



STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED

12-4-95

APPROVED:

YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS

4

FACULTY LOAD HOURS

4

EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE)

12/15/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

[Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED

10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED

0827.707

DATE/SIGNATURE OF REGISTRAR

B. J. Keenan 10 Jan 96

NOTIFICATION FORWARD:

\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_ DEPARTMENT CHAIRPERSON(S)

\_\_\_ ACADEMIC DEAN(S)

\_\_\_ REGISTRAR

\_\_\_ SPONSOR(S)

## Course Proposal

### 1. Details

- a. Course Title: **Planning**
- b. Sponsors: Laurence R. Marcus, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 4
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Organizations as Cultures II
- g. Suggested time and scale of implementation: Spring 1
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

### 2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

Educational organizations need to adapt to the challenges presented by changing environmental conditions and societal expectations. Yet what should be done is typically not obvious to all stakeholders, as competing claims by interest groups with conflicting agendas and demands for immediate action versus long-term positioning are ever-present. Strategic planning is a formal process that compels the setting of direction with specific goals and objectives, one that produces an integrated system of decisions regarding strategies, sub-strategies, programs, budgets, etc. that will accomplish the goals and objectives and keep the organizational momentum in the desired direction. It ensures that

the future is taken into account, permits activities to be coordinated, and creates the opportunity to direct behavior towards the attainment of the goals. Not only does the process improve communication within the educational community, but it creates a greater sense of participation and belonging, thus increasing commitment. Additionally, planning provides the opportunity for objective assessment of individual performance and organizational progress.

### 3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Students will learn how to set organizational direction with specific goals and objectives to produce an integrated system of decisions regarding strategies, sub-strategies, programs, budgets, etc. that will accomplish the goals and objectives. Students will also focus on the planning of new programs and policies as well.

#### b. Topical Outline/Content:

- (1) Planning as a means of dealing with uncertainty
- (2) Strategic planning models
- (3) Planning to plan: making strategic assessments; strategic situation auditing; assessing program performance; environmental scanning; recognizing trends vs. cycles; analyzing for strategic implications
- (4) Visioning
- (5) Setting objectives: defining mission/purpose; examination of divergent philosophies; expressing organizational values; modeling scenarios; establishing strategic goals; determining intended outcomes
- (6) Developing a plan: setting new strategic initiatives and programs; benchmarking; checking to be sure that proposed initiatives are in keeping with values, goals, and intended outcomes; determining timelines; costing out the plan; establishing an evaluation program and feedback cycle
- (7) Strategic implementation: organizing; budgeting; policy development; program development; monitoring performance; conducting evaluation studies
- (8) Avoiding the pitfalls and fallacies of planning: maintaining flexibility; overcoming internal politics and resistance to change; avoiding obsession with control; understanding that all uncertainty cannot be removed; being as objective as possible, but realizing that there can be no real detachment

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Students will undertake a simulated strategic planning process utilizing information from a hypothetical school system or college. The first phase will include a situational analysis answering such questions as: what is the mission and purpose? How is the changing environment affecting the organization? What is our view of the future? What are the underlying values of the organization? What does the organization currently do best? Who is our clientele and how well are we serving them? What are our opportunities and threats? An objective setting phase will follow, focusing on such questions as: where do we wish to go regarding services, quality, target groups, etc.? When do we want to get there? What do we need to do to achieve our goals? What are our benchmarks? How will we know when we've achieved our goals? A strategic implementation stage will be planned, and mechanisms will be established to measure how well the goals are being achieved so that appropriate corrections to the plan can be made if necessary.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

#### 4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

**Catalogue Description**

This course teaches students to set organizational direction with specific goals and objectives to produce an integrated system of decisions regarding strategies, sub-strategies, programs, budgets, etc., that will accomplish the goals and objectives. Students will also focus on the planning of new programs and policies as strategic implementation approaches. A simulated strategic planning process utilizing information from a hypothetical school system or college will be undertaken.

**Prerequisite:** Organizations as Cultures II: Applications