I strictly follow University policy for dropping and receiving an incomplete for this course. You must complete the final paper to receive a passing grade of at least a B (3.0).
Schedule:

**Meeting 1, Friday, October 7, 5:30 - 9:30 p.m.**

1. Introductions/Photos (I will take one of you)
   - Review Syllabus
   - Review HW format
   - What is Education Policy?
   - What is the most pressing education concern that California faces in 2016?
2. *Talking Politics*
   - Know about Constitution and Legal System
   - Know about American Economic System
   - Know about Science
   - Know about Politics
3. *Intro to Public Policy*
   - Chapter 1: Public Decision Making
   - Chapter 2: Why is it so Hard to Make the World a Better Place?

**Meeting 2, Saturday, October 8, 8:00 a.m. - 5:30 p.m.**

1. Murky Questions?
   - [Fixing the World Bang-for-the-Buck Edition](#), Freakonomics Podcast
2. *Intro to Public Policy*
   - Chapter 3: Understanding Behavior (Rational Man and Women)
   - [Behavioral Economics Website](#) (Read, Look at Links, Watch TED Video)
3. Murky Questions?
   - *Intro to Public Policy*
     - Chapter 4: Understanding Group Behavior (Collective Action)
     - Where is the “Collective Action” in Obama Education Policy?
4. *Intro to Public Policy*
   - Chapter 5: Evaluating Social Welfare
     - Eleven Facts about Education and Poverty in United States
     - Ten Facts About How Poverty Impacts Education
(5) Sources of CA Education Policy Research

http://www.lao.ca.gov
(Legislative Analyst's Office)

http://sor.senate.ca.gov
(Senate Office of Research)

http://calbudgetcenter.org
(CA Budget and Policy Center)

http://www.ppic.org/main/home.asp
(Public Policy Institute of CA)

http://www.wested.org
(WestEd)

http://edinsightscenter.org
(Sac State’s Education Insight Center)

**Meeting 3, Friday, October 21, 5:30 - 9:30 p.m.**

(1) Murky Questions?

*Intro to Public Policy*
Chapter 6: The Political Process

(2) *Intro to Public Policy*
Chapter 7: The Market System

(3) *Ravitch on Education*, EconTalk Podcast

*Hanushek on Teachers*, EconTalk Podcast

**Meeting 4, Saturday, October 22, 8:00 a.m. – 5:30 p.m.**

(1) Murky Questions?

*Intro to Public Policy*
Chapter 8: The Role of Government

*Intro to Public Policy*
Chapter 15.4: Deciding Between Public or Private Provision

(2) *A Practical Guide for Policy Analysis*
Appendix B: Things Government Do

*Intro to Public Policy*
Chapter 15.3: Mechanisms of Changing Behavior

(3) Murky Questions?
A Practical Guide for Policy Analysis
Part 1: The Eightfold Path (Steps 1-4)

A Consideration of Options to Expand the Productive End
Use of Scrap Tires in California, Wassmer SacCT Post

Is America’s Education Problem Really Just a Teacher Problem? Freakonomics Podcast

Meeting 5, Friday, November 4, 5:30 - 9:30 p.m.

(1) Murky Questions?

Intro to Public Policy
Chapter 9: Gathering and Measuring Information

(2) Intro to Public Policy
Chapter 10: Basic Data Analysis

(3) Which Teacher is Worth More Money? Planet Money Podcast

Meeting 6, Saturday, November 5, 8:00 a.m. – 5:00 p.m.

(1) Murky Questions?

Questions/Assistance on your final paper

Intro to Public Policy
Chapter 11: Introduction to Regression Analysis

Debt Burdens of California State and Local Governments:
Are they too large? Wassmer SacCT Post

Policy Lessons from California Public Schools that Achieve Higher than Expected, CA Senate Office of Research

(2) Intro to Public Policy
Chapter 12: Cost-Benefit Analysis

(3) Murky Questions?

Intro to Public Policy
Chapter 13: Program Evaluation
(4) *Intro to Public Policy*
   Chapter 14: Role of Institutions

(5) *The Education of Michelle Rhee*, Frontline Video

   *Comments on Michelle Rhee*, Dianne Ravitch’s Blog
Name: _________________________________ Grade: _____________________

Grading Rubric for Weekly Discussion Questions

EdD 602

Fall 2016

Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 6-7, Poor = 5 or <, Absent = 0

<table>
<thead>
<tr>
<th>Required Content</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>Include your full name and reproduce the complete discussion question on a separate cover page (that does not count toward two-page limit). Document is double-spaced, no more than two typed pages long, with one-inch margins, and 11 font.</td>
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<tr>
<td>Begins with an appropriate introductory paragraph that describes topic and layout of write-up.</td>
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<td>Finishes with an appropriate concluding paragraph that summarizes answer to discussion question asked.</td>
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<td>Paragraphs and transitions between them flow smoothly.</td>
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<td>Appropriate writing style and language use for a college-educated reader not familiar with the topic.</td>
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<td>No grammar or spelling errors.</td>
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<tr>
<td>Answer appropriately draws upon at least one piece of outside material relevant to the discussion question, and cites this material, and all material referenced, using APA style (see style manual) on separate reference list that does not count toward two-page limit.</td>
<td>30</td>
<td>27</td>
<td>24</td>
<td>21</td>
<td>18</td>
<td>0</td>
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<tr>
<td>Answer appropriately addresses discussion question by drawing upon assigned reading related to it (three times other value).</td>
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Total score (100 possible)
Final Assignment

EdD 602 – Fall 2016 – Professor Rob Wassmer

Due November 12, 2016 at 6 p.m.

