

**Syllabus for PL SC 490, Section 201**  
**Public Policy Making and Evaluation**  
**Summer 2014**  
**MTWThF 9:35 am – 10:50 am, 111 Borland Building**

**Lecturer:** Mr. Daniel J. Mallinson, Ph.D. Candidate

Office: 231 Pond Lab  
Email: [mallinson@psu.edu](mailto:mallinson@psu.edu)  
Office Hours: By appointment (via e-mail)

**Course Description:** What is more important, clean water or jobs? Should a policy maximize effectiveness or efficiency? Is it possible to balance these things? This course examines the struggle over competing values and ideas during the policy making process. It explores how the selection and definition of policy goals (i.e., equity, efficiency, welfare, liberty, and security), problem definitions, and solutions shapes our evaluation of public policy. The course will draw on practical and current examples from policy debates at all levels of the American federal system (i.e., federal, state, and local). Additionally, students will learn research design tools for the purpose of evaluating policies. To that end, students will build throughout the course toward designing their own policy evaluation on a topic of their choice.

**Prerequisites:** PL SC 001 Introduction to American Government. This course will assume that the students have a grasp on the basic structure and function of the American federal government. Additionally, we will be using [Twitter](#) for the course, so each student will need to have an account. Of course, you are welcome to create a separate account for course use if you would prefer to not use your personal account.

## **Learning Goals and Objectives:**

- Goal 1: Students will learn how to identify the values and goals of public policies
  - Objective 1a: Students will be able to identify competing values and goals in proposed public policies
  - Objective 1b: Students will be able to appraise the compatibility and conflict between different values and goals
- Goal 2: Students will learn how their own values shape their view of public policy choices
  - Objective 2a: Students will diagnose their own values and how those values shape their view of appropriate policy goals

- Goal 3: Students will gain tools for performing their own policy evaluation
  - Objective 3a: Students will design a policy evaluation on a topic of their choosing
  - Objective 3b: Students will formulate an appropriate research question and select the appropriate measures and method for answering that question

**Methods for Learning and Teaching:** This course will contain a mix of lecture and class discussion. It is vital for your own comprehension of the course material that you come to class prepared to discuss the readings and any relevant happenings in the news. To facilitate this, we will hold a semester-long discussion on [Twitter](#) about policies that are currently being evaluated across the country. Periodically, you will be tested on your comprehension of the core concepts of the class. Additionally, the final policy evaluation design project will help you develop “real world” skills in evaluating public policy proposals.

## Expectations

**Attendance:** Your attendance in class is always expected. Attending class will allow you to keep up with the rapid pace of a summer session course and provide for meaningful discussion as a class. I will be taking attendance in order to grade participation, but also as a way to get to know you. Please contact me via [e-mail](#) if you are unable to attend class. I will follow the University’s attendance policy when it comes to excused absences. See <http://www.psu.edu/ufs/policies/42-00.html#42-27>.

**Preparation and Participation:** Since this is a 400-level course, I expect you to read the assigned material before class and be able to discuss what you read in class. Contributing to class discussion will make the course more interesting and will enhance your understanding of the material. Furthermore, it is important to keep up with current policy debates in the news, since they will be useful for reinforcing the concepts discussed in class.

**Be Flexible:** While the syllabus represents an agreement between us, I reserve the right to revise and modify it throughout the course, if it is necessary to achieve our goals. Situations beyond either of our control can also emerge that require changes to the course. I will notify you of any changes made throughout the course.

**Cell Phones and Laptops:** Please be respectful of your fellow students and me by silencing your cell phone during class and limiting laptop use to only class-related activity.

**Current Events:** Politics happens in real time and the material we cover in class relates to these events. This is a great opportunity to become informed about political happenings nationally and in Pennsylvania. There will be a running opportunity to comment on current events on [Twitter](#). See Appendix B for more information.

**E-mail Policy:** I will work to respond to e-mails within 24 hours during the week and 48 hours on the weekend.

## Readings

The following book is required for the course:

Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*. Third Edition. New York, NY: W.W. Norton & Company. ISBN: 978-0-393-91272-2.

