

Transformational Leadership – Course Map

Course Foundation Components

Learner Profile Summary	Course Description
The learners for this learning opportunity are adult students enrolled in an online master's degree program of Transformational Leadership at a local university. They range in age from 25 to 55 and represent diverse professional backgrounds, with most working full-time in K-12 education, higher education, or education-adjacent fields. Learners are highly motivated to advance their careers by developing transformational leadership skills that they can apply to real-world challenges in their current and future professional roles. They are comfortable with self-paced online learning, demonstrate strong computer literacy, and regularly use Canvas, Perusall, VoiceThread, and Google Suite to complete coursework. The cohort values practical, engaging learning experiences, including collaborative discussions, annotated readings, videos, and written assignments. Because the degree program was launched on an accelerated timeline, this learning opportunity focuses on refining the course to improve alignment with program outcomes, strengthen student engagement, enhance usability and navigation, and promote greater continuity across the curriculum, ultimately improving the learning experience for both current and future students.	Transformational Leadership explores the principles and practices of leading meaningful change across educational settings. Intended for current and aspiring teachers, administrators, and educational leaders, the course examines how transformational leadership inspires innovation, strengthens organizations, and positively influences student and community outcomes. Students will investigate contemporary challenges in education, identify opportunities for improvement, and develop strategies to foster growth through vision, adaptability, and purposeful leadership. Course topics include recognizing opportunities for growth, shaping organizational culture, mobilizing resources, making strategic decisions, and cultivating environments that embrace continuous transformation. Through the analysis of case studies, collaborative projects, and authentic problem-solving experiences, students will strengthen their leadership capacity, build collaborative partnerships, and promote innovation across diverse educational settings. By the conclusion of the course, participants will be equipped to apply transformational leadership principles to foster innovation and create sustainable, positive change in classrooms, schools, districts, and other educational organizations.
Course Objectives	
CO1 Analyze the principles and practices of transformational leadership across education.	
CO2 Identify opportunities for transformational change within educational settings and develop innovative solutions to address authentic challenges.	
CO3 Apply transformational leadership strategies to design and implement solutions that promote organizational improvement and innovation .	
CO4 Construct and communicate a teachable point of view on transformational leadership using evidence, reflection, and professional practice.	

Learner Profile Summary	Course Description
CO5 Demonstrate emotional intelligence and adaptability when leading through uncertainty, complexity, and organizational change.	
Summative Assessment Idea	
Summative Assessment: Transformational Leadership Initiative Capstone Project The summative assessment for this course will be a Transformational Leadership Initiative Capstone Project, completed during the final four weeks of the course and submitted as a written leadership proposal accompanied by a professional presentation. This authentic performance assessment requires students to apply the knowledge and skills developed throughout the course to address a real-world leadership challenge within their current or desired educational setting. Students will identify an authentic organizational challenge or opportunity for transformational change and develop a comprehensive leadership initiative designed to address that need. The written proposal (approximately 15 to 20 pages, excluding references and appendices) will include: (1) an analysis of the organizational context and the identified need for transformation; (2) an examination of transformational leadership principles relevant to the situation; (3) an innovative, research-supported action plan that includes stakeholder engagement, resource allocation, implementation strategies, and methods for sustaining change; (4) strategies for demonstrating emotional intelligence and adaptability while leading through uncertainty and organizational change; and (5) a personal leadership philosophy that articulates and supports the student's teachable point of view on transformational leadership. In addition to the written proposal, students will prepare a 10 to 15-minute professional presentation (recorded video) in which they present and defend their leadership initiative. The presentation should communicate the proposed solution, justify leadership decisions using evidence and course concepts, and explain how the initiative will positively influence the organization and its stakeholders. Both the written proposal and presentation will be evaluated using a rubric shared with students at the beginning of the project. This capstone project effectively demonstrates mastery of all course objectives because it requires students to analyze transformational leadership concepts, identify authentic opportunities for organizational transformation, apply leadership strategies to solve complex problems, articulate and defend their own leadership philosophy, and demonstrate emotional intelligence and adaptability within a realistic leadership context. Rather than measuring knowledge through recall, the assessment requires students to synthesize course learning and create a practical solution that mirrors the work of transformational leaders in educational organizations. This approach reflects the principles of authentic assessment by engaging students in meaningful, real-world problem solving and aligns with Bloom's higher cognitive levels of analyzing, evaluating, and creating.	

