

PVAMU Course Syllabus
EDUL 7013: STRATEGIC PLANNING IN EDUCATIONAL LEADERSHIP
Whitlowe R. Green College of Education
Department of Educational Leadership & Counseling

Strategic Planning - 21450 - EDUL 7013 - P02

Instructor: Lisa Hobson, Ph. D.

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Prairie View, TX 77446

Course Abbreviation and Number: EDUL 7013

Catalog Description: The course focuses on the process of strategic planning in educational leadership and how external environments and internal dynamics affect planning procedures.

Prerequisites: Admission into Doctoral Program

Required Texts

(a) **Bryson, J. M.** (2011). *Strategic Planning for Public and NonProfit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*, (4th. ed.). San Francisco, CA: Wiley and Sons. (ISBN: 978-0-470- 39251-5).

(b) Johnson, S. *The Present: The Gift That Makes You Happier and More Successful at Work and in Life, Today!* (2003). ISBN-10: 0385509308; ISBN-13: 978-0385509305

(c) American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN-10: 1433805618 | ISBN-13: 978-1433805615

Course Resources:

PVAMU Library – 936-261-1500 (O); <http://www.pvamu.edu/pages/3585.asp>

TAMU Library - <http://library.tamu.edu/>

PVAMU Bookstore – 936-261-1990 (O); <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals: The goal of this course is acquaint students with the theoretical underpinnings of strategic planning and have them master the mechanics of strategic planning for their school or educational organization.

Course Objectives: To define strategic planning and determine the rationale for developing strategic plans
To identify the key steps in strategic planning
To manage the strategic planning process
To identify internal and external environmental constraints to strategic planning

To develop a strategic plan for a school or educational organization

National Standards

Accrediting Body: (NCATE) **Standards Met:** (ELCC Standards 1.0 & 3.0) (ISLLC Standards 1.0 & 3.0)

At the end of this course, the student will:

1. Develop a vision of learning for a school that promotes the success of all students (1.0).
2. Demonstrate the ability to articulate the components of the vision for a school and the leadership processes necessary to implement and support the vision (1.0).
3. Demonstrate the ability to use strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs (1.0).
4. Develop plans and processes for implementing the vision (1.0).
5. Recall skills necessary in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions (3.0).
6. Identify appropriate models and principles of organizational development and management with attention to indicators of equity, effectiveness, and efficiency that optimize the learning environment for all students (3.0).
7. Identify appropriate and effective needs assessment, research-based data, and group process skills used by staff in conducting operations and setting priorities that build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (3.0).
8. Recall problem-solving skills and knowledge of strategic, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (3.0).

(ISLLC Standards 1.0 & 3.0 = ELCC Standards 1.0 & 3.0.)

Course Evaluation Method:

• Research Article – Strategic Plan	200 points
• Perspectives (N x T# = 100)	200 points
• Attendance and participation	300 points
• Research Article Presentation	100 points
• Strategic Plan Final Presentation	100 points
• <u>Final Exam</u>	<u>100 points</u>
Total	1000 points

Graduate School Grade Scale:

