EDL/CLD 404: Contemporary Leadership Applications

Alignment Matters: Threading Learning Outcomes to Assignments & Assessment

Course Snapshot

EDL404-201: Contemporary Leadership Applications (Fall 2026)



Course Title: EDL/CLD404 Contemporary Leadership Applications

Modality: Online Asynchronous

Audience: Undergraduate (Sophomore – Seniors

Enrollment: 16 students

Design Goals

Upon review of the previous semesters of EDL/CLD 404, I identified challenges in the alignment of assignments to the course learning outcomes. Further, I recognized how this misalignment impacted assessment of assignments. Based on this review, I identified the following goals:

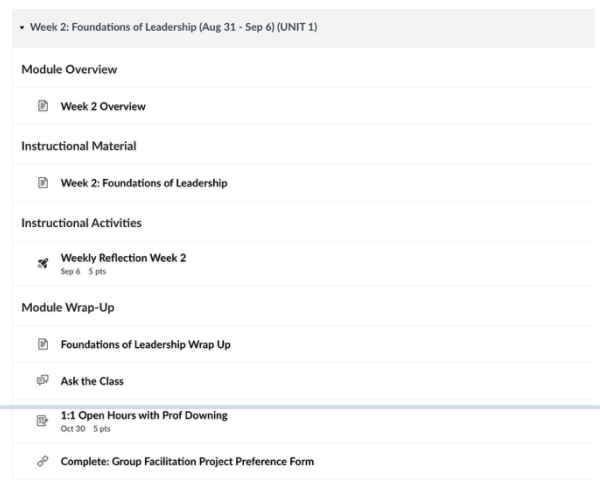
1. To revise learning outcomes
2. To revise assignments to better align with learning outcomes
3. To design rubrics for each assignment aligning with learning outcomes

Strategies & Tools

This course redesign prioritized General Standards 2 and 3

General Standards

- General Standard 1: Course Overview and Introduction
- General Standard 2: Learning Objectives (Competencies)
- General Standard 3: Assessment and Measurement
- General Standard 4: Instructional Materials
- General Standard 5: Learning Activities and Learner Interaction
- General Standard 6: Course Technology
- General Standard 7: Learner Support
- General Standard 8: Accessibility & Usability



Course Highlights

Learning Objective 1 (L1): Describe the Relational Leadership process and the role of informal leadership within organizations.

Learning Objective 2 (L2): Apply Relational Leadership concepts and strategies within real-world leadership situations that take into consideration diverse perspectives

Learning Objective 3 (L3): Construct leadership applications for community groups and/or organization settings

Learning Objective 4 (L4): Evaluate previous knowledge of leadership theory and self in connection to current relational leadership models

Quick Look: Course Learning Outcomes & Assignments

	Brief Description	Frequency	Points	Learning Objectives
Philosophy Statement	Self-reflective essay describing your views on leadership	One Assignment	20	L1; L2; L4
Case Reflections	Apply Relational Leadership concepts to real-world case studies	Six Assignments (10 points each	60	L1; L2; L3; L4
Weekly Reflections	Weekly knowledge check-ins & opportunities to pose questions	Weekly (5 points each)	75	L1; L2; L4
Group Presentation	Facilitate a presentation on a selected Relational Leadership Theory & its key concepts (40 points) Peer Response (5 points) Group Evaluation (5 points)	One group assignment with Weekly peer responses	50	L1; L2; L4
Final Project	Present on selected organization to explore Relational Leadership process	Scaffolded Assignments	100	L1; L2; L3
Course Participation	Includes • Intro group discussion board (5 points) • Open Hours 1:1 with Prof. Downing (5 points) • Overall Course engagement (10 points)	Multiple assignments	20	L1; L4

- Your Personal Leadership Journey
  - Reflect and describe an experience you have where you were a part of the leadership process. Be specific! Share like you are telling a story to a friend or journal entry) and include all of the following:
    - What was the organizational setting? (this can be a formal or informal space such as a classroom project, an internship, a job, a sports team, etc.)
    - What was the situation
    - What role did you play? (Share what role you felt you played in the process (i.e., formal leadership role or informal?)
    - Who else was involved? How did they influence your meaning-making of leadership?
    - What challenges and/or opportunities did you face?
    - How did this experience shape how you value leadership?
- Relational Leadership Perspective
  - Based on Clarke's highlighting of the Relational Leadership Perspectives (Refer to Weeks 3 & 4 content), which perspective do you feel your above experience most aligns with (i.e., entity perspective or socio-constructionist)? Identify why by identifying one aspect of the selected perspective's definition or key concepts to your above experience.

	Exceeds	Mastery	Near	No Evidence
Understanding of Relational Leadership Perspectives	Students exemplify clear understanding of relational leadership perspective by connecting to their own experience example . 8.5 pts	Students have an adequate understanding of relational leadership perspectives by identifying key terms but loosely connects to their own experience example. 6.37 pts	Students have a vague understanding of relational leadership perspectives by unclear connections of definitions to their own experience example. 4.25 pts	Student's understanding lacks significant clarity of relational leadership perspectives and does not apply understanding to their own experience example. 0 pts

Impact

- Clarity of assignments submissions
- Deeper assignment responses

Future Evaluation:

- Midterm Evaluations designed with CELT

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