One Grade Deduction for Every Portion of a Day Late

Submit Only a Word electronic copy in one file to rwassme@csus.edu

Overview

You are to write no more than an eight-page, typed, and double-spaced document (11 Times New Roman Font, one-inch margins all around) that represents a briefing paper to your boss (CA Governor, Senator or Assemblyperson; Superintendent, College President, Chancellor, etc.) on how to take an economic-based approach to thinking about, defining, and offering a solution to your choice of one of three CA-based education policy concerns that I will provide.

I will use the rubric contained on the next page to score your briefing paper and assign it a grade. Pay careful attention to what this rubric is asking for and the further instructions offered below. Think about writing a paper that incorporates as much of the concepts/approaches learned in this course as possible. Thus, write something that you would not have been able to do before taking this course.

Instructions

You should structure your answer as an essay with an appropriate cover page, introductory section that describes what is in the essay, section headings that cover the requested material, and a concluding section. You will need a reference list at the end and citations must be in APA style (see style manual)). Tables and figures should be included in an appendix to the essay and they do not count toward your eight-page limit. I will not read beyond eight pages. (Your cover page and reference list is not part of this eight-page limit.) Other than these constraints and including the mandatory components described below, the remaining form of the write up is up to you.

Specifics That Need to Be Included

(1) Specifically identify the official you are writing for. Be sure to write at a level of explanation and tone for someone in this position. (They are
likely college educated, but do not assume any prior economic or policy analysis knowledge.)

(2) Be clear on the purpose of this document in an introductory section and describe at the close of your introduction how your structure your write up into specific sections. Use section headings throughout paper. End with a section that features your specific conclusions.

(3) Place in bold in your introduction a one-sentence problem statement in the form suggested by Bardach. Also, include additional paragraphs that describe the magnitude of the policy problem you have chosen, the magnitude of change required for a solution, and why the problem warrants public intervention.

(4) The section after the introduction should be at least two pages long and describe in appropriate detail the public policy problem within the context of the economics and policy framework learned in this class. Carefully look over your notes and describe the economic and policy concepts learned that will help your client better understand both why the government should get involved with this problem and the alternatives you are proposing. Consider this a section that you could not have possibly written before taking this class – so demonstrate to me what you have learned. Also, include a figure to stimulate interest in your topic.

(5) Choose three alternatives that could solve the policy problem. Describe each of these alternatives in more detail in a half-page or more. Appendix B in Bardach, and Chapter 15,3 in Wheelan, can help in your constructing of these alternatives.

(6) Choose and describe three different criterions to evaluate the desirability of the three alternatives put forward. Describe each criterion in a half-page or more. Should different weights apply to criteria when deciding best alternative?

(7) Conclude with your recommendation on what alternative to pursue to tackle the policy problem. Be sure to detail your justification for choosing this alternative.

(8) Turn on the grammar check in Microsoft Word (or use another one) and be sure to correct all issues. I will do the same when grading and grade you down for common grammar/spelling problems flagged out. Pay particular attention to eliminating the presence of passive voice.
# Grading Rubric for Final Exam, EdD 602, Fall 2016

## Preliminary

Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 6-7, Poor = 5 or <, Absent = 0

<table>
<thead>
<tr>
<th>Required Content</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and organization (20 points): appropriate introduction and conclusion, organization of paper clearly described in introduction and done as stated</td>
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<td>Writing mechanics (10 points): grammar, word choice, and sentence structure</td>
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<td>Presentation (10 points): appropriate and attractive format; Explanatory figure included</td>
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<td>Citations (10 points): accurate citations and listing of references using APA style</td>
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<tr>
<td>Public policy problem statement (10 points)</td>
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<td>Layperson’s description of use of Bardach analysis (20 points)</td>
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<tr>
<td>Very specific justification for public intervention into this problem based upon what learned from Wheelan (30 points)</td>
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<tr>
<td>Write up and citations to justify choice of alternatives to solve policy problem (20 points)</td>
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<tr>
<td>Write up and citations to justify choice of criteria to evaluate alternatives (20 points)</td>
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<td>Demonstration of your mastery of economic concepts taught in this course (30 points)</td>
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<tr>
<td>Policy recommendation given (20 points)</td>
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</tbody>
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**Total Score**  
(200 Possible)