There are other required readings for some classes. Additional readings drawn from books will be made available on ANGEL. Articles from scholarly journals should be found using LionSearch. Finally, links are provided in the course schedule and on the [course website](#) for material located on the Internet.

## Grading

In order for you to keep track of your grades, and to prevent miscalculation at the end of the semester, I encourage you to keep account of your grades. Each component of your final grade will receive the following weight:

Policy Topic Write-Up	5%
Testing Concepts 1	10%
Testing Concepts 2	10%
Testing Concepts 3	10%
Final Policy Analysis	50%
Twitter Activity	5%
Attendance and Participation	10%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	76 to 79
C	70 to 75
D	60 to 69
F	59 and below

**Testing Concepts:** After each section of the course (roughly one week's worth of material) there will be a medium-sized take-home assignment. This assignment will test your understanding of the previous week's material and will also help you build towards your final analysis design project. This way, I can give you feedback about your design throughout the course in order to make it the best product possible. Each of the three assessments will be worth 10 percent of your final grade, or 30 percent in total. See Appendix C for more information on these three assignments. Please submit these **via email** in either Word or PDF format prior to the start of class.

**Policy Evaluation Design:** By the start of class on **July 11**, you will need to choose a specific policy problem of personal interest for your final assignment (e.g., Marcellus shale drilling, welfare, health care reform, etc.). You will use this policy to complete each of the testing concepts assignments. In the end, you will be required to write a policy briefing on your topic that evaluates the goals, problem definitions, and solutions offered to solve the problem. You will then need to design a policy evaluation based on the tools we learn in the last few weeks of class. This final project will represent 50 percent of your final grade and you will receive feedback on each phase of the project through the Testing Concepts assignments. The evaluation design is due on the last day of class, **August 13**. Please see Appendix C at the end of the syllabus for more details and grading rubrics.

**Twitter Activity:** As I mentioned above, policymaking happens in real time. It is not just something in a history book. Therefore, constantly changing policy dynamics provide a great opportunity to hone your skills of identifying the values, goals, and definitions that political actors use to frame current policy debates. We will use Twitter for this purpose. Your participation via [Twitter](#) will represent 5 percent of your final grade. Please see Appendix B at the end of the syllabus for a rubric and more details.

**Attendance and Participation:** Attending class is a must regardless of the semester, but with the intense nature of a summer class, it becomes even more important not to fall behind. Also, being a 400-level course, class discussion is very important. Thus, attendance and participation will represent 10 percent of your final score. Half of this grade will depend on the percentage of classes that you attend and the other half will be based on your level of participation in class. See Appendix A for participation grading guidelines.

**Make-Up Grades:** You are allowed to make-up academic work only in the case of excused absences. These absences may include missing class for a University-sanctioned activity (with proper documentation), illness, religious observance, or family emergency. If you know in advance that you are going to miss class, please contact me before the absence to make arrangements for completing the work. If you are absent for an unexpected reason, please check in with me as soon as possible. You will have one week from the day of your return to class to make up a missed assignment.

# Academic Dishonesty

The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation are responsible for checking with their instructor.

In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in class or take home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of any violation of academic integrity it is the policy of the Department of Political Science to follow procedures established by the College of the Liberal Arts. More information on academic integrity and procedures followed for violation can be found at <http://laus.la.psu.edu/current-students/academics/academic-integrity/college-policies/complete-college-policies-and-procedures>.

## Disabilities

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights and responsibilities please visit the Office for Disability Services (ODS) Web site at: [www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/). Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

# Course Schedule

We will attempt to follow this schedule as closely as possible, but we may take more time on some concepts and less time on others. For this reason, a digital version of this syllabus can be found on my website: (<http://sites.psu.edu/djmallinson/teaching/pl-sc-490/>). Slides used in class will also be posted on the online syllabus shortly before class. All changes to the schedule will be announced in class or via e-mail and the online syllabus will be constantly up-to-date. Required course readings and due dates for concept tests and the final project are listed in bold. Links to each additional reading are included in the syllabus on my website. If you have trouble with these links or with finding the scholarly journal articles, please do not hesitate to e-mail me. The abbreviation Stone refers to *Policy Paradox*.

