Prerequisites
None

COURSE INFORMATION

Catalog Description
Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goals.

Purpose
Strategic planning is “a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does, and why it does it.” (Bryson, 1995, p.x) Strategic planning is essential to the growth, improvement, and survival of all organizations. The costs and consequences of failing to plan are great. Organizations cannot become high performing and sustain that performance without effective strategic planning. Strategic planning should be a dynamic, active process that identifies the future desired for the organization and for those served by the organization and develops plans and strategies to achieve that desired future. However, planning cannot be done in isolation as a separate activity, it must
be an integral function of the organization. Organizational leaders must not just understand the process, they must be capable of providing effective leadership to the process.

Course Description

This course is designed to provide the school administrator with the conceptual framework and knowledge essential to the development and implementation of strategic plans. Particular attention is given to the leadership skills necessary to direct an effective strategic planning initiative. The strategic planning process is also examined in the context of a shared decision making environment and the comprehensive school improvement planning process currently utilized by Kentucky public schools. The course is one of the four courses required for superintendent certification. However, the course is taught in such a way that it is applicable and relevant to leadership in other organizations. It is also an appropriate course for doctoral students.

Course Objectives

The course is designed for students to acquire knowledge, dispositions, and performance skills in areas identified by the Interstate School Leaders Licensure Consortium (ISLLC) standards and the American Association of School Administrators Professional Standards for the Superintendent. Emphasis is placed on the student understanding, valuing, and knowing how to:

(Number in parenthesis references ISLLC standard.)

1. Apply the principles of developing and implementing strategic plans. (1K.02)
2. Apply systems theory. (1K.03)
3. Utilize information sources, data collection, and data analysis strategies. (1K.04)
4. Create continuous school improvement. (1D.03)
5. Insure the vision shapes the educational programs, plans, and actions. (1P.08)
6. Insure that an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated. (1P.09)

Course Topics

1. Introduction to strategic planning and planning challenges facing organizations.
2. Role of leadership in the planning process.
3. Comparison of different planning models including mega-planning.
4. The strategic planning process and using planning tools.
5. Clarifying organizational mandates and how they impact planning.
6. Understanding the relationship of Comprehensive School Improvement Planning to strategic planning.
7. Identify and understand role of stakeholders in the planning process.
8. Identifying the ideal vision, clarifying beliefs, and defining mission.
9. Needs assessment, including environmental scanning using SWOT’s analysis.
10. Identifying and framing strategic issues.
11. Developing the strategic plan; tactical and operational plans.
12. Challenges of implementation; integrating quality management.
15. Analysis of actual institutional planning processes and planning documents.

**Text:** *(Required)*

The following textbooks adopted and required for this course are:

   (NOTE: This is the paperback edition. New available only in paperback (exactly same as the original hardback edition).


**Special Instructional Materials**

None required.

**Suggested Reading List**


**Major Teaching Methods**

As a web course, this course includes extensive use of online discussion in both large and small
groups, use of internet to search and identify relevant information and examples of strategic plans, analysis of actual institutional planning processes and documents, and assigned individual and group projects.

**Grading/Evaluation**

Assessment will be based on the evaluation of students’ attainment of course objectives through their active participation in class discussion and assigned activities on the internet site, and completion of written assignments.

**A. Methods**

1. Participation in class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, and demonstration that other reference material has been consulted.

2. Projects and reports will be evaluated based on satisfying the requirement as assigned and the quality of the work.

**Points Assignment**

The final grade will be based on the total number of points accumulated.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
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The total number of points will be distributed as follows:

- **40 points** On-time and appropriate participation (website and in-class)
- **30 points** Power Point Presentation
- **30 points** Analysis of Strategic Plan
- **100 points**

All work will be due on the date specified by the instructor. AN INCOMPLETE WILL RESULT IN A FINAL GRADE NO HIGHER THAN “B” UPON COMPLETION OF ALL REQUIREMENTS.

**Course Assignments**

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times
New Roman, double-spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. **All written documents are to be submitted as a Microsoft Word document (except for Power Point assignments). Assignments submitted in anything other than the requested format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Students’ scores for each assignment will be posted to BLACKBOARD – additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student’s written signature (this is to protect the student’s privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: “I give my consent to the instructor to discuss my course grades with me via E-mail. OR I prefer the following method for discussion of my grades (a phone call or I will pick up documents).” The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late will be penalized.

**Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.**

Course assignments include:

a. **Assignment 1: Power Point Presentation.** Your organization does not have a strategic plan and your board is not convinced about the need for a strategic plan. Prepare a detailed power point presentation for the school board or governing board of your organization proposing the development of a strategic plan for the school district (or organization). Reference at least two current articles on planning pertinent to your organization as part of your rationale. Proposal should be based on the Kaufman, Herman, Watters model (mega-planning) and explain the advantages of this particular model as well as detailing all necessary steps in developing the plan. Also, your proposal must address all of the ISLLC indicators listed on pages one and two of this syllabus (list of 6). Reference the indicator that is addressed by listing the number in parenthesis in the appropriate slide. (30 points)

b. **Assignment 2: Analysis of Strategic Plan.** Obtain a copy of a strategic plan for your school district or organization if possible. If not, obtain a copy of the strategic plan for an organization that is similar to yours. Analyze the plan for evidence of the following: (1) purpose of the plan; (2) planning process used; (3) involvement and
participation in the process; (4) vision, mission, belief or value statements; (5) needs assessment, and/or (6) environmental analysis; (7) strategic issues; (8) goals, objectives, and performance measures; (9) implementation and action plans; (10) inclusion of roles, responsibilities, and timelines; (11) monitoring and evaluation plans; (12) plans for updating and/or revising the plan. Include in your report any information you can obtain as to the status of the implementation of the plan and results obtained. Conclude your report with an analysis of the strengths, weaknesses, and recommendations for improvement of the plan. (30 points)

c. Online: Discussion Board. Forums will be placed on the Discussion Board that will require students to respond within specified times. Some of the forums will require students to do additional research in order to respond appropriately. All responses should be posted in accordance with the guidelines outlined in the Online Scoring Rubric that can be found under Course Information on Blackboard. (40 points)

Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior
to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

**Technology Requirements:**

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan may be to access from the student’s school computer.

**Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

**Students with Disabilities**

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course you must contact the Office for Student Disability Services Room 101 Garrett. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the OFSDS.

**Safety and Evacuation**

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

**Course Adjustments**
The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

**References**


**Journals**

Educational Leadership
Education Week
Phi Delta Kappan
The American School Board Journal
The Executive Educator
The School Administrator

**Other Materials**

Kentucky Department of Education. *Regulations and guidelines for facilities management.* Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Financial management manual.* Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Performance Descriptors and Glossary for Kentucky’s Standards and Indicators for School Improvement.* Kentucky Department of Education.

Kentucky Department of Education. *District Level Performance Descriptors and Glossary for Kentucky’s Standards and Indicators for School Improvement.* Kentucky Department of Education.
EDAD 659: Strategic Planning in Education  
Summer 2008 C Term: July 7 – August 7)  
Course Calendar and Assignments  
(After first class meeting on 7/7/08, remainder of class is online using Blackboard)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>July 7</td>
<td>Class meeting: Review syllabus</td>
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<td></td>
<td>Intro to course, website, review CSIP and SISI Standard 9</td>
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<tr>
<td>July 8-13</td>
<td>(Week one)</td>
<td>Kaufman Preface, Prologue, Ch. 1-2</td>
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<td></td>
<td>Planning strategically; mega-planning:</td>
<td>Bryson Preface, pgs. 3-45</td>
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<td>July 14-20</td>
<td>(Week two)</td>
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<td>Vision and mission, needs assessment</td>
<td>Kaufman Ch. 3-5; Bryson pgs. 47-83</td>
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<td>July 21-27</td>
<td>(Week three)</td>
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<td>Transitioning, tactical planning</td>
<td>Kaufman Ch. 6-7; Bryson pgs. 85-119</td>
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<td>Aug. 4</td>
<td>First assignment due</td>
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<td>Aug. 4-7</td>
<td>(Week five)</td>
<td>Integration, implementation, evaluation</td>
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<td>(References: pgs. 133-168)</td>
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<tr>
<td>August 7</td>
<td>Second assignment due</td>
<td>(Assignments submitted after this date will result in a grade</td>
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</table>
of “Incomplete” being submitted and will receive no higher than a “B” grade upon submission.)