

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 8240/8246
 Course Title: Trends and Issues in Educational Administration
 Credit Hours: 3 semester hours
 Prerequisites: None
 Corequisites: None

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Office Hours: Tues & Wed. 2-4 pm or by appt.

NOTE: Students should be familiar with the sixteen trends as identified by Gary Marx in the text by May 20th. See specific assignments under Course Content and Schedule.

2. **Date Syllabus Prepared:** January, 2011

3. **Texts:**

Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4.

Marx, G. (2006). *Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities, Countries, and the Whole of Society*. Alexandria, VA: ASCD. ISBN-13: 978-1-9317-6248-9.

Reports for student to retrieve:

SEF (2007). *A New Majority- Low Income Students in the South's Public Schools*. Atlanta, GA: Southern Educational Foundation. Retrieved from:
<http://www.southerneducation.org/pdf/A%20New%20Majority%20Report-Final.pdf>

SEF (2010). *A New Diverse Majority: Students of Color in the South's Public Schools*. Atlanta, GA: Southern Educational Foundation. Retrieved from:
<http://www.sefatl.org/pdf/New%20Diverse%20Majority.pdf>

4. **Course Description:**

1. This course addresses trends and issues affecting educational institutions with particular attention to development of administrative procedures and educational change. Students will be presented with principles, tools, and techniques to help leaders steer their organizations into the future. Standards of knowledge (K) and abilities (A) of the Alabama State Department of Education are based upon expanding the Alabama State Department of Education Instructional Leadership Standards 290-3-3-.48 (2)(a) through (2)(h).

5. Student learning outcomes:

1. To define trends and understand why educators must recognize and respond to trends.
2. To identify and analyze major trends that will impact education and the whole of society in the 21st century.
3. To use appropriate tools to scan the environment in order to identify and analyze significant trends and issues.
4. To develop an understanding of educational issues through an issue management process to include probability/impact matrix sorting issues, setting priorities and creating an issue brief.
5. Become proactive facilitators of PEST Analysis, STEEPV analysis, STEEPED analysis, GAP analysis, Root Cause, Defining Moments, Historical Analysis, Flexibility/Innovation Analysis, SWOT Analysis, Delphi Process
6. Become a skilled scenario team builder by identifying driving questions to include developing an advisory council.
7. To develop a future focused communication plan.
8. Examine educational issues and trends such as the diverse learner, English as a Second Language (ESL) learner, community/technical education for the 21st century workforce,

6. Course Content and schedule:

Week 1 Introduction to EDLD 8240/8246 Trends and Issues in Educational Administration.

Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 1- 33. Introduction and Part I: Chapters 1 and 2.

Assignments: 1) Discussion Board Post: What do leaders capable of creating a future have in common? 2) Assignment Dropbox: Answer the following questions: 1. How do you define the difference between a strategic plan and a living strategy? 2. List 20 reasons why educators need to be connected with the broader environment. 3. What are the 12 principles for future-oriented leaders? Due May 22 Student Learning Outcome 1

Week 2

Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 37- 45 Chapter 3.

Assignments: 1) Discussion Board Post: As a school leader why is it important to scan the internal and external environments? 2) Assignment Dropbox: Answer the following questions: 1. What are the universal techniques for reading the environment? 2. Why are these scanning tools important for an organization? 3. What are the 6 steps to leading a successful focus group? Due May 29 Student Learning Outcome 3

Week 3 Group Project #1: Focus Group: Students are to facilitate a focus group: “A New Majority in the South”. Due May 29 Student Learning Outcome 3

Week 4 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 46 – 64 Chapter 4.

Assignments: 1) Discussion Board Post: Select 3 pairs of trends and consider the implications of one trend on the others. First pair i.e. What does the trend of aging population have to do with the trend of competition for educators? Now do two more pairs. 2) Assignment Dropbox: 1. Define trends. As a school leader what 5 steps would help you get a handle on trends? 2. What are the characteristics of knowledge workers and why is growth in the need for these types of workers important for education. 3. Using the 16 educational trends in Figure 4.1 identify an example for each trend based upon the organization for which you are currently working in. Due June 5 Student Learning Outcome 2

Week 5 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 65 – 84 Chapter 5.