## Week 1:

- July 2: Introduction to the class and each other. Introduction to sausage making.
  - Kraft, Michael E. and Scott R. Furlong. 2013. *Public Policy*, 4th Edition. Chapter 1. (See ANGEL)
- July 3: Differing Perspectives on the Policy Process
  - Kraft and Furlong. Chapter 3, pgs. 85-103 (See ANGEL)
- July 4: Independence Day — No Class

## Week 2:

- July 7: The Market and the Polis
  - Stone Introduction and Chapter 1
- July 8: Goals: Equity
  - Stone Chapter 2
- July 9: Goals: Efficiency
  - Stone Chapter 3
- July 10: Goals: Welfare
  - Stone Chapter 4
- July 11: Goals: Liberty
  - Stone Chapter 5
  - **Short write-up on policy topic due**

### Week 3:

- July 14: Goals: Security
  - Stone Chapter 6
- July 15: Goals: Putting the Pieces Together
  - No reading assigned
- July 16: Problems: Symbols
  - Stone Chapter 7
- July 17: Problems: Numbers
  - Stone Chapter 8
- July 18: Problems: Causes
  - Stone Chapter 9
  - **Testing Concepts 1 Due**

### Week 4:

- July 21: Problems: Interests
  - Stone Chapter 10
- July 22: Problem: Decisions
  - Stone Chapter 11
- July 23: Problems: Putting the Pieces Together
  - Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *The American Political Science Review* 87(2): 334-347.
- July 24: Solutions: Incentives
  - Stone Chapter 12
- July 25: Solutions: Rules
  - Stone Chapter 13

## Week 5:

- July 28: Solutions: Facts
  - Stone Chapter 14
  - **Testing Concepts 2 Due**
- July 29: Solutions: Rights
  - Stone Chapter 15
- July 30: Solutions: Powers
  - Stone Chapter 16
- July 31: Solutions: Putting the Pieces Together
  - No reading assigned
- August 1: Tools for Evaluation: Identifying the Problem and Asking Good Questions
  - Chapter 3 of Rossi Peter H., Mark W. Lipsey, and Howard E. Freeman. 2004. *Evaluation*. Thousand Oaks, CA: SAGE. (See ANGEL)

## Week 6:

- August 4: Tools for Evaluation: Experiments and Quasi-Experiments
  - King, Gary et al. 2007. “A “Politically Robust” Experimental Design for Public Policy Evaluation, with Application to the Mexican Universal Health Insurance Program.” *Journal of Policy Analysis and Management* 26(3): 479-506.
- August 5: Tools for Evaluation: Observational and Other Studies
  - National Research Council. 2012. *Using Science as Evidence in Public Policy*. Washington, DC: The National Academies Press.
    - \* Read [Appendix A: Selected Major Social Science Research Methods](http://www.nap.edu/openbook.php?record_id=13460&page=91):  
[http://www.nap.edu/openbook.php?record\\_id=13460&page=91](http://www.nap.edu/openbook.php?record_id=13460&page=91)
  - **Testing Concepts 3 Due**
- August 6: Tools for Evaluation: Selecting a Design, Measuring Concepts, and Validity
  - “Selecting an Appropriate Design for the Evaluation.”  
<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/experimental-design/main>.
  - Frankfort-Nachmias, Chava and David Nachmias. 2008. *Research Methods in the Social Sciences*, 7th Edition. Pgs. 94-103. (See ANGEL)
- August 7: Tools for Evaluation: Ethics
  - “American Evaluation Association Guiding Principles for Evaluators.”  
<http://www.eval.org/p/cm/ld/fid=51>



- August 8: Evaluation and Public Policy
  - Weiss, Carol Hirschon. 1999. “The Interface between Evaluation and Public Policy.” *Evaluation* 5(4): 468-486.
  - Begun, Audrey L. 1980. “Social Policy Evaluation: An Example from Drinking Age Legislation.” *Evaluation and Program Planning* 3: 165-170.

