**California State University, San Bernardino**

**College of Education**

**Education Doctorate in Educational Leadership**

**EDUC 718 Strategic Planning, Accountability and Change**

**Course Syllabus**

**(5 units)**

**Course Title: EDUC 718: Strategic Planning, Accountability and Change (5 units)**

**Instructor: Doris L. Wilson, Ed.D.**

**Office Hours: Saturdays before and after class and by appt.**

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**Year/Quarter: 2015, Fall**

**Times/days/location: 8:00 a.m.-11:50 p.m., Saturdays, (first class: Sept. 26) Room 313, College of Education**

**Wise Reflective Educator Statement:**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher:

*Possesses rich subject matter knowledge*

*Applies sound judgment to the professional practice and conduct*

*Applies a practical knowledge of context*

*Respects multiple viewpoints*

 *Reflects and acts on professional practices and their consequences*

*(College of Education Conceptual* Framework, 2006)

**Catalog Description:**

EDUC 718: Strategic Planning, Accountability and Change **–** Principles of change, innovation, shared vision, mission and goals in accordance with the principles of strategic planning and accountability, to include the Educational and Facilities Master Plan. Four hours lecture and two hours practicum. (5 units)

**Program Objectives and Student Learning Objectives:**

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

**Student Learning Objective**:

Effective communicators and collaborators

Student Indicators:

1. Demonstrates open communication with stakeholders.
2. Demonstrates communication in a timely fashion with constituents.
3. Demonstrates collaborative proactive communication with all public agencies.
4. Develops positive, meaningful, and sustaining relationships with all constituents.

**Student Learning Objective:**

Agents of change in education

Student Indicators:

1. Is cognizant of the benefits and effectiveness of the instructional program and is willing to alter the components when necessary.
2. Demonstrates visionary leadership.
3. Maintains a current knowledge base in instructional practices in order to identify necessary changes.
4. Maintains positive, meaningful, and sustaining relationships among colleagues and constituents to bring about positive changes.

**Student Learning Objective:**

Visionary Leaders

Student Indicators:

1. Develops a shared vision.
2. Recognizes the differences between strategic actions and operational tactics.
3. Plans and implements activities to support this vision.
4. Provides appropriate staff development to ensure the implementation of the vision.
5. Facilitates the stewardship of a vision of learning that is shared and supported by the school community.

**Overview of the Course:**

This course engages students in the understanding and the successful implementation of strategic planning to create an Educational Master Plan. The integration of theory and practice is an essential component of this course. Students will identify critical elements within a strategic plan, how each element is developed and the importance of the linkage of each element into a comprehensive plan for the district, the school or non-profit organization. Emphasis is placed on the need for awareness of and accommodation to changes in the internal and external environment.

**Course Goals/Objectives**:

1. Students will be able to understand and discuss the role of strategic planning at site and district levels; students will identify the major steps in this process, i.e. identifying and creating the organization’s core values, vision, mission, parameters, objectives, and actions plans. (NCATE Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.)
2. Students will understand that strategic planning begins with strategic thinking; students will improve their critical thinking and writing skills as they examine how strategic thinking shapes the organization. (NCATE Standard 1.0)
3. Students will learn how to prepare for planning through the use of analysis tools. (NCATE Standard 1.0)
4. Students will be able to critique the various elements contained in a strategic plan. (NCATE Standard 1.0)
5. Students will be familiar with different facilitation techniques useful in strategic plan development. (NCATE Standard 1.0)
6. Students will be able to explain how the vision of their organization shapes the development of goals and objectives for the district and school site. (NCATE Standard 1.0)
7. Students will demonstrate how actions plans and performance measurements make the accomplishment of the organization’s goals the responsibility of every site and employee in the organization. (NCATE Standard 1.0)
8. Students will identify performance measurements to assess the plan’s progress and success.(NCATE Standard 1.0)
9. Students will understand the role of stakeholders, i.e. community, families, students, staff) in developing the plan, how to communicate the plan and how to elicit buy in and understanding of the district mission and goals. (NCATE Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (NCATE Standard 6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.)
10. Students will demonstrate the process of milestone reviews of the plan and how to revise the plan through the strategic planning cycle. (NCATE Standard 1.0)

**Course Requirements:**

Assignments and grading are detailed including dates for required assignments at the end of this syllabus.

