Human Services and Educational Leadership
EDLE 6344
Strategic Planning and Organizational Improvement

Fall 2021

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Course Location: Online
Office Hours: TBD
Credits: 3

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:

This course focuses on the process of strategic planning in educational leadership and how external environments and internal dynamics affect planning procedures. Through an examination and analysis of planning, goal setting, and strategic management in public sector organizations, this course will present elements of comprehensive strategic planning in a managerial system, the role of planning in growth management and the application of strategic planning to decision-making. It will illustrate the relationship between planning and the delivery of services.

Course Credit Hour Justification:

This course is a 3 credit hour course one of the core requirements for the Ed.D. Degree in Educational Leadership. Students are expected to actively engage in discussions, use research skills to find information on specific topics, complete all readings and complete all writing activities and/or projects. Each week of a 15-week semester, a doctoral student will engage in 3 hours of instructor-directed activities. In addition, modules will include a variety of activities including but not limited to, short essay, personal strategic plan, analytical paper, group projects, personal reflection paper, and discussions. Since this is a doctoral course, students will be expected to research and read information on specific topics in addition to reading any assigned material. Oftentimes, students will be asked to create a video presentation on their particular strategic plan. In each module, the student will read articles/chapters, participate in discussions and/or reflections and complete all activities/projects. Each week of the 15 weeks, students will spend a minimum of 6 additional hours working on the readings and assignments/writings. Each doctoral student will prepare a formal personal reflection paper analyzing the strategic planning
process that was experienced in the course. [total instructor-directed activities=45 hours and total out-of-class activities= 90 hours; total hours=135 hours for the 3 credit hours].

**Diversity Statement:** The James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us](http://coe.sfasu.edu/about-us)

II. **Intended Learning Outcomes/Goals/Objectives**

**Program Learning Outcomes (PLOs):**
Students graduating with an Ed.D. in Educational Leadership will be able to:
1. use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2. demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3. apply theory and contextual knowledge to educational practice (EDLE 6341)
4. practice analytical and communication skills in leadership roles (EDLE 6345)
5. understand, design, and conduct research in educational leadership (EDLE 6199)

**Student Learning Outcomes (SLOs):**
By the end of the course, students will be able to:
1. Articulate and apply strategic planning and management to educational administration.
2. Identify the steps in strategic planning and management processes.
3. Develop a personal strategic plan.
4. Facilitate the development of a strategic plan for an educational organization.
5. Develop an implementation plan to achieve the strategic goals.

III. **Course Assignments, Activities, Instructional Strategies, use of Technology**

**Assignments:**

*Reading and Discussions*
Each module will contain required readings and a required discussion forum (excluding Module 8), for a total of eight (8) discussion forums. Students are expected to complete all readings and make a substantial contribution to the discussion. A rubric that details the expectations us included in each forum. Further directions are in D2L.

*Analytic Paper/Institutional Strategic Plan Critique*
Each student will author an 8-10 page critique of an existing department. In education, bettering one’s condition includes hiring better faculty, recruiting stronger students, upgrading facilities, strengthening academic programs and student services and acquiring the resources needed to accomplish these things. However, success can impede strategic planning. It can even make it seem unnecessary. The crucial stages in preventing stagnation and eventual failure are (1) detecting signals which may indicate a need to change; (2) recognize a need for change and formulating a plan; and (3) making a executive decision to change and carrying it through.
Since most institutions of education share a similar mission and compete for these same objectives, an essential part of strategic planning involves shaping the institution in ways to ensure mission attainment by capturing and maintaining a market niche in the quest for resources, faculty and students.

The distinguishing features of a strategic plan for a university involve:

1. the long term.
2. the future of institution.
3. the future trends in the world outside the university.
4. its present and future resources.

There are three components for the strategic analysis of a university:

1. the environment.
2. internal resources.
3. organizational culture.

Think about your educational organization and discuss the challenges and issues that the organization’s leaders face when it comes to strategic planning, from reasons why they undertake strategic planning, the process, adoption, implementation, measuring goals and feedback. Your analysis will come from the reading to date but also from what you already know about your organization.

**Personal Strategic Plan**
Each student will complete a personal strategic plan of approximately 5-8 pages in length that utilizes the strategic planning process, as described in Module 1 of the course. This can be a plan for completing personal and/or professional goals over the next 1-5 years.