## Week 7:

- August 11: The Politics of Evaluation
  - Mohan, Rakesh. 2014. “Evaluator Advocacy: It is All in a Day’s Work.” *American Journal of Evaluation*.
  - Grob, George F. 2014. “How to Become an Effective Advocate Without Selling Your Soul.” *American Journal of Evaluation*.
- August 12: Political Science and Policymaking
  - John, Peter. 2013. “Political Science, Impact and Evidence.” *Political Studies Review* 11: 168-173.
- August 13: Wrap Up
  - **Policy Evaluation Design Due in class**

# Appendices

## A Participation Grading Guidelines

**A** = A student earning an A comes to nearly all classes prepared and can demonstrate superior comprehension of the material. They contribute to the class conversation, but don't dominate it. They make thoughtful contributions that advance conversation, showing interest in and respect for others views. They are demonstrably engaged in course material and content.

**B** = A student earning a B misses only a few classes, but attends having completed the readings and is able to demonstrate comprehension of the readings, perhaps lacking fully integrated views toward the material. They make thoughtful comments when called upon, show respect and interest in other students views, and occasionally contribute without prompting. This student is making a good-faith effort to participate in class, but may not have the integration of ideas of an A student or may not participate as often.

**C** = A student earning a C misses several classes, but arrives having completed the readings and able to discuss their most basic tenets. This student does not voluntarily contribute to class and gives only minimal answers when called upon. They are putting forward some effort, but appear to be uninterested in the material and do not participate much without prompting.

**D** = A student earning a D misses close to half of the classes, and when present has difficulty positively contributing. This student does not voluntarily contribute to class, and when prompted, gives responses that may be off-topic and demonstrate a lack of knowledge or preparedness. They are putting forth less than average effort in the course and may be having a negative impact on others.

**F** = A student earning an F misses over half of the classes, and when present, cannot demonstrate they have read the material or thought about the concepts. This student does not voluntarily contribute to class and does not give answers related to the question being asked when prompted. They do not appear to be interested in the content of the class and are putting forth a very minimal level of effort.

## B Twitter Participation

Politics is not just a component of history books. As we learn in this class, the policy process is shaped by competing frames and uncontrollable events. Therefore, it is important for a good analyst to keep up with the policies they care about in order to understand how their work fits into the broader debate and to ensure that the best policy solutions are offered. Social media provides an excellent mechanism for keeping up with current events and current research. In fact, I primarily use my Twitter account for learning about emerging scientific and methodological advances. Therefore, we will use Twitter in this class to keep up with current policy debates in State College, the U.S. states, and the federal government.

If you do not currently have a Twitter account, I am asking you to set one up. This does not mean that you have to follow anyone else or allow anyone else to follow you, but you will need to use the account for the duration of the class. If you do not have an account, you can go to [www.twitter.com](http://www.twitter.com) to set one up. Also, if you have Twitter, but do not want to share your handle with the rest of the class, feel free to make a temporary account for the remainder of the semester. This is not unlike some of my colleagues that have different public and private accounts for professional and personal purposes, respectively. My Twitter handle is [@djmallinson](https://twitter.com/djmallinson).

How are you expected to use Twitter during the course? There are two purposes for using Twitter. First, I want you to tweet any questions that you have when you are reading the material for class. That way I can better prepare to answer your questions in class and your peers can also answer them as you are reading. Second, I expect you to at least skim the national and state news to keep up with current events. You also have chosen a policy topic for your final project, so it would be good to follow current policy debates about that topic. When you read a news story about either the policy process or a recent policy evaluation, tweet it to the class using the hashtag **#plsc490**. Then, when other students or myself tweet articles, take a look at them and reply by pointing out concepts from class. For example, if you read about the results of a policy analysis on welfare that focuses on the cost of the program, note that the evaluators are focusing heavily on the goal of efficiency. I will demonstrate this in the first class and will also be tweeting throughout the semester, so it is ok if it takes you some time to get used to it.

*(See next page for grading scale)*

## Grading

You will be graded on the following scale, based on your overall amount of activity throughout the semester:

**A** = A student earning an A participates regularly throughout the summer session in two ways. First, they tweet original articles for the class to look at. Second, they respond to articles posted by their fellow students. The important factor is participation in both aspects throughout the summer session.