A = 95 – 100% B = 94 – 85% C = 84 – 75% D = 74 – 65% F = 64% or below

Course Assignments and Readings Calendar

Date	Topic	Reading	Location
1/19/13	Overview of Class, Introductions, Syllabus Review	Syllabus	Don Clark Juvenile Justice Building 340
01/26/13	Defining Strategic Planning and establishing rationales	Bryson, Ch. 1	Don Clark Juvenile Justice Building 340
02/02/13	The strategic change cycle	Bryson, Ch 2	Online
02/09/13	Key steps in the strategic planning cycle	Bryson, Ch 3 & 4	Don Clark Juvenile Justice Building 340
02/16/13	Key steps in the strategic planning cycle Perspectives Due	Bryson, Ch 5 & 6	Online
02/23/13	Key steps in the strategic planning cycle	Bryson, Ch 7 & 8	Don Clark Juvenile Justice Building 340
03/02/13	WTW Counseling Conference Perspectives Due	Conference	MSC
03/09/13	Key steps in the strategic planning cycle	Bryson, Ch 7 & 8	Online
03/16/13	Key steps in the strategic planning cycle	Bryson, Ch 9 & 10	Don Clark Juvenile Justice Building 340
03/23/13	Article and Article Presentation Due	Review of Research	Don Clark Juvenile Justice Building 340
03/30/13	University Holiday - Easter Observance		Holiday
04/06/13	Managing the strategic planning process	Bryson, Ch 11 & 12	Online
04/13/13	Final Presentations		Don Clark Juvenile Justice Building 340
04/20/13	Final Presentations		Don Clark Juvenile Justice Building 340
04/27/13	Planning Processes and Evaluation	Bryson, Ch 11 & 12	Online
05/01/13	Final Examination		Online

Spring 2013 University Calendar

<http://www.pvamu.edu/Include/Registrar/Calendar/2013/Spring%202013.pdf>

Ecourses URL Login

<http://ecourses.pvamu.edu/>

Quality of Work

It is expected that the weekly assignments and the presentations will conform to appropriate standards of scholarship. Please use spell checks and other grammatical tools to ensure that the desired quality is maintained. Your thought must obviously reflect reading, understanding and analysis of the appropriate chapters in the text and scholarly literature. There will be a % point deduction for late submissions.

Absences

Students are never encouraged to be absent from doctoral level classes. Three absences or more will result in the student receiving a "D."

Submission of Assignments:

Please submit assignments via eCourse unless advised otherwise by the instructor.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

UNIVERSITY RULES AND PROCEDURES**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Department of Educational Leadership and Counseling Policies

Certification Students ONLY

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education

**Office of Teacher Education Delco Bldg., Room 302 P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519 Tel: (936) 261-3605**

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

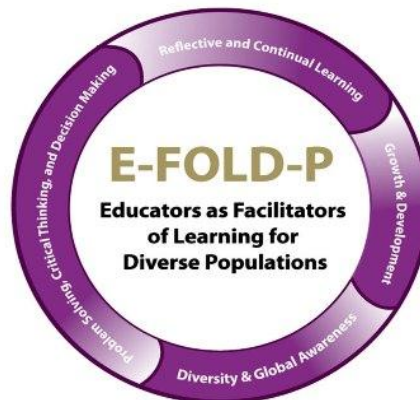
WWW.CERTIFYTEACHER.COM

TEGES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TEGES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase success on the TEGES examinations.

E-FOLD-P (Conceptual Framework) (Educator As Facilitator For Diverse Populations)

- **To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.**
- **To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.**
- **To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.**
- **To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.**

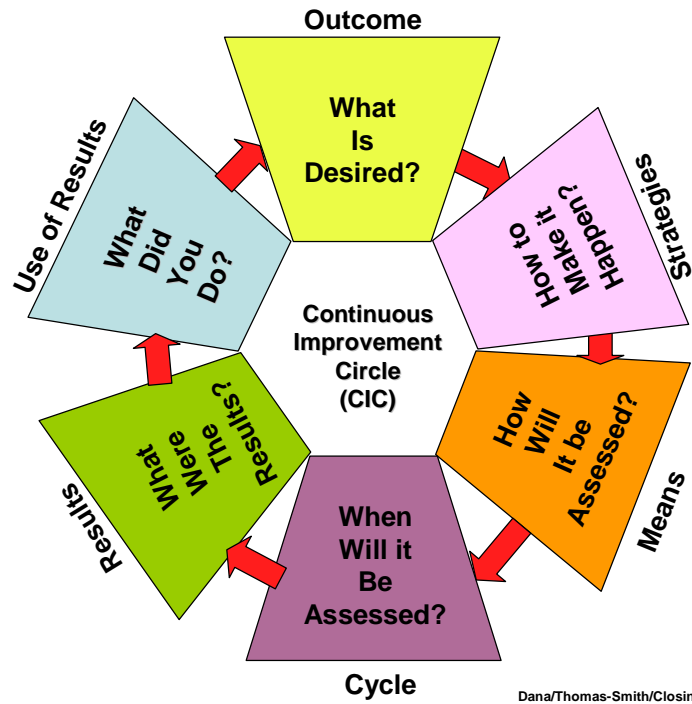


TRUE OUTCOMES

True Outcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net."

