IDEA Objectives:
E: 2
I: 1, 3

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7300
COURSE TITLE: Policy/Systems Analysis, Evaluation, and Implementation

**Doctor of Education Program Attributes**
The manner in which we prepare educational personnel is informed by eight essential attributes: 
(1) Ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

**PROGRAM COMPETENCIES:**
The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted as Wilmington College MED School Leadership Program Competencies during the Spring Semester 2003 and as EDD Educational Leadership Standards in May 2005. The standards can be accessed at [http://www.cesso.org/content/pdfs/isllcstd.pdf](http://www.cesso.org/content/pdfs/isllcstd.pdf).

**NCATE/ELCC Standard 6: Program Competency 6:** the district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district.

**NCATE/ELCC Standard 1: Program Competency 1:** the district level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of the share district vision of learning.
Standard 6
Element 6.2: candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

**Learning outcome:** candidates demonstrate knowledge of the larger political, social, economic, legal, and cultural context; and ways that power and political skills can influence local, state, and federal decisions.

**Learning activities:** 1) assigned readings; 2) instructor presentations; 3) in class individual and group activities; 4) problem-based learning activities or instructor directed learning activities.

**Learning assessment:** 1) exercises from assigned readings; 2) individual and group discussions of research articles; 3) individual and group presentations as assigned.

Element 6.3: candidates understand and can anticipate emerging trends and initiatives in order to adapt district level leadership strategies.

**Learning outcome:** candidates demonstrate knowledge of future issues and trends that can affect districts; contemporary and emerging district leadership strategies to address these trends.

**Learning activities:** 1) assigned readings; 2) instructor presentations; 3) in class individual and group activities; 4) problem-based learning activities or instructor directed learning activities.

**Learning assessment:** 1) exercises from assigned readings; 2) individual and group discussions of research articles; 3) individual and group presentations as assigned.

Standard 1:
Element 1.3: candidates understand and can promote continual and sustainable district improvement.

**Learning outcome:** candidates demonstrate knowledge of continual and sustained district improvement models and processes, as well as district change processes for continual and sustainable improvement.

**Learning activities:** 1) assigned readings; 2) instructor presentations; 3) in class individual and group activities; 4) problem-based learning activities or instructor directed learning activities.
Learning assessment: 1) exercises from assigned readings; 2) individual and group discussions of research articles; 3) individual and group presentations as assigned.

Element 1.4: candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

Learning outcome: candidates demonstrate knowledge of future issues and trends that can affect districts; contemporary and emerging district leadership strategies to address these trends.

Learning activities: 1) assigned readings; 2) instructor presentations; 3) in class individual and group activities; 4) problem-based learning activities or instructor directed learning activities.

Learning assessment: 1) exercises from assigned readings; 2) individual and group discussions of research articles; 3) individual and group presentations as assigned.

METHODOLOGY

This course will use a combination of lecture, class discussion, presentations, videos, and cooperative and problem-based learning. Grades will be determined by the satisfactory and timely completion of assignments related to each course objective. All assignments must be completed by the last night of class.

DOCTOR OF EDUCATION ATTENDANCE POLICY:

The Doctor of Education attendance policy is in addition to the Wilmington University attendance policy which can be found on the University Website or through Blackboard.

Doctor of Education Policy:
In the Doctor of Education program, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Course Policy:
Unexcused absences, other than for bona fide emergencies, will result in a one-letter final grade reduction for each such absence.

Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.
STRUCTURED EXTERNAL ASSIGNMENT

Students will assume the role as a district leader and will be asked to provide the leadership in policy creation and implementation. The structured external assignment for EDD 7300 will be the vehicle for an individual assignment designed to assess the ELCC/NCATE Standard 6.0 and 1.0. Demonstrate the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The individual assignment must be typed, double-spaced and it must be submitted in APA format.

The individual paper should be submitted to the instructor on the sixth meeting of the class

Revised & Updated Spring 2013