**B** = A student earning a B participates sporadically throughout the summer session by posting new articles and responding to other posted articles. This includes tweeting more frequently toward the end of the summer session.

**C** = A student earning a C primarily tweets new content OR responds to tweeted articles. This behavior is inconsistent throughout the semester.

**D** = A student earning a D rarely tweets, though does so occasionally.

**F** = A student earning an F chooses not to participate.

## C Testing Concepts and Policy Evaluation Design Assignments

The final project for this course builds successively throughout the class as we learn how to identify differences in goal, problem, and solution definition, as well as the tools to develop a rigorous evaluation project. Each step of the way, you will complete a Testing Concepts assignment that will evaluate how well you understand each of these components. Given that this is an upper-level course in Political Science, these evaluations will require higher-order thinking. First, you will be asked to select a policy problem that you find interesting. For example, you could choose environmental protection. The problem does not have to be a national one, so you can choose to focus on a state (e.g., Marcellus shale extraction in Pennsylvania) or local (e.g., provision of services) issue. A short write-up on this topic is due on **July 11**. Then, as we cover each unit in the course, you will use this topic to complete each of three Testing Concepts assignments: goals, problems, and solutions. Each of these assignments will be graded independently, however they will form important pieces of your final research design assignment.

As we transition from learning about policy framing and the policy process to learning about specific tools of policy evaluation, you will be expected to design a study that evaluates policy proposals and/or existing policies that address your chosen problem. The final proposal will merge the policy background assignment, three testing concepts assignments, and your study design into one final product.

The summer session is very condensed, so this approach allows me to evaluate your learning, while also spreading out the work in a useful way. Instead of writing one big final paper, you will receive feedback on 4/5 of the project throughout the summer session. Below you will find the instructions for each assignment. Please follow them carefully and ask me questions. Finally, three grading rubrics are provided following this section. **All assignments due via e-mail in either Word or PDF format by the start of class.**

### Policy Topic Assignment - Due July 11

For this first assignment, I want you to write 2-3 pages providing an introduction to your policy problem. Give a high-level summary of the problem, potential solutions that have been proposed, and the history of the issue. For example, if you were studying Marcellus shale policy in Pennsylvania you would describe the challenges the state faces in regulating and taxing the industry, as well as how shale extraction was not feasible before the introduction of horizontal drilling technology in 2005.

### Testing Concepts 1: Goals - Due July 18

For this first Testing Concepts assignment, I want you to discuss the differing goals that are discussed in the context of your policy problem. How do Stone's concepts of equity, efficiency, welfare, liberty, and security apply to that problem? *Note that they may not all*

*apply to your chosen problem, but tell me which apply, which do not, how they apply, and why.* Furthermore, Stone discusses the competition that often arises between goals. Which goals are at odds when it comes to your policy problem and is there a way to reconcile them? Make sure you cite Stone when discussing her concepts and also cite examples of your points from real policy debates. Please complete this assignment in 3-5 typewritten pages.

### **Testing Concepts 2: Problems - Due July 28**

Like the first Testing Concepts, I want you to apply the five different aspects of problem definition presented in Stone to your policy. What symbols are used to describe the problem? How is the problem quantified and are there conflicts over how to quantify it? Are the causes of the problem well known or is there a lot of speculation? What interests have a stake in the problem and how are those interests characterized? Finally, how do groups control the decision making process and the definition of alternatives for solving your policy problem? Again, please complete this assignment in 3-5 typewritten pages.

### **Testing Concepts 3: Solutions - Due August 5**

For the third Testing Concepts, I want you to discuss the primary solutions that have been proposed for your particular policy problem. How do incentives, rules, facts, rights, and powers play in to these different solutions? Are there solutions that seem particularly favored? Particularly disliked? To what extent are the solutions mutually exclusive and what areas of overlap and compromise are possible? Like the other assignments, please complete this in 3-5 typed pages.