**Strategic Planning Guide – (Group Project)**
The primary project associated with this course is the development of a fictitious organization and the creation of a strategic planning guide to assist a local educational agency in undertaking a strategic planning process. You will develop an organization and carry it through the steps of the strategic planning process, then create a guide to assist other organizations in the strategic planning process. Specifically, you are to consider yourselves consultants with the task of creating a new (and ideally innovative) planning model for educational organizations in the State of Texas. This model should be directed toward local educational organizations. You must, however, specify the intended target audience for your guide.

Your Strategic Planning Guide should provide easy to follow and useful direction for local educational organizations regarding the process of strategic planning, the opportunities and challenges associated with the planning process, and the steps needed to carry out an effective strategic plan. Drawing from the materials covered in the course, your Strategic Planning Guide should include things such as:

● A discussion of why strategic planning is important
The name of your strategic planning model and the major elements of the model (along with pitfalls that might arise at each step in the process)

A discussion of how to determine the value of existing data, and how you analyze and measure the data that you obtain from the strategic planning process

Resources where the organization can find more information

Explanation of terminology (if needed)

A discussion of how your model differs from other common planning models (i.e. What aspects of other planning models did you retain? What aspects did you include that may be missing from other planning models?)

Charts, worksheets, or any other planning elements that might be helpful to an organization as they undertake the strategic planning process.

The final document should be as creative and innovative as possible (the items outlined above by bullet points are only meant to serve as examples of things to include in your final document). The goal is to create a useful document that can offer practical strategic planning guidance to local education organizations.

Also, each student is responsible for writing a 2-3 page paper that describes his or her experience trying to collaboratively create a strategic planning guide. Students are encouraged to keep notes throughout the planning process, so that writing the paper will be an easier task. Students might discuss the group process, the rationality (or lack thereof) associated with strategic thinking, the observed challenges associated with strategic planning, and the perceived benefits and drawbacks of strategic planning. Papers will be assessed according to the following criteria:

- **Introduction and Conclusion**: Do the introduction, body, and conclusion clearly link to one another?
- **Describe**: What happened? - Provide an overview of your experience completing the strategic plan including what you were thinking and feeling throughout the experience.
- **Evaluate and Analyze**: What was good/bad about the experience? What sense can you make of this experience? What were your biases, assumptions? Are they true? How does the course material play into this?
- **Alternatives**: What else could you have done to make this experience or the strategic planning process better?
- **Systematically Written**: Is the paper written in a professional manner? Is it clear that the author proof-read the paper for typographical, grammatical, and other errors? Are appropriate citation practices used? Is it logically written, and does it have good flow?

### IV. Evaluation and Assessment (Grading)

**All decisions about the evaluation/grading of student material rest with the professor.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Discussions (x8)</td>
<td>80 (10 points each)</td>
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<tr>
<td>Analytic Paper</td>
<td>10</td>
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V. Tentative Course Outline

The tentative course outline is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of activities/assignments. The professor will notify the student of any changes. Please find the timeline in the “Getting Started Module” in Brightspace.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Overview of Class, Introductions, Syllabus Review</td>
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<tr>
<td><strong>Unit I: The Dynamics of Strategic Planning</strong></td>
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<td>Module 1</td>
<td>Defining Strategic Planning and Establishing Rationales</td>
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<td>Module 2</td>
<td>The Strategy Change Cycle</td>
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<td><strong>Unit II: Key Steps in The Strategic Planning Cycle</strong></td>
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<td>Module 3</td>
<td>Strategic Planning and Organizational Mandates and Missions</td>
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<td>Module 4</td>
<td>Assessing the Environment and Identifying Issues Facing the Organization</td>
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<td>Module 5</td>
<td>Developing Strategies for Success and a Vision for the Future</td>
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<td>Module 7</td>
<td>Implementing Strategies and Plans</td>
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<td>Module 8</td>
<td>Evaluating and Revising Strategies and Plans</td>
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<td><strong>Unit III: Managing the Process</strong></td>
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<td>Module 9</td>
<td>Leadership Roles in Making Strategic Planning Work</td>
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<td>Module 10</td>
<td>Pulling it All Together</td>
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VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

Required:


**Additional Readings:**

All additional readings will be added to D2L/Brightspace.

**VII. Course Evaluations**

Near the end of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policies**

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both **cheating and plagiarism**.

**Cheating includes, but is not limited to:**
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

**Plagiarism is presenting the words or ideas of another person as if they were one’s own.**

**Examples of plagiarism include, but are not limited to:**
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what
behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.