**Course Evaluation Plan:**

All student work must demonstrate academic and research rigor of doctoral-level quality.

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| Course Grade Scale: |
| 93-100 | A | 87-89 | B+ | 77-79 | C+ | 66-69 | D+ | 59-0 | F |
| 90-92 | A- | 83-86 | B | 73-79 | C | 63-65 | D |  |  |
|  |  | 80-82 | B- | 70-72 | C- | 60-62 | D- |  |  |

If you are on financial aid: Please be aware that receiving grades of F, I, NC, and WU may have an impact on your financial aid. It is a student’s responsibility to maintain financial aid eligibility.

**Required Textbook**

Cook, Wm. (2001) *Strategic Planning for America’s Schools, Edition V. Cook, W.* Cambrian Group: Montgomery, Alabama. Quorum Books, 88 Post Road W., Westport, CT. 06881

**Recommended Reading not Require6**

Bryson, John M. (2011 Bryson, John M. (2011) *Strategic Planning for Public and* *Nonprofit Organizations*, (4th edition) Jossey-Bass Publishing, San Francisco, California.

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**Portfolios**

Students are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:

1. Statement of Purpose in the Ed.D. Program.
2. Element submitted is relevant to the dissertation topic and research activities.
3. Summary of research and dissertation activities. Students should submit a summary (no longer than one page for each element submitted) as to work they have completed on their dissertation. Organization of this section of the portfolio should align with the dissertation chapters:
	1. Research Question
	2. Literature Review
	3. Methodology
	4. Results
	5. Conclusions.

The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, students may also submit a summary regarding any research activities that may be in addition to their dissertation.

1. Students may include optional elements, such as, but not limited to:
	1. Conference participation and/or presentations
	2. Manuscript/publication drafts
	3. Additional noteworthy course work/projects
	4. Professional work samples

Portfolios are to be submitted each summer quarter for evaluation. It is the student’s responsibility to ensure they are creating and maintaining their Portfolio throughout the year.

**Course Policies:**

Attendance

It is important to attend class, arrive on time and remain for the entire session, be prepared for activities and assignments, and actively participate in discussions and activities**. You must attend at least 8 full sessions to be eligible for a grade of A and 7 full sessions for a passing grade.** Anyone who attends six or less classes will not have completed the course, and the grades they have earned in assignments will not be credited. Partial absences (tardiness or leaving early) are deducted from attendance and participation totals. Points earned for the course will be granted for attendance/discussion and participation. In this course the percentage is 10% (10 pts).

Academic honesty

Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation as one’s own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or complied by another is used.

“Definition of plagiarism/cheating:

Plagiarism is the act of presenting the ideas and writings of another as one’s own. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Cheating includes but is not limited to:

1. Copying, in part or in whole, from text, software, or other evaluation instrument.
2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.
4. Using or consulting during an examination sources or materials not authorized by the instructor.
5. Altering or interfering with grading or grading instructions.
6. Sitting for an examination by a surrogate or as a surrogate.
7. Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

*Plagiarism is academically dishonest and makes the offending student liable for penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by* *another is used.”*

*(CSUSB Bulletin, 2001-2002, p. 57.)*

**Make-up Policy:**

All presentations and class assignments are due on the date indicated. Presentations will not be accepted on a date other than the one indicated on the signup sheet. Class assignments turned in late will be assigned a grade minus five points for each class meeting day that they are turned in late.

**Referencing:**

All assignments must be fully referenced according to APA standards.

**Editing:**

All documents submitted for doctoral credit must be edited.

**Cell Phones:** During class please keep your cell phones in the off position. Do not text on your cell phone during class time. Defer responding to calls until class break.

**Laptop Use:**

**Please use your laptop ethically and for educational purposes and activities permitted by the instructor. Unacceptable uses include: instant messaging, Emailing, unassigned Internet browsing, game-playing and completing homework for other classes. Violations of this request will result in withdrawal of permission to use the laptop in this class and will affect your grade in the course.**

**Commitment to Diversity:**

“In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.”

