EDUCATIONAL LEADERSHIP

Course Number: EP 7040
Course Name: Planning in Education and Human Services    CRN: 10158
Instructor: Kathleen C. McCabe, PhD
Office and/or Online: By appointment, Skype, Email and through Moodle. I am available and happy to meet with students whenever and however our schedules and/or technology can be matched up. I expect students to check in with me regularly and to alert me to any issues ASAP.

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Home Phone: 603.279.4753
Term and Year: Fall 2013
Course Delivery: Blended
Class Schedule: First class meets on September 28. Class meets online September 29 through November 22.

Catalog Description
The purpose of this course is to develop collaborative planners. This course presents the major stages in the process of developing a strategic plan, including forming a mission statement, crafting and implementing the plan, and evaluating plan performance. It provides theoretical and practical overview of the skills, strategies, and resources through each stage of the systemic planning process. (Prerequisite: EP 7020)

Course Overview
Strategic planning determines where an organization (school, school district, hospital, social service agencies and/or community) is heading over the next 5 – 10 years. Effective strategic plans are collaborative and are made up of essential components. The most important elements in any strategic plan are the mission and vision of the organization. One of the most important responsibilities any leader has lies in the collaborative planning process. The major processes of developing a strategic plan will be investigated, considered, and applied.

Enduring Understandings: Upon completion of the course, participants will understand that:
1. The mission and vision of an organization drive all aspects of a strategic plan;
2. The effective use of a collaborative planning model builds the problem solving capacity of an organization;
3. Strategic plans are systemic and begin with the end in mind;
4. Strategic plans have an emotional impact on an organization and the impact may be related to the age, background and thinking styles of the individuals within the organization; and
5. There are specific, research-based methods for anticipating, forecasting, and assessing future events.

Essential Questions:
1. What is the difference between the mission and vision of an organization?
2. Why should strategic planning be collaborative?
3. How can future events be anticipated?
4. What does systemic change mean?
5. What does a “backwards design process” look like for a school or other organization? What researchers use a backwards design model?

Student Evidence of Meeting Understandings:
1. Reflection on the Planning Process: Due: November 25, 2013. Throughout the course students will keep a journal of readings and class discussion reflecting their thoughts/feeling relative to the new information. These jottings will be transcribed into a reflective paper tracing themes in knowledge development and process thinking relative to strategic planning. This paper should be 4-5 pages long and in APA 6 format. References to course readings should be incorporated into the assignment. [Meets Enduring Understandings #1, #2, #3, #4, and #5]
2. Strategic Plan Overview Power Point: Due for Posting and Feedback, November 11, 2013. Each student will be assigned or choose an organization in need of an action plan. Based on the information presented, students will research similar organization and literature and create a strategic plan for that organization. The outline for the plan will be presented in class. [Meets Enduring Understandings #1, #2, #3, #4, and #5]
3. Strategic Plan Proposal: Due November 25, 2013. Each student will submit a strategic plan proposal (based on their PP and feedback from the class). Each element of the plan should be carefully explained to the designated “audience.” [Meets Enduring Understandings #1, #2, #3, #4, and #5]
4. Course Postings: Participants are expected to contribute to their learning and the learning of others by thoughtfully posting in the course room forums. Posting should be relative to the topic and quote from assigned readings or other pertinent material. References should be included in the postings. Avoid posting, “I agree” or “Great idea.” Tell why you agree or what makes the notion a great idea for you. Building on the responses of others will help develop a meaningful thread for all. [Meets Enduring Understandings #1, #2, #3, #4, and #5]

CoGS Hallmarks
- **Leadership & Advocacy** is addressed throughout this course as participants examine the skills and roles needed in the collaborative strategic planning process.
- **Scholarship & Action** is addressed through the development of a knowledge base on the research around collaborative strategic planning.
- **Reflection & Innovation** is addressed as participants examine their own thinking and leadership skills and actions.
- **Professionalism & Service** is addressed as participants relate their learning to their organization.
- **Global Awareness & Social Responsibility** is addressed as participants look for real world applications.

Textbook List/Bibliography/Recommended Reading/Resources
Required Texts/Articles:
5. Various article posted in Moodle.

**Recommended Texts:**

For assistance with APA style, see the APA website for rich resources:
http://www.apastyle.org/index.aspx
http://owl.english.purdue.edu/owl/resource/560/01/

Additional resources may be contributed by students and the instructor during the term and will be posted in Moodle.