Assignments: 1) Discussion Board Post: 2) Assignment Dropbox: 1. What are issues and what are the major types of issues? 2. What are the 4 steps of issue management? 3. What is a probability/impact matrix for identifying and sorting issues? What is the probability/impact matrix for setting priorities? Due June 5 Student Learning Outcome 4

Week 6 Group Project #2: Using the Probability/Impact Matrix have the group identify issues and then have the group speculate on their potential probability and impact. Identify the issue type and determine the priority it should be assigned. Create an issue brief for either a high probability/high impact OR a low probability/high impact issue. Due June 12 Student Learning Outcome 4

Week 7 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 85 - 102 Chapter 6.

Assignments: 1) Using the Discussion Board each group is to create an applicable scenario and post. Each group is to respond to the other scenarios and act as critical friends. This means supportive, positive comments which outline the strengths and weaknesses of the scenario which has been created. Professor of record will select a scenario for the groups to use in the Group Project for this week [see below]. 2) Assignment Dropbox: 1. Describe each of the following in their own paragraph: PEST; STEEPV; STEEPED; Root Cause and Defining Moments; SWOT analysis; Delphi Process. 2. What is the difference between a strategic plan and a living agenda? How can scanning tools turn our strategic plan into a living agenda? Why is this important to an organization? June 12 Student Learning Outcome 5

Week 8 Group Project #3: Given a scenario each group is to select an environmental scanning tool to complete an analysis of the issue. Due June 19 Student Learning Outcome 5

Week 9 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 103 - 117 Chapter 7.

Assignments: 1) Using the Discussion Board each person is to determine a driving question for education. Post your driving question. Due June 19 Learning Outcome 6

Week 10 Group Project #4: After reviewing the driving questions posted by class members the groups are to create an Advisory Council and select the driving question for the Council to investigate. Due June 26 Learning Outcome 6

Week 11 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Page 118 - 134 Chapter 8.

2) Assignment Dropbox: 1. What is a scenario? 2. What are the steps in developing a scenario? 3) What types of people should be members of your scenario team? Due June 26 Student Learning Outcome 6

Week 12 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 137 - 162 Chapter 9.

2) Assignment Dropbox: 1. Considering the institution you are a part of develop a basic plan for strategic communication. What should be included that goes beyond "traditional but necessary" methods for communication. Due July 3 Student Learning Outcome 7

Week 13 Group Project #5: Create a focus group and share the 16 Techniques for future-focused communication on page 143 with them. Focus group discussion surrounds these questions: How are we communicating now? How should we be communicating? Due July 10 Student Learning Outcome 7

Week 14 The Sixteen Trends: Groups will take assigned trends and will participate in an internal and external environmental scan of Australian educational organizations. Evidence which can be used to demonstrate the trend will be gathered and accepted into the Trends and Issues Electronic Portfolio.

Week 15 Continuation of Week 14 Electronic Portfolio

Week 16 Final Project: Presentation of Electronic Portfolio Due August 1. Student Learning Outcome 8

7. Course Requirements:

1. **Weekly assignments:** Each week students will be expected to: 1) complete a response to the discussion board question. 2) Post responses to guiding questions in the Assignment dropbox.
 2. **Group Project #1:** Conduct a focus group: “A New Majority in the South”.
 3. **Group Project #2:** Probability/Impact Matrix + Issue Brief
 4. **Group Project #3:** Conduct an environmental scan.
 5. **Group Project #4:** Create a Advisory Council
 6. **Group Project #5:** Conduct focus group: 16 Techniques for future focused communication.
 7. **Final Project:** Future Trends for Leaders Electronic Portfolio.
- A. Weekly discussions.** During Weeks 1- 12 students are to post to the discussion board and answer the guiding questions. These postings are worth a total of 40 pts.
- B. Group Projects.** There are 5 group projects (listed above as Group Project #1-#5) which focus on major elements/themes of the course. Students will be engaged in completing these 5 group projects. Each project presentation should last no longer than **45 minutes** with an additional **15 minutes** for questions and discussion. In addition to the assigned readings you may use any resources you wish, i.e., journal articles, ERIC documents, reference books, Internet resources, etc. The groups should: **(a)** provide a complete overview of the topic (introduction), **(b)** literature review/research pertaining to the assignment **(c)** current applications of the topics in school systems or in your particular field, and **(d)** the presenters may provide each member of the class with a single page handout to include the outline of the topic presentation and the reference list. These group projects are worth 10 pts. each.
- C. Final Project: 16 Trends Portfolio.** The class will work independently to scan the external and internal environments of the organization they are presently working in. Each student will provide artifacts which support the 16 Trends Portfolio. You will be expected to provide evidence from the environment. At least 1 external and 1 internal artifact which supports the trend will be expected. This individual assignment is worth 10 pts.