### **Final Evaluation Design - Due August 13**

The final design will pull the first four assignments together by using them to set up a policy evaluation that you design yourself. The policy topic assignment (2-3 pages) should form your introduction, followed by three sections on goals, problem definition, and proposed solutions (3-5 pages for each). I expect you to take into account my comments on your earlier assignments. The goal is to refine the final product as much as possible.

The final section of the evaluation design is the research design component itself. I want you to design a study for evaluating one specific policy that has either been adopted or proposed for your chosen problem. Use the tools we discuss in the last two weeks of class to design your study. Choose a definition of the problem, an appropriate goal, and a solution that works to achieve that goal. Then, formulate a clear research question. Based on that question, choose an appropriate design (i.e., experimental, quasi-experimental, or observational). Lay out how you would go about measuring whether the policy is meeting its goal(s). Are you able to design an experiment that directly tests a treatment effect or is that impossible? If so, how will you study the outcome and what are the other confounding factors that could result in the same outcome? Assess the internal and external validity of your evaluation and its measures. Also evaluate any potential ethical challenges for your study. Finally, discuss how you will make the results known to policy makers. Who would be interested in the results and how would you get the information to them?

**Policy Topic Assignment Rubric**

Component Dimensions	Levels of Achievement			
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Summary of the problem (30%)	Unclear what specific problem is being addressed	Basic problem is clear, but its implications are not	Basic problem is clear and some implications are fleshed out	Clearly lays out the specific problem being addressed and the implications of that problem for society
Proposed solutions (30%)	No solutions presented	One or two solutions noted, but not described	Solutions have limited description	Clearly describes the solutions most often proposed and who proposes them
History of the problem (30%)	No history provided	Notes some basic facts about the background of the problem	Provides more description than basic facts, but the story is not well connected	Connects the history of the problem with proposed solutions and any political action that has been taken
Grammar and readability (10%)	< 10 errors	6-10 errors	3-5 errors	0-2 errors

**Testing Concepts 1, 2, and 3**

Component Dimensions	Levels of Achievement			
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Application of concepts (30%)	No or unclear application of class concepts to your policy	Some concepts are not appropriately applied	Appropriate application of some, but not all, concepts	Clear application of each concept to your policy
Practical examples (30%)	No practical examples of concepts provided	Practical examples provided, but not all are appropriate	Practical examples provided for some, but not all, concepts	Practical examples provided for each concept
References to class material (30%)	No direct references to class readings	A few disconnected references to class readings	Some appropriate connections drawn with class material	Clearly integrates class material with your policy topic
Grammar and readability (10%)	< 10 errors	6-10 errors	3-5 errors	0-2 errors



**Final Policy Evaluation Design**

Component Dimensions	Levels of Achievement			
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Application of previous feedback (10%)	No changes made on feedback from first four assignments	Limited application of feedback	Application of most feedback, but unclear why other feedback was disregarded	Applies most or all feedback and demonstrates why it was not incorporated in particular instances
Research question (20%)	No research question provided	Research question is vague	Research question is clear, but too broad	Clear and focused research question
Design (20%)	Few or no details provided on research design choices	Provides inappropriate justification for design choice	Provides appropriate, but limited, justification for choice of design type	Clearly justifies the choice of study design
Measures (20%)	No connection between research question, design, and how outcomes are measured	Loose connection between these elements	Clear connection between two, but not all three, parts	Clearly connects research question, design choice, and associated measures of treatment and outcomes
Internal and External Validity (10%)	No discussion of validity	Inaccurate discussion of one or both types of validity	Mostly, but not completely, accurate discussion	Accurately evaluates the internal and external validity of the chosen design
Ethics (10%)	No discussion of ethical implications of the design	Brief mention of ethical considerations	Discusses some ethical implications of the design	Thoughtful discussion of the ethical considerations of chosen and alternative research designs
Dissemination of Results (10%)	No discussion of how results will be communicated	Brief mention of how results will be reported	Some discussion of appropriate audience and venue	Provides a discussion of the appropriate strategy for sharing the results of the design so that they have an impact on policy
Grammar and readability (10%)	< 10 errors	6-10 errors	3-5 errors	0-2 errors