COURSE NUMBER: EDD 7300

COURSE TITLE: Policy/Systems Analysis, Evaluation, and Implementation

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

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<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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COURSE DESCRIPTION:
Leaders operate in a complex web of political relationships within organizations, between organizations and their communities, and across levels of government. This course is designed to aid leaders in becoming more effective actors within this web of political relationships. It draws its intellectual base from research and theory in political science and public policy with application through case study and student projects.

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 discoursed 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.
I. 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.cccso.org/content/pdfs/isllcstd.pdf.

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.

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.

**II. 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.
III. SEA

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 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.

The SEA for EDD 7300 asks you to prepare a Structured External Assessment that investigates four major issues in your district from Standard 6. The four issues follow.

✓ (1) The relationship between politics and leadership and how each affects your school district.
✓ (2) How policy makers in your school district discern between policy, procedures, and regulations regarding allocation of resources to promote equity in the system.
✓ (3) Describe how policy makers engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
✓ (4) Identify the major state and local political positions that impact educational funding for your district and how to develop lines of communication to improve policies and laws that improve educational opportunities for all students.

The paper is to be 10 pages in length (normal APA format applies) and is best prepared as four separate sections. As much as possible attempt to provide some framework (interviews, minutes, newspaper articles) for your discussion. It should not simply be your point of view. Enjoy.
## SEA RUBRIC

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<tr>
<th>Anticipate and assess emerging trends and initiatives to influence local districts state and national decisions</th>
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<td>Focus of the Paper</td>
<td>Individual paragraphs and/or the paper as a whole are not focused. There is an abrupt shift from idea to idea, making it difficult to understand how the ideas are related. Writing as a whole has little, or no, sense of completeness. The introduction and conclusion is perfunctory. Much of the writing does not contribute to the development or quality of the paper. There is a weak connection between the paragraphs.</td>
<td>Individual paragraphs and/or the composition are somewhat focused. The writer may shift quickly from idea to idea, but the reader has no difficulty understanding how the ideas included in the composition are related. An introduction and conclusion is included, but are superficial. Some writing is extraneous and does not contribute to the paper development as a whole.</td>
<td>The paper and individual paragraphs are, for the most part, focused. There is generally a clear relationship between ideas, and few sudden shifts from one idea to the next. The paper has a sense of completeness. The introduction and conclusion add some depth to the paper ideas. Most of the writing contributes to the development or quality of the paper as a whole.</td>
<td>Focused paragraphs and paper ideas. Focus helps the reader to understand how the included ideas relate. Paper has a sense of completeness. Introduction and conclusion add depth to the paper. The writing contributes to the development or quality of the paper.</td>
<td>Extremely focused paragraphs and paper ideas. Paper is complete. The introduction and conclusions add cohesion to the overall ideas within the text. The excellence of the writing enhances the overall clarity, quality, and understandings of the paper.</td>
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College of Education  
Professional Partners  
Creating Environments for Learning  
Syllabus is sole property of Wilmington University
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<td><strong>Organization</strong></td>
<td>Little or no progression or logic of thought from sentence to sentence or from paragraph to paragraph. Absence of transitions and/or thought progression not evident even if there are transitions. Organization strategy is not evident. Ideas presented in a random way making the paper difficult to follow. Too many words and repetition make the ideas difficult to follow.</td>
<td>Thought progression not always smooth and logical. Meaningful transitions would strengthen the paper’s progression. Clearer link between ideas needed. Ideas not presented so that there is a clear link between ideas. The organization strategies do not enable ideas to be presented effectively. Some wordiness and repetition evident, but do not stall the progression of ideas.</td>
<td>Paper’s progression of thought is generally smooth and controlled. For the most part, transitions are meaningful, and links between ideas are logical. Organization strategy chosen is generally effective. There are minor issues with wordiness and/or repetition, but do not stall the progression of ideas.</td>
<td>Papers progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. Meaningful transitions and logical movement from idea to idea strengthens the paper’s progression. Organizational strategy enhances the clarity and effectiveness of the paper.</td>
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<td><strong>Idea Development</strong></td>
<td>Some ideas in the paper, but little or no idea development. Ideas so general and vague that the paper is difficult to understand. Omission of information creates gaps between ideas making it difficult for the reader to understand ideas.</td>
<td>Development explanations of ideas are brief and so the paper seems superficial, limiting the understanding and appreciation of the writer’s ideas. One or more ideas are attempted to be developed, but there is little evidence of deep thinking because the paper is somewhat general, inconsistent, or contrived.</td>
<td>Developed ideas are included. Some are more thoroughly and specifically than others. There is evidence of deep thinking, which leads to a general understanding and appreciation of writer’s ideas. Some ideas are thoughtful, but there is little evidence that the writer has been willing to</td>
<td>Deep thinking shown through some specific and thorough idea development. Thoughtful and insightful idea presentation. Experiences or views of the world make interesting connections among ideas. Compositional risks enhance the quality of the paper’s content.</td>
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<td><strong>Voice</strong></td>
<td>Omission of information creates minor gaps between ideas, although the ideas are understandable.</td>
<td>take risks when developing the topic.</td>
<td>Writing engages the reader and sustains that connection throughout most of the paper. The paper sounds authentic and original. Writer generally able to express individuality and unique perspective.</td>
<td>Writing is engaging and sustained throughout the paper. It sounds authentic and original. The paper provides individuality and/or unique perspectives.</td>
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<td><strong>Writing Conventions</strong></td>
<td>Errors in spelling, capitalization, punctuation, grammar, and sentence structure indicate a limited control of writing conventions. Although there are minor errors, they do not distract from the paper’s fluency. Generally appropriate words, phrases, and sentence structures that contribute to idea communication. APA style and rules are generally applied.</td>
<td>Consistent command of spelling, capitalization, punctuation, grammar, and sentence structure. Writer attempts to communicate complex ideas through interesting forms of expression. Minor errors may occur as the writer attempts to communicate complex ideas through unique forms of expression, but does not detract from the paper’s content. Words, phrases, and sentence structure Flawless command of spelling, capitalization, punctuation, grammar, and sentence structure. Writer communicates complex ideas through sophisticated forms of expression. No errors occur as the writer communicates complex ideas and there is no distraction away from the paper’s ideas. Words, phrases, and sentence structure.</td>
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<td>communication. Some APA style and rules applied.</td>
<td>and sentence structures enhance the effectiveness of idea communication. APA style and rules are consistently applied.</td>
<td>and sentence structures flawlessly enhance the idea being communicated. APA style and rules are flawlessly applied.</td>
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IV. COLLEGE OF EDUCATION ATTENDANCE POLICY:

The College of Education attendance policy is in addition to the Wilmington University attendance policy.

College of Education:
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.