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**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,  
LEADERSHIP, AND RESEARCH**

**EDAD 659: Strategic Planning in Education  
(Three Semester Hours Credit)**

**Summer 2020**

**May 18 – June 26 Online Course with Zoom Sessions on May 19, June 2 & 16**

**Instructor: Jim Flynn, Ed.D.**

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**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 for 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 and individual strategic planning. 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 (Standards 1-6) and the Technology Standards for School Administrators (Standards 1-6). The standards for Superintendent Professional Growth and Effectiveness System (SPGES) and the Next Generation Superintendent Effectiveness Standards and Practices (NXGSES) will also be incorporated into this course. Emphasis is placed on the student understanding, valuing, and knowing how to:

1. Develop a shared vision with all stakeholders.
2. Inspire a shared vision for comprehensive integration of technology.
3. Apply the principles of developing and implementing strategic plans.
4. Apply systems theory.
5. Utilize information sources, data collection, and data analysis strategies.
6. Ensure that assessment data related to student learning are used to develop the school vision and goals.
7. Ensure relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
8. Ensure that students have the knowledge, skills, and values needed to become successful adults.
9. Create continuous school improvement.
10. Ensure the vision shapes the educational programs, plans, and actions.
11. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize teaching and learning.
12. Ensure that an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.

## **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 (operational plans) 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. Incorporating a comprehensive integration of technology.
10. Needs assessment, including environmental scanning using SWOT's analysis.
11. Identifying and framing strategic issues.
12. Developing the strategic plan; tactical and operational plans.
13. Challenges of implementation; integrating quality management.
14. Evaluation, assessment, and revision of strategic plans.
15. Accountability for planning.
16. Analysis of actual institutional planning processes and planning documents.

**Text (Required): None required**

### **Suggested Reading List**

Bryson, J. & Alston, F. K. (2011). *Creating your strategic plan: A workbook for public and nonprofit organizations*. San Francisco: Jossey-Bass. ISBN#978-0-470-40535-2

Bryson, J. (2011). *Strategic planning for public and nonprofit organizations*. (4<sup>th</sup> ed.) San Francisco: Jossey-Bass.

Bryson, J. & Alston, F. (2011) *Implementing and sustaining your strategic plan: A workbook for public and nonprofit organizations*. San Francisco: Jossey-Bass. \*see below

Collins, J. (2001). *Good to great*. New York: Harper-Collins.

Friedman, Thomas L. (2005). *The world is flat*. New York: Farrar, Straus, & Giroux.

Kaufman, R., Herman, J., & Watters, K. (2002). *Educational planning: Strategic, tactical, operational*. Lanham, MD: Scarecrow Press. ISBN#0-8108-4297-1

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

[Original hardback edition: Kaufman, R., Herman, J., & Watters, K. (1996). *Educational planning: Strategic, tactical, operational*. Lancaster, PA: Technomic Publishing Company, Inc. ISBN#1566762936

Kotter, John P. (1996). *Leading change*. Boston: Harvard Business School Press.

## **Major Teaching Methods**

This course will rely mainly on project-based learning experiences. As a web-based course, it will include 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**

Assessment will be based on the evaluation of students' attainment of course objectives through their active participation in class discussion, completion of assigned projects and assignments, and at least on quiz/exam.

### **A. Methods**

1. Participation in class discussion boards will be evaluated on the quality of the contribution, evidence that assigned material was read, appropriateness of contribution, and demonstration that other reference material has been consulted as appropriate.
2. Projects and assignments will be evaluated based on satisfying the requirement as assigned and the quality of the work.

### **Grade Scale\*:**

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	0-59

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 or emailed to student – 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 an e-mail statement such as: “I give my consent to the instructor to discuss my course grades with me via E-mail –phone conferences or face-to-face meetings are also available as needed. **The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.**

Students are expected to be completed any e-mail assignment deadlines as given by instructor and be active web participants as deemed necessary by instructor as the quality of the course is contingent upon communication, 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 30<sup>th</sup> calendar day of the subsequent academic semester or they will be destroyed.*

## 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.

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 and Class Policies:**

Students should be willing and prepared to share ideas and information; hence, the necessity of your participation. Integrity and respect for your fellow students is expected. Good attendance is expected. *Unless you have an emergency or a critical situation\* approved by instructor, an absence will affect your final grade by at least one letter grade. If you need to be absent, please contact me prior to the date.*

*\*critical situations are not family reunions, birthday party, sport events, etc...*

All cell phones must be put away and silenced during class meetings unless special permission is given by instructor. Laptops/iPads may be used but must only be used for the task at hand, notes, etc. During the class meeting, individuals off-task or surfing the internet, checking e-mail, etc...may be counted absent for the class meeting which will lower the final grade by one letter grade.

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 students.

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.

### **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believe 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 assumption that 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**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services.

## **Title IX Discrimination, Harassment and Sexual Misconduct Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## **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 unless notice is given to the students via e-mail or in person.