**Professional Standards, Course Goals/Objectives, and Assessment**

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<thead>
<tr>
<th>Assignment</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
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<tbody>
<tr>
<td>Reflection on Planning Process</td>
<td><em>ELCC Standard 1.1</em> Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning. <em>ELCC Standard 1.4</em> Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. <em>ELCC Standard 2.1</em> Candidates understand and can sustain a school culture and instructional program conducive to student earning through collaboration, trust, and a personal learning environment with high expectations for students. <em>ELCC Standard 2.2</em> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. <em>ELCC Standard 3.1</em> Candidates understand and can monitor and evaluate school management and operational systems. <em>ELCC Standard 3.4</em> Candidates understand and can.</td>
<td>PSU Graduate Reflective Writing Rubric</td>
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<tr>
<td>Strategic Plan Overview PowerPoint</td>
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<td>PowerPoint Rubric</td>
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<tr>
<td>Strategic Plan Proposal</td>
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<td>PSU Graduate Writing Rubric</td>
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develop capacity for distributed leadership. 

**ELCC Standard 4.1** Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. 

**ELCC Standard 4.2** Candidates understand and can mobilize community resources by promoting an understanding, appreciation and use of diverse cultural, social, and intellectual resources within the school community. 

**ELCC Standard 4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. 

**ELCC Standard 5.1** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

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<th><strong>Content of Course Which Addresses Technological Standards/Competence</strong></th>
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This course is managed completely through Moodle, which requires that students are able to work in an online environment, both for posting information and gathering information. Also, this course requires scholarly research using online databases and electronic search engines.

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<th><strong>Evaluation Plan/Grading Scale</strong></th>
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| Class Participation | Up to 20 points |
| Reflection | Up to 25 points |
| Strategic Plan PP | Up to 25 points |
| Strategic Plan Proposal | Up to 30 points |
| **TOTAL POSSIBLE POINTS** | 100 |

**Grading Scale:**  
94-100 = A  
90-93 = A-  
87-89 = B+  
84-86 = B  
80-83 = B-  
77-79 = C+  
74-76 = C  
70-73 = C-  
0-69 = F

**Incompletes:** An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.
### Course Calendar/Agenda

Module 1: Systems Thinking, (Cornish, Chapter 5; Senge, Chapter 7)
Module 2: Backwards Planning, (Wiggins & McTighe, Chapters 8-12)
Module 3: Strategic Planning: The Basic Elements (Senge, Chapter 9; Senge, Chapter 5.3 & 4, Wiggins & McTighe, Chapters 1-3, Allison & Kaye, Chapters 1-8)
Module 4: Collaboration in Planning (online resources)
Module 5: Thinking About the Future, (Cornish, Chapters 6-10)

### Class Participation

College courses are meant to advance our knowledge. This cannot be a passive activity. In order to make meaning, the learner must be actively involved in the process. This means connecting yourself to the material and other learners. It is expected that you will check into the course room at least twice a week and make thoughtful postings. Help us learn more by contributing your thoughts and opinions. Extend the learning by connecting us to other materials outside of the assigned readings. Your participation is key to the success of any online learning experience.

### Instructor Additions: Plagiarism Checker

The instructor may elect to use an online plagiarism checker if there is reason to suspect insufficient crediting of sources. Many plagiarism checkers are available online for free and should be used by the student if there is any doubt about proper citation of material. See Plymouth State University Policies for additional information on academic integrity.

### Assessment Rubrics

The PSU College of Graduate Studies Reflective Writing Rubric and Academic Writing Rubric will be posted in Moodle. The Power Point Rubric will be posted on Moodle.

### Mulligans, Do-Overs, Oops!, Using the Reset Button

It is important that each student have the opportunity to be successful. Sometimes this means having the chance to revisit an assignment. Students may submit their research paper for feedback up to 4 days before the assignment is due. Any paper submitted after that date will be considered a final submission.

### University Policies and Procedures

- **Email Policy:** PSU has a specific policy related to email correspondence:

  3.1.0.3 *The University has a responsibility to protect students’ and staff rights as well as ensure the accuracy of its business processes based on e-mail correspondence. Therefore, email containing official business of the University shall be addressed to the person’s official University email address and should not be addressed to alternative addresses.*

  In order to comply with this policy, CoGS staff members use only PSU email addresses. We ask that you please use your Plymouth e-mail address for all correspondence.
• **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

• **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

• **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

• **Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures:
In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes,
the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons, and Writing Center**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Commons resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk is on the Main Floor.