

Murray State University
COMMON SYLLABUS

Revised November 5, 2007

DEPARTEMENT: ELC COURSE NUMBER: ADM 759 CREDIT HOURS: 3

I. TITLE: STRATEGIC PLANNING IN EDUCATION

II. CATALOG DESCRIPTION:

An examination of planning processes used by leaders to direct educational change and improvement.

Includes strategic planning approaches designed to address macro and micro goals of organizations.

III. PURPOSE: Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), the AASA Professional Standards for the Superintendency, and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of educator as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to the EPSB themes are incorporated through courses as consistent with the scope of each course. EPSB Themes: Diversity, Assessment, Literacy.

IV. COURSE OBJECTIVES:

EPSB/ISLLC Standards Focus

This course addresses specific standards in the areas of:

Standard 1. - The administrator is the instructional leader who guides, facilitates, and supports the curriculum, instruction, and assessment.

Standard 2. - The administrator practices positive, promotion, and pro-active communication strategies (oral and written) for effective parent/community/school involvement to improve the learning environment for all students.

Standard 3. - The administrator is the organizational leader and manager who acts within legal and ethical guidelines to accomplish educational purposes.

AASA Professional Standards for the Superintendency

This course addresses specific standards in the areas of:

Standard 1- Leadership and District Culture.

Standard 2- Policy and Governance.

Standard 3- Communications and Community Relations.

Standard 4- Organizational Management. organization work.

Standard 5- Curriculum Planning and Development.

Standard 6- Instructional Management.

Standard 7- Human Resource Management.

Standard 8- Values and Ethics of Leadership

V. CONTENT OUTLINE:

Course Objectives-General

1. To gain knowledge and understanding of the planning functions as related to educational, nonpublic, and business settings.
2. To obtain a working understanding of various planning models.
3. To understand the role of planning in relationship to other administrative responsibilities.
4. To analyze planning models and activities utilizing a case study method.
5. To obtain a working knowledge of tools, technologies, and data resources useful for educational planners.
6. To obtain a broad understanding of planning skills needed by successful educational leaders.
7. To gain knowledge of procedures used for technology, facility, fiscal, and school improvement planning.
8. To develop leadership skills needed to direct strategic improvement in schools.

VI. INSTRUCTIONAL ACTIVITIES:

To be successful in the planning class, the student will:

1. Meet all deadlines for assignments.
2. Contact the professor well in advance if there are questions about assignments.
3. Attend all class meetings and actively participate in all activities.
4. Use word processing for all assignments and proofread carefully. Double space all assignments and use a professional writing style supported by APA guidelines.
5. Read chapters and articles assigned for each class. Readings provide background knowledge about topics and issues related to operational and strategic planning in the education context. Students should come to class prepared to discuss, critique, and analyze readings assigned for class sessions.
6. Complete Analysis of Current Planning Initiative. Read two articles about planning in your specific field. Analyze trends and particular challenges facing planners in this field. Discuss the implications of these trends on organizational success. Use the content outline from the articles and your own experiences in this area for your analysis. Limit your summaries and comments to two-three pages per article. Be prepared to share your reviews in class.
7. Complete Field Experience Interview: Interview a planner in your field. Prepare a list of questions for your interview. Discuss the planning responsibilities for this individual. Analyze major challenges facing this planner in carrying out responsibilities. Discuss tools used for organizational planning in this field. Turn in a 5-7 page report summarizing your findings. Cite several references from journals in this field which either support or negate information gained in your interview. Include your interview questions and references at the end of your summary. Present your findings in a 7-10 minute presentation in class.
8. Complete two written exams. A mid-term and final exam will consist of multiple-choice, short answer, and discussion questions taken from class notes and readings.

9. Complete Field Experience Strategic Plan Audit:
Analyze two strategic plans in your field. Briefly, for each plan: 1.) give background information about the organization, 2.) explain the history of planning for the organization, 3.) diagram the process/timeline/ involvement of others used for the plan, 4.) identify tools used for planning, 5.) describe how the plan attempts to meet stakeholders needs, 6.) describe how the plan addresses implementation and evaluation. Conclude your report with a comparison of strengths, weaknesses, similarities, and differences of the plans. Prepare a 5-10 page formal summary of your findings. A student may propose an alternative project where he/she is involved in leading a strategic planning project in an organization during this semester. The proposal needs to be developed by the student and reviewed and approved by the professor.

Faculty members will announce office hours, telephone numbers, and e-mail address to assure students have ready access to discuss content questions, course requirements and course progress.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Interview of School District Planner
Strategic Plan Audit/Strategic Planning Project

VIII. RESOURCES:

Boutwell, C. E., Shell game: Corporate Americas agenda for schools, Bloomington, IN: Phi Delta Kappa, 1997.