**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**



Research Article - Presentation of the Research Article

Topic

The research article will focus on an organizational practice as it relates to school improvement and/or strategic planning. The article should be based on a practice or plan that can be studied and successfully implemented. There will be a % point deduction for late submissions.

Guidelines for the Research Article

The specific tasks for this assignment include the following:

- a. Choose a work environment that you are reasonably familiar with – either your own or some other organization. You may focus on a particular unit, department, school, or the system as a whole.
- b. Based upon a review of the literature and your own analysis of the organization's/unit's strengths and weaknesses, identify the need for potential change in your outline. Provide a brief outline of the issue to be analyzed and the way you intend to investigate potential improvements (due not later than session four).
- c. If possible, include interviews with the leader of the unit before the study and an exit interview with your conclusions and recommendations (following research compliance guidelines).
- d. You may revise your position as you deem appropriate.
- e. Include in your research article the following elements: The work environment, key provisions of the current organizational practice, the concerns or deficiencies with the current practice, the evidence upon which this judgment was based (literature, interviews, personal experience, etc.), proposed changes, rationale for the changes, interview reactions if applicable, and the final revisions you made with the reasons for the revisions. Make absolutely certain to apply the concepts set forth by Dr. Fenwick W. English.

The research article should be 12-15 pages including an abstract and include a minimum of 10 references. You must use the following format:

Title (Select Unique Title)

Abstract (50-75 words)

Introduction - First paragraph, strong, attention getting

Purpose of the Article - Second paragraph, must start with...The purpose of this article is to discuss...

Research Content - The content of your article must present your unique strategies for implementing projects in today's schools or organizations, public or private universities.

Concluding Remarks - Last paragraph, must start with...In conclusion, ...

References must follow APA format (latest edition; 10 references, minimum)

Evaluation of Research Articles

A (95-100 pts) - The research article has a clear beginning, middle, and an end. This is clearly original, superior work product with no spelling or grammatical errors. The information is compelling and supported. The article has a conclusion that is supported by the evidence.

B (85-94 pts) - The research article has most of the requirements to receive an "A", but falls short in one or more areas. Spelling and grammatical errors, no matter how minor, usually result in the grade of a "B" even if all other indices have been met.

C (84-75 pts) - The research article fails to meet one or more of the above requirements and contains many spelling, grammatical or syntactical errors. The information is not clear or not supportable. The article is a superficial treatment and not very original.

D (74 – 65) - The research article is unacceptable. The information shows no real understanding of the premises. The connections are not clear.

F (64 and below) - The research article is unacceptable. In addition to the above errors, there are many spelling, grammatical or syntactical errors in this article.

- Perspectives:** Students will be required to write five one-page perspectives on issues germane to strategic planning. Each perspective will include the following:
- a. a summary of a research article that addresses the issue being discussed
 - b. the student's view of how effectively that issues has been addressed at his/her institution
 - c. a synopsis of how the strategic planning process can be enhanced at his/her institution

Final Presentation (Group Assignment):

In collaborative groups, each team will present a strategic plan to the class. At a minimum, the presentation will include:

- a. the context in which the plan is being developed
- b. the persons to be involved in developing and implementing the plan
- c. the goals and objectives of the plan
- d. the timeline for implementing the plan
- e. how essential components of the plan will be evaluated

The presentation will be between 12 and 15 minutes and will be made during the July 27 class meeting. Students can choose PowerPoint, Prezi, develop a website, or related presentation formats.