EAD859 Strategic Planning in Education
Educational Leadership Department
Eastern Kentucky University, College of Education
(Master Syllabus Template)

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

   ➢ Professor's Information:
     - Name:
     - Email:
     - Office Phone:
     - Web:

B. COURSE DESCRIPTION: An examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro goals of organization. The course content provides the student with the historical and operational perspectives of planning in modern organizations. Focus is on the development of planning, implementation, and leadership skills needed to direct strategic decision-making within educational settings. The course addresses descriptors for Kentucky's EPSB Standards for Administrators and for AASA's Professional Standards for the Superintendency.


D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

   ➢ Course Objectives:
     1. Gain knowledge and understanding of the planning functions as related to educational settings.
     2. Obtain a working understanding of various planning models.
     3. Understand the role of planning in relationship to other administrative responsibilities.
     4. Analyze planning models and activities utilizing a case study method.
     5. Obtain a working knowledge of tools, technologies, and data sources useful for educational planners.
     6. Obtain a broad understanding of planning skills needed by successful educational leaders.
     7. Gain knowledge of procedures used for technology, facility, fiscal, and school improvement planning.
     8. Develop leadership skills needed to direct strategic improvement of schools.

   ➢ Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.

E. PROFESSIONAL EDUCATION PROGRAM MODEL:

<table>
<thead>
<tr>
<th>EKU Professional Education Model:</th>
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<td>Effective Educators as Effective People</td>
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F. COURSE REQUIREMENTS & GRADING SCALE:

- Requirements:

- Grading Scale:
  - 90% - 100% = A
  - 80% - 89.9% = B
  - 70% - 79.9% = C
  - 60% - 69.9% = D
  - < 60% = F

G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make and individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

- Common Elements of All Professional Education Course Syllabi:
  - FIELD EXPERIENCES: When appropriate: Observation in public schools.
  - METACOGNITION SKILLS: Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
  - COMMUNICATION SKILLS: Communication skills will be displayed through
speaking, writing, and class experience.

- **RESEARCH SKILLS/ INDEPENDENT LEARNING**: Students will be required to demonstrate research and independent learning skills specified by the instructor.
- **PLANNING SKILLS**: Time management skills are needed in order to participate effectively in Educational Research.
- **TECHNOLOGY**: All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
- **PROFESSIONAL/SOCIAL SKILLS**: Students will interact with college instructors, peers, cooperating teachers, and schools.
- **TEAMING/COLLABORATION**: Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
- **CONTINUOUS AUTHENTIC ASSESSMENT**: Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
- **DIVERSITY**: Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
- **INCLUSION/EXCEPTIONALITIES**: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.