## **References**

Bryson, J.M., (2011). *Strategic planning for public and nonprofit organizations*. (4<sup>th</sup> ed.) San Francisco: Jossey-Bass.

Bryson, J.M., & Famum, K.A., (2011). *Creating your strategic plan: A Workbook for public and nonprofit organizations*. San Francisco: Jossey-Bass.

- Bryson, J., Anderson, S., & Alston, F. (2011). *Implementing and sustaining your strategic Plan*. San Francisco: Jossey-Bass.
- Castaldi, B., (1994). *Educational facilities: Planning, modernization, and management*. Boston: Allyn & Bacon.
- Collins, J. (2001). *Good to great*. New York: Harper-Collins.
- Guthrie, J., Hart, C., Hack, W., & Candoli, C. (2007). *Modern school business administration: A planning approach*. Nashville, TN: Peabody College.
- Hack, W., Candoli, R., & Ray, J. (2001). *School business administration: A planning approach*. (8<sup>th</sup> ed.) Boston: Allyn and Bacon.
- Hoyle, J., Bjork, L., Collier, V., & Glass, T. (2005). *The superintendent as CEO*. Thousand Oaks, CA: Corwin Press.
- Kaufman, R., (1988). *Planning educational systems*. Lancaster, PA: Technomic.
- Kaufman, R., Herman, J., & Waters, K., (1996). *Educational planning: Strategic, tactical, operational*. Lancaster, PA: Technomic.
- Kaufman, R., & Grise, P., (1995). *Auditing your educational strategic plan: Making a good thing better*. Thousand Oaks, CA: Corwin Press.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kowalski, T., (2006). *The school superintendent: Theory, practice and cases*. Thousand Oaks, CA: Sage Publications.
- Kowalski, T. (2002). *Planning and managing school facilities*. (2<sup>nd</sup> ed.) Westport, CT: Bergin Garvey.
- McCabe, N., Cunningham, L., Harvey, J., & Koff, R. (2005). *The superintendent's fieldbook*. Thousand Oaks, CA: Corwin Press.
- Owens, R. & Valesky (2010). *Organizational behavior in education*. (10<sup>th</sup> ed.) Boston: Allyn and Bacon.
- Rebore, R. (1998). *Personnel administration in education*. (5<sup>th</sup> ed.) Boston: Allyn and Bacon.
- Senge, P. (1990). *The fifth discipline*. N.Y.: Currency and Doubletree.
- Webb, L.D. & Norton, M.S. (2008). *Human resources administration*. (5<sup>th</sup> ed.) Upper Saddle River, N.J.: Merrill.



## **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. \*Kentucky comprehensive school improvement planning guidelines\*. Frankfort, KY: Kentucky Department of Education.](#)

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. [\*School Improvement\*](#). Kentucky Department of Education.

[AdvancED Standards for Quality Schools](#)

[AdvancED Standards for Quality School Systems](#)

## **Course Calendar and Assignments**

<b><u>Date</u></b>	<b><u>Topic</u></b>
<b>June 8</b>	Class meeting: Review syllabus Intro to course, key components/assignments, review materials and resources, assignment/reading information, etc.
<b>June</b>	<b>1st major assignment due</b>
<b>July</b>	<b>2nd major assignment due</b>

**Final grades will be submitted by July 14, 2017**

**EDAD 659**  
**Strategic Planning in Education**

**Discussion Board Scoring Rubric**

Overview

Each week you will respond to a discussion board prompt based on the readings or course assignments. The instructor will post a prompt in the small group discussion board. You will be given due dates for your initial and follow-up posts for each discussion assignment. Discussion board participation will be scored using the following rubrics (each discussion topic is worth 10 points).

Scoring Rubric: Posts Scored Each Week

	<b>Proficiency</b>	<b>Developing</b>	<b>Unsatisfactory</b>
Timeliness	Initial and follow-up postings are made by the date and time designated by the instructor (2 points)	Either the initial or follow-up postings are made after the date and time designated by the instructor (1 point)	Both initial and follow-up postings are made following the date and time designated by the instructor (0 points)
Quality of Initial Post	Initial post is well developed and fully addresses all components of the task; effectively utilized the reading or other sources referenced in the prompt (3 points)	Initial post is developed with superficial thought and preparation; doesn't address all aspects of the task or makes only superficial use of readings and other sources (1.5 points)	No initial post or post does not address readings and other sources referenced in the prompt (0 points)
Quality of Follow-up Posts	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts (3 points)	Posts shallow contribution to follow-up discussion (e.g., agrees or disagrees); does not enrich discussion (1.5 points).	Follow-up posts do not seem to address other students' points or no follow-up responses to others is posted (0 points)

Clarity and ethical group participation	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors (2 points)	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics (1.5 points)	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate (0 points)
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*Thanks to Barbara Frey, University of Pittsburg, for inspiring portions of this rubric: <http://www.udel.edu/janet/MARC2006/rubric.html>.*