Burrup, P. E., Brimley, V., & Garfield, R. R., Financing education in a climate of change, Boston: Allyn and Bacon, 1996.

Castaldi, B., Educational facilities: Planning, modernization, and management, West Nyack, NY, 1994.

Darling-Hammond, L., The right to learn: A blueprint for creating schools that work, San Francisco: Jossey-Bass Inc., 1997.

Earthman, G. I., Planning educational facilities for the next century, Reston, Virginia: ASBO International, 1992.

Fisher, R. & Ury, W., getting to yes: Negotiating agreement without giving in, New York: Penguin Books, 1981.

Fullan, M. G., The new meaning of educational change, New York: Teachers College Press, 1991.

Gardner, H., Leading minds: An anatomy of leadership, New York: Harper Collins Publishers, 1995.

Golarz, R. J. & Golarz, M. J., The power of participation: Improving schools in a democratic society, Sebastopol, CA: National Training Associates, 1995.

Goodman, P. S., et. al., Designing effective work groups, San Francisco: Jossey-Bass, 1986.

Hastings, C., Bixby, P., & Chaudhry-Lawton, R., The superteam solution: Successful teaming in organizations, San Diego: University Associates, Inc., 1987.

James, J., Thinking in the future tense: Leadership skills for a new age, New York, Simmon & Shuster, 1996.

Kaufman, R., Planning educational systems, Lancaster, Penn.: Technomic Publishing Co., 1988.

Maurer, M. M., & Davidson, G. S., Leadership in instructional technology, Upper Saddle River, NJ: Merrill-Prentice Hall, 1998.

Norton, M. S., Webb, L. D., Dlugosh, L. L., & Sybouts, W., The school superintendency: New Responsibilities, new leadership, Boston: Allyn and Bacon, 1998.

Owens, R. G., Organizational behavior in education, Boston: Allyn and Bacon, 1998.

Patterson, J. L., Leadership for tomorrow's schools, Alexandria, VA: ASCD, 1993.

Pfeiffer, J. W., et. al., Shaping strategic planning, San Diego, CA: University Associates, Inc., 1988.

Picciano, A. G., Educational leadership and planning for technology, Upper Saddle River, NJ: Merrill-Prentice Hall, 1994.

Saylor, J. G., et. al., Curriculum planning for better teaching and learning, New York: Holt, Rinehart and Winston, 1981.

Schmoker, M., Results: The key to continuous school improvement, Alexandria, VA: ASCD, 1996.

Sharp, W. L., Walter, J. K., & Sharp, H., Case studies for school leaders: Implementing ISLLC Standards, Lancaster, PA: Technomic Publishing Co., Inc., 1998.

Shulman, J. M., et. al., A manager's guide to financial analysis, (3rd ed.) Saranac, NY: American Management Association, 1981, 1982.

Starratt, R. J., Transforming educational administration: Meaning, community, and excellence, New York: McGraw Hill Companies, Inc., 1996.

IX. GRADING PROCEDURES:

Evaluation Methods

Evaluation criteria and a grading scale for determining assignment grades and course grades:

Assignment	Points
1. Analysis of Current Planning Initiative	10
2. Field Experience Interview	40
3. Midterm Exam	50
4. Field Experience Strategic Plan Audit	50
5. Final Exam	50
TOTAL	200

To determine the final grade, apply the points indicated on the scale below:

180-200 points=90-100=A
160-179 points=80-89=B
140-159 points=70-79=C
120-139 points=60-69=D
<111 points =<59=F

Student progress will be assessed by the professor. Assignments will be returned in timely fashion. Comments will be made to help the student improve on future assignments. Students who have questions about graded assignments should make an appointment with the professor.

X. ATTENDENCE POLICY:

This course adheres to the policy published in the MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:

Cheating, plagiarism, (submitting another person's material as one's own, or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copy of examinations, assignments, reports, or term papers, or the presentations of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XII. TEXT AND REFERENCES:

Selection is recommended from the following texts:

Byson, J.M., (1995). Strategic planning for public and nonprofit organizations. San Francisco: Jossey-Bass Publishers.

Bryson, J.M., & Famum, K.A.. (1996) Creating and improving your strategic plan. A workbook for public and nonprofit organizations. San Francisco: Jossey-Bass Publishers.

Kaufman, R., Herman, J., & Watters, K. (1996). Educational planning: Strategic, tactical, operational. Lancaster, PA: Technomic Products.

Kaufman, R., & Grise, P. (1995). Auditing your educational strategic plan: Making a good thing better. Thousand Oaks, CA: Corwin Press, Inc.

Sybout, W. (1992). Planning in school administration.
New York: Greenwood Press.

XIII. PREREQUISITES:

None

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