 (CSUSB Diversity Committee Statement, 1995)

In keeping with the University’s Commitment to Diversity, the faculty of the College of Education fully supports the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation.

**Special Needs**:

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at the San Bernardino Campus in UH 183, 909-537-5238, ssd@csusb.edu. It is the student’s responsibility to seek academic accommodations for a verified disability in a timely manner. If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

**Presentations:**

All students will sign up on the second day of class for an individual presentation. Your presentation will be approximately 30 minutes in length. You may use Power Point, video clips, charts, quizzes, simulations, and other teaching strategies to communicate the information to the class. You need to pose general questions and stimulate discussion. The rubric for the presentation follows:

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCORE\_\_\_\_\_\_\_\_/20\_\_\_\_\_\_

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|  **Performance Elements** | 20 | 15 | 10 |  **9 -0** |
| **Awareness of Audience** | Significantly increases audience understanding and knowledge of topic;Effectively convinces an audience to recognize the validity of a point of view. | Raises audience understanding and awareness of most points;Clear point of view, but development or support is inconclusive and incomplete. | Raises audience understanding and knowledge of some points;Point of view may be clear, but lacks development or support. | Fails to increase audience understanding or knowledge of topic.Fails to effectively convince the audience. |
| **Strength of Material, Organization** | Clear purpose and subject;Pertinent examples, facts, and/or statistics;Concepts/ideas are supported by evidence;Major ideas summarized and audience left with full understanding of presenter's position. | Has some success defining purpose and subject;Some examples, facts, and/or statistics support the subject;Includes some data or evidence which supports conclusions or ideas;May need to refine summary or final idea. | Attempts to define purpose and subject;Weak examples and very thin data or evidence in support of ideas or conclusions;Major ideas may need to be summarized or audience is left with vague idea to remember. | Subject and purpose are not clearly defined;Very weak or no support of subject through use of examples, facts, and/or statistics;Totally insufficient support for ideas or conclusions. Major ideas left unclear, audience left with no new ideas. |
| **Delivery** | Uses power point, charts, etc. and poses questions to class stimulating discussion | Presentation is informative but lacking some facets of a stimulating discussion | Presentation lacks questions for stimulating discussion | Presentation is not informative and lacks posing questions for stimulating discussion  |

**Course Requirements & Course Calendar**

(This may be modified as necessary)

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| Date | Topic | Readings | Assignment(s) Due |
| 9/26 | Orientation, Lecture - Introduction to SP, Dynamics and Philosophy | .Cook 1-2 | See note to class roster.\*Reflections/EQ: in class each week  |
| 10/03 | The Metamorphosis of America’s Schools(sign up for presentation date) | Cook, 1-2 |  M/V Statements and Strategic Plans |
| 10/10 | The Planning Discipline; StrategicThinking |  Cook, 3-4 | Elements of a Strategic Plan: Written |
| 10/17 | The Planning and Adoption Process; Involvement of Stakeholders |  Cook, 5 | Critique a District Strategic Plan: Written  |
| 10/24 | Accountability in SP through Action Plans and Performance Measurements |   | Collect District Evaluation Instruments; critique for alignment to SP. |
| 10/31 | SP Reviews, Updates |   | Student Presentations |
| 11/07 | School Site Planning; Facilitation Techniques |  Cook, 6 and Appendices 1,2,3,4 | Student Presentations |
| 11/14 | Leadership of SP: Supt., Central Office and Governing Board |   | Student Presentations |
| 11/21 | Guest Presentation: Dr. Lindsey Gunn, Cambrian Group |  | Student Presentations |
| 11/28 Holiday |  |  | No Assignments Due |  | Student Presentations |
| 12/05 |  Class Final;Reflections and Conclusions |  | Final: 20 points |  | Student Presentations |

\*Reflection and Essential Question card is due each week starting 9/26 – 11/21

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 10 points: Class participation in discussions, group work and adherence to class norms

 20 points: Reflection and Essential Question cards

 10 points: Elements of SP

 15 points: Critique of SP

 10 points: Critique of Evaluation Instruments

 20 points: Student Presentation

 15 points: Final Exam

NOTES: