WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7204
COURSE TITLE: The Art of Leadership

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.

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, adopted as Wilmington University MED School Leadership Program Competencies during spring 2003, and the EDD Program Competencies in spring 2005.

NCATE/ELCC Standard 1.0: A district-level educational leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve institutional goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

NCATE/ELCC Standard 1; Program Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

Learning Outcome:
The student will understand how to design and support a collaborative process for developing and implementing a vision of learning; that is articulated with a respect for students, families and
community partnerships; develop a comprehensive plan for communicating the vision to appropriate constituencies; and to formulate plans to steward the vision.

Learning Activities:
1) Required Text assigned readings; 2) Research based assigned readings; 3) Web-based assigned readings; 4) Instructor presentations; 5) In-class individual and group activities; 6) Problem-based learning activity or Instructor directed learning activities; 7) Homework assignments.

Learning Assessment:
Exercises from assigned text readings and both group and individual discussions of research articles.
Please note: Instructor may substitute other learning activities and assessments in place of the Learning Activities and Assessment listed above

NCATE/ELCC Standard 1; Program Element 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

Learning Outcome:
The student will be able to develop and use evidence centered research strategies and strategic planning processes; create strategic and tactical goals; collaboratively develop implementation plans to achieve those goals; and evaluate improvement processes.

Learning Activities:
1) Required Text assigned readings; 2) Research based assigned readings; 3) Web-based assigned readings; 4) Instructor presentations; 5) In-class individual and group activities; 6) Problem-based learning activity or Instructor directed learning activities; 7) Homework assignments.

Learning Assessment:
Exercises from assigned text readings and both group and individual discussions of research articles.
Please note: Instructor may substitute other learning activities and assessments in place of the Learning Activities and Assessment listed above

NCATE/ELCC Standard 1; Program Element 1.3: Candidates understand and can promote continual and sustainable district improvement.

Learning Outcome:
The student will be able to identify strategies to build organizational capacity to support improvement, strategies to identify leadership capacity, create plans to develop transformational change.

Learning Activities:
1) Required Text assigned readings; 2) Research based assigned readings; 3) Web-based assigned readings; 4) Instructor presentations; 5) In-class individual and group activities; 6) Problem-based learning activity or Instructor directed learning activities; 7) Homework assignments

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2)

**Learning Assessment:**
Exercises from assigned text readings and both group and individual discussions of research articles.
Please note: Instructor may substitute other learning activities and assessments in place of the Learning Activities and Assessment listed above

**NCATE/ELCC Standard 1; Program Element 1.4:** Candidates understand and can evaluate progress and revise plans supported by district stakeholders.

**Learning Outcome:**
The student will demonstrate evidence of how to develop a plan to monitor program development and implementation of goals; and the interpretation of information and the communication of the progress toward achievement of the vision and the goals for all stakeholders.

**Learning Activities:**
1) Required Text assigned readings; 2) Research based assigned readings; 3) Web-based assigned readings; 4) Instructor presentations; 5) In-class individual and group activities; 6) Problem-based learning activity or Instructor directed learning activities; 7) Homework assignments.

**Learning Assessment:**
Exercises from assigned text readings and both group and individual discussions of research articles.
Please note: Instructor may substitute other learning activities and assessments in place of the Learning Activities and Assessment listed above

**METHODOLOGY:**
We will use a combination of lecture, class discussion, presentations, videos, and cooperative and problem-based learning. The assignments may be modified to match the pace of the course. Grades will be determined by the satisfactory and timely completion of assignments related to each course objective. Your grade is entirely within your sphere of control provided that you turn in the required assignments in a timely manner on or before the last night of class. In addition, all assignments are to be submitted APA format.

**CECRAM Structured External Assignment- NCATE/ELCC Standard 1:** Candidates are required to study the importance of the development of a shared vision for an organization. You will need to address the organization’s vision in terms of the four elements of the ELCC/NCATE Standard 1. You will be asked to compare and contrast your organization’s current state to one that will align with the elements 1.1, 1.2, 1.3, 1.4. You will need to evaluate the organization to the standards and synthesize your ideas with the concepts, theories, and research that you have learned in the course. Please refer to the assignment rubric and guidelines for details and project expectations.
Representative text and/or supporting resources:


Collins, J. (2002). *Good to great: Why companies make the leap ... and others don't*. New York, NY: HaperCollins Publisher Inc.


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