Learning Design – Transformational Leadership

	M1	M2	M3
Module Title	Foundations of Transformational Leadership	Designing Transformational Leadership	Leading and Sustaining Organizational Transformation
Course Objective Alignments	CO1 Analyze the principles and practices of transformational leadership across education. CO2 Identify opportunities for transformational change within educational settings and develop innovative solutions to address authentic challenges.	CO2 Identify opportunities for transformational change within educational settings and develop innovative solutions to address authentic challenges. CO3 Apply transformational leadership strategies to design and implement solutions that promote organizational improvement and innovation.	CO4 Construct and communicate a teachable point of view on transformational leadership using evidence, reflection, and professional practice. CO5 Demonstrate emotional intelligence and adaptability when leading through uncertainty, complexity, and organizational change.
Module Objectives	Analyze the core principles and characteristics of transformational leadership. Evaluate an educational organization to identify an authentic opportunity for transformational change. Explain how transformational leadership principles can influence organizational improvement.	Develop measurable goals for a transformational leadership initiative. Construct and refine a strategic action plan using collaborative digital tools that support stakeholder engagement and organizational change. Justify leadership decisions using transformational leadership principles.	Design a comprehensive transformational leadership initiative that addresses an authentic organizational challenge. Defend leadership decisions using evidence, reflection, and professional practice. Demonstrate emotional intelligence and adaptability when communicating and sustaining organizational change.
Topics/Skills to Teach	a) Principles and characteristics of transformational leadership b) Analyzing educational organizations for opportunities for change c) Developing a transformational leadership mindset	a) Designing strategic solutions for organizational improvement b) Stakeholder engagement and collaborative leadership c) Strategic planning and resource allocation	a) Communicating a transformational vision b) Leading organizational change through emotional intelligence c) Sustaining transformational change

	M1	M2	M3
Module Title	Foundations of Transformational Leadership	Designing Transformational Leadership	Leading and Sustaining Organizational Transformation
		d) Using collaborative digital tools to support communication, planning, and organizational change	
Learning Resource	TED. (2015, September 15). Bring on the learning revolution! Ken Robinson [Video]. YouTube. https://www.youtube.com/watch?v=kFMZrEABdw4	TED. (2010, May 4). How great leaders inspire action Simon Sinek [Video]. YouTube. https://www.youtube.com/watch?v=qp0HIF3Sfl4	Leadership Lessons Big Think+. (2024, August 15). Emotional intelligence: The #1 ability for leaders Daniel Goleman [Video]. YouTube. https://www.youtube.com/watch?v=-gmLoJ7-A80
Assessment Ideas	Formative Assessment: Organizational Change Opportunity Analysis Scenario: Students select a current or former educational organization (e.g., a classroom, school, district, college, or educational program) and analyze it through the lens of transformational leadership. Learner Tasks: Describe the educational setting and its current context.	Formative Assessment: Transformational Leadership Action Plan Scenario: Students will develop a preliminary action plan for addressing the organizational challenge they identified in Module 1. Learner Tasks: Develop two to three measurable goals for the proposed transformational initiative.	Summative Assessment: Transformational Leadership Initiative Capstone Project Develop a comprehensive leadership proposal and professional presentation that addresses an authentic opportunity for transformational change within an educational organization. Learner Tasks: Analyze an organizational challenge or opportunity for transformational change.

Module Title	M1	M2	M3
	Foundations of Transformational Leadership - Identify one authentic challenge or opportunity for transformational change. - Explain how the challenge relates to the principles of transformational leadership. - Propose one initial leadership strategy that could begin addressing the identified need. Capstone Connection: The organizational challenge identified in this assignment will become the focus of the Transformational Leadership Initiative Capstone Project.	Designing Transformational Leadership - Identify key stakeholders and explain how they will be engaged throughout the change process. - Create a high-level action plan that includes major implementation steps, anticipated resources, and one potential barrier with a proposed strategy to address it. - Explain how the proposed plan reflects transformational leadership principles. Collaboration Component: Collaborative Learning Activity: Students will share their preliminary Transformational Leadership Action Plan through VoiceThread and provide constructive video feedback to at least two classmates. Students will also use Perusall to collaboratively annotate assigned leadership readings, respond to classmates' comments, and connect the research to their proposed leadership initiative. Capstone Connection: The organizational challenge identified in this assignment will become the focus of the	Leading and Sustaining Organizational Transformation - Design an evidence-informed leadership initiative that includes stakeholder engagement, implementation strategies, resource allocation, and plans for sustaining change. - Develop a personal leadership philosophy that communicates a teachable point of view on transformational leadership. - Record a 10 to 15-minute professional presentation defending the proposed leadership initiative. Evaluation Based On: - Analysis of the organizational context and need for change - Application of transformational leadership principles - Quality and feasibility of the proposed leadership initiative - Communication of leadership philosophy and professional presentation - Demonstration of emotional intelligence, adaptability, and sustainable leadership practices

	M1	M2	M3
Module Title	Foundations of Transformational Leadership	Designing Transformational Leadership	Leading and Sustaining Organizational Transformation
		Transformational Leadership Initiative Capstone Project.	

