WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

Course Title: Experiential Leadership: Leadership Issues

Course Number: EDD 7000

I. PROGRAM ATTRIBUTES COLLEGE OF EDUCATION

This course is structured to reflect the essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by ISLLC, INTASC, NCATE, and NASDTEC; and integrates Delaware standards for teachers and administrators. The framework document fully explicates each attribute. The complete framework can be accessed at:
http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

College 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.

II. DELAWARE SCHOOL ADMINISTRATOR STANDARDS

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 University 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.ccsso.org/content/pdfs/isllcstd.pdf.

Candidates for the Ed.D. in Educational Leadership are expected to achieve the following Program Competencies:
A. **The Vision of Learning**: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community**: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics in Learning**: Act with integrity, fairness, and in an ethical manner.

F. **The Political, Social, Economic, Legal and Cultural Context of Learning**: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. Providing significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills in Competencies 1-6 through substantial, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.

These standards will also guide the coursework and learning opportunities for students enrolled in the Organizational Leadership track of the Wilmington University EDD program. Just substitute the word organization in most places where the word school appears and you will find them applicable to the general organizational context as well. Even other kinds of organizational entities can be considered “learning” organizations. (More about the learning organization concept in class).

III. **LEARNING GOALS, OUTCOMES, AND ACTIVITIES FOR EDD 7000**

This course has been designed to foster students’ acceptance of responsibility for their own leadership development. Students are required to demonstrate self-leadership in visioning and planning a journey that will enable them to grow as leaders throughout and beyond their doctoral program.

**Goal #1**: The Cohort will become an engaged and bonded leadership learning community that will encourage, nourish, support and sustain its’ members through the doctoral program and beyond.

**Learning Outcome**: Students will be active and enthusiastic members of the Cohort leadership learning community. (ELCC 5.1, 5.2)

**Learning Activities**: Students will:
- read journal articles on what it means to be a learning community.
- participate in a small group project focused on developing a plan to create and sustain the Cohort leadership learning community.
- participate in the culminating class learning community presentations and discussion with kibitzers.
**Learning Assessment:** Students will:
- demonstrate their understanding of what it means to be a learning community in their small group presentations for the learning community project. Both group and individual assessments will be made by the instructor, members of the class, and members of the group using rubrics provided for the assignment.

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**Goal #2: STRUCTURED EXTERNAL ASSIGNMENT – CECRAM**

Through self-reflection and guided assessment, students will develop a clear, baseline picture of who they are, what kind of leader they are currently, what kind of leader they would like to be and what qualities, skills and abilities need further refinement or development in order to become a more effective leader. (ELCC 1.1 and 2.4)

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**Learning Outcome:** As a result of multiple internal and external assessments, students have an “accurate” picture of themselves as leaders and what they need to learn to become even more effective leaders of their own and others learning.

**Learning Activities:** Students will:
- participate in a variety of on-line and in-class leadership assessments.
- solicit feedback from those who have experienced their leadership as followers and as observers.
- create an initial assessment of their leadership skills and development needs
- generate a list of goals for leadership development during the doctoral program
- generate an initial list of resources (people and information) that may prove useful in attaining these goals.

**Learning Assessment:** Students will:
- submit the leadership development goals and initial list of resources for review by both the class instructor and their advisor. Both the class instructor and advisor will provide feedback which can be used in developing the students’ Personal and Professional Growth Plan.

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**Goal #3:** Students will be self-directed, self-motivated individuals with a clear vision of who they are and what kind of learning experiences will enhance their growth as leaders of innovation and change. (2.4c)

**Learning Outcome:** Upon completing the course, the students will have initiated a relationship with their assigned advisor, started their Professional Growth Plan and shared this Plan with both their advisor and course instructor and field mentor.

**Learning Activities:** Students will:
- find resources related to their leadership learning needs, read extensively in areas of need, and discuss with colleagues, mentors and advisors their personal and professional growth needs and how best to address them.
- develop a Personal and Professional Growth Plan (guidelines and rubric provided) based on their self-assessment and stated goals for leadership development. The learning plan will include: a vision for their leadership development, as well as the resources they plan to draw on in realizing their vision.

**Learning Assessment:** Students will:
- Post their Personal and Professional Growth Plans in their leadership portfolio. These plans will be graded using the provided rubric.
Goal #4: Students will possess the necessary oral and written skills to persuasively communicate their vision and plans for leadership development during the doctoral program. (1.2)

**Learning Outcome:** During the course, the students will demonstrate oral and written competence through the submission of required papers (according to guidelines and in APA format as modified by the Doctoral Program) and the oral presentation of individual and group projects.

**Learning Activities:** Students will:

- participate in the oral presentation of the group project on the Cohort learning community.
- present a well-written Personal and Professional Growth Plan (guidelines and rubric provided) based on their self-assessment and stated goals for leadership development.
- The growth plan will include: a vision for their leadership development, as well as the resources they plan to draw on in realizing their vision. APA format as modified by the Doctoral program will be used

**Learning Assessment:**

- Student oral presentation skills will be assessed according to the provided rubric for oral presentation of the group project.
- Student written presentation skills will be assessed according to the provided rubric for the Learning Plan for Leadership Development.

**COURSE FORMAT, METHODS AND EXPECTATIONS**

A variety of instructional methods will be employed during the term, including: journaling and reflective written exercises, class and on-line discussions, small group exercises and problem-solving, student reports and presentations. Typically, class meetings will involve small and large group discussion/debate. Your contributions and participation are vital to the success of your learning experience. This is not a course in which you can sit back and listen. It requires active participation at every class and throughout the week in online activities. It is expected that students will complete the tasks listed in the syllabus, as well as those assigned during the course. There will be both graded and un-graded assignment. All assignments, whether graded or un-graded must be completed by the final class to earn a passing grade in the course.

EDD7000 will meet for five hours each of the first six weeks at the scheduled class time and location. The final class will bring together all members of the Cohort in Dover, date TBA, for a culminating event. Members from each location will present their location’s plan for developing a leadership learning community for the Cohort. Kibitzers, knowledgeable about learning communities will attend and discuss the presentations.

Students will be responsible for creating a Blackboard based, on-line portfolio during the course. This portfolio will become an ongoing part of each student’s learning process throughout their Ed.D. program. Space will be provided for your Learning Plan for Leadership Development; a Learning Activity Log and accompanying reflections; course reflections; best papers and other products, such as resources that you’ve found valuable in the course of the program. Basically, the Leadership Portfolio will serve as a repository for evidence or materials that you feel demonstrate your ability to meet the Wilmington University Ed.D. Program and ISSLC.
standards. During this first course it will be used to post and store all graded assignments.

Students are expected to:
- Keep a reflective journal during the course in which they contemplate and comment on life and learning experiences relevant to their leadership quest.
- Read not only the assigned materials, but explore other print and on-line resources related to their own leadership issues and needs.
- Use Doctoral Program adapted APA formatting for all written papers (Guidelines provided at first class).
- Fully engage in the group assignment for the class. No dead-beat group members allowed.
- Participate actively and substantively in the class and small group Blackboard discussions that will run throughout the course.
- Take responsibility for leading your own leadership development.

During the term you are responsible for contacting your assigned advisor and discussing your leadership plan. Do not wait until the last week of class to meet with your advisor. This will be an important person in helping you move through the program successfully.

Representative texts and/or supporting resources:


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