Alignment Analysis & Reflection

Alignment – Key Terms

Key Terms				
Transformational Leadership	Change	Strategic		
33	5	4		

Alignment Analysis

The goal of the highlighting activity was to identify the concepts that are most prominent in the course curriculum and determine whether the emphasis of the curriculum reflects its intended purpose. My findings showed that Transformational Leadership appeared 33 times, Change appeared 5 times, and Strategic appeared 4 times, demonstrating that transformational leadership is the strongest focus of the curriculum, while change and strategic thinking provide supporting themes. Assessing curriculum alignment is important because it allows curriculum developers to determine whether course materials support mastery of the course objectives and whether the progression of the curriculum aligns with the intended learning (American College of Education, 2026). Examining the frequency of these terms provides a useful starting point for determining whether the curriculum consistently reinforces its primary focus and supports a cohesive learning experience.

Analysis of Findings

The highlighting activity revealed a clear pattern in the curriculum, with Transformational Leadership appearing the most times, compared with Change and Strategic. This makes Transformational Leadership the most prominent term compared with the other two key terms, suggesting that it is the primary focus of the course, while change and strategic thinking are supporting concepts. I expected Transformational Leadership to be the most frequently highlighted term because it is the central theme identified in the course description; however, I was somewhat surprised by the difference in frequency between the primary term and the supporting concepts. These findings suggest that the curriculum maintains a strong and consistent emphasis on its central leadership concept, which is important because effective curriculum improvement involves examining whether the different curriculum elements remain meaningfully aligned with intended learning outcomes (Hilliger et al., 2022).

Reflection on Curriculum Design

Reflecting on the overall curriculum design process, the highlighting activity helped me see how important it is to intentionally connect the major themes of a course so that the curriculum presents a clear and consistent learning experience. My findings show that the curriculum has a strong central focus, which I view as a strength. At the same time, the difference in frequency between the primary concept and supporting concepts made me consider whether the ideas of change and strategic thinking are developed as consistently throughout the curriculum as Transformational Leadership. The course materials emphasize that effective curriculum planning begins with identifying the core objectives and authentic assessments and then organizing content so that the different pieces work together to support the intended learning (American College of Education, 2026). This activity helped me understand that curriculum alignment is more than making sure individual pieces are present; it requires examining how those pieces connect and contribute to the overall purpose of the course. One personal insight I gained is that the highlighting process made patterns visible that I might not have noticed by simply reading through the curriculum, giving me a more intentional way to evaluate whether the curriculum is focused, balanced, and aligned.

Recommendations for Improvement

Based on the findings from the highlighting activity, I recommend strengthening the connections between Transformational Leadership, Change, and Strategic thinking throughout the course so that the supporting concepts are more consistently connected to the primary focus of transformational leadership. Because Transformational Leadership appeared most frequently, while Change and Strategic appeared less frequently, the curriculum could benefit from intentionally incorporating these supporting concepts into additional learning activities, assessments, case studies, and authentic problem-solving experiences. I would also review the course map to determine where opportunities exist to make these connections more explicit and ensure that the content and assessments support the intended course objectives. The course materials emphasize that curriculum evaluation should be an ongoing process in which content and assessments are adjusted when needed to better meet learner needs and course objectives (American College of Education, 2026). These changes would help create stronger alignment among the course themes while maintaining Transformational Leadership as the central focus of the curriculum.

References

American College of Education. (2026). *Module 5: Using your course map*. [Video lecture]. Canvas.

https://ace.instructure.com/courses/2188660/external_tools/118428

Hilliger, I., Celis, S., & Pérez-Sanagustín, M. (2022). Engaged versus disengaged teaching staff: A case study of continuous curriculum improvement in higher education. *Higher Education Policy*, 35, 81–101. <https://doi.org/10.1057/s41307-020-00196-9>