8. Grading and Evaluation:

| | |
|--|-----------------|
| Weekly Discussions | 40 pts. |
| Group Project #1: Conduct a focus group: “A New Majority in the South”. | 10 pts. |
| Group Project #2: Probability/Impact Matrix + Issue Brief | 10 pts. |
| Group Project #3: Conduct an environmental scan. | 10 pts. |
| Group Project #4: Create a Advisory Council | 10 pts. |
| Group Project #5: Conduct focus group: 16 Techniques for future focused communication. | 10 pts. |
| Final Project: 16 Trends Portfolio | <u>10pts.</u> |
| Total | 100 pts. |

Grading Scale

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

9. Class Policy Statements:

1. Class Attendance.

Although attendance is not required, students are expected to attend all classes, and will be held responsible According to University and COE Policy:

- “A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
1. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.” From: <http://education.auburn.edu/files/file1610.pdf>
- D. “Specific policies regarding class attendance are the **prerogative of individual faculty**; policies regarding the effect of absences on the determination of grades should be stated in writing at the beginning of the course.” Page 31 of the *Tiger Cub*: <http://www.auburn.edu/tigercub/handbook.html>
- E. **Specific instructor rules in regards to attendance**:
- As graduate students, you are expected to attend class **regularly** and **on time**. If you are absent from class there is absolutely no way to make up this time with fellow class mates and therefore an alternative assignment will be in order if the absence is excused and you have followed the university guidelines concerning the absence.
 - Make-up work If a project or examination is missed, a make-up will only be given for University approved excuses as outlined in the *Tiger Cub*. Arrangements to make-up the work must be

made in advance. You have one week from the date of the absence to make arrangements with me. The alternate assignment will take place within the following two weeks.

- If deadlines for projects/and or assignments are missed because of illness, a doctor's statement for verification of sickness is required. Students should clear the absence with the instructor by e-mail as soon as possible. Other unavoidable absences from class must be documented and cleared with the instructor **in advance**.
- Only those absences recognized by university policy will be considered.
- An alternative assignment, possibly a written examination will be administered to the student in order to assess comprehension of the material which was missed during the absence(s). The alternate assignment will count 15 points.

2. Disability Accommodations. Students who need special accommodations provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

3. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Specific contingency plans for this course:

In the event the faculty member becomes ill or Auburn University closes we will use Blackboard to complete group projects and individual assignments. All course work is presently posted on Blackboard. This includes session folders, weekend assignments, written assignments and individual and group projects. In the event we are not able to meet students will be instructed to complete assignments via on-line submission.

Students will be expected to:

- 1) Follow university policy concerning excused illness.
- 2) Complete all assignments via "Blackboard".
- 3) All group work will be posted as video or PowerPoint
- 4) Instructor will use Auburn University email for all correspondence with students.
- 5) In the event the professor is ill Dr. Reames will notify the EFLT office of said illness and students will receive an email stating cancellation of face-to-face class.

4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- o Engage in responsible and ethical professional practices
- o Contribute to collaborative learning communities
- o Demonstrate a commitment to diversity
- o Model and nurture intellectual vitality

5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. Please see the following which have been copied directly from the Provost's website concerning Student Academic Honesty Code:

<http://www.auburn.edu/academic/provost/story.html?1149111436000133>

Additional notes from instructor:

Please pay particular attention to rules 6 and 8 and be perfectly clear that I consider turning in assignments more than once to the same professor OR turning in the same or closely resembled assignment to two or more professors to be **cheating**. For example, a paper that is submitted to my class for my grade should not resemble another assignment in my class NOR should it resemble a paper which is submitted to another professor. You should never turn in assignments which have been completed for other classes. If you think that this could be a problem because of the nature of the assignment given by the professor(s) you should bring this to my attention ahead of submission. But please understand I will pursue actions outlined by Tiger Cub and the Honesty Code Policies if I feel the Honesty Code has been violated.

Directly from the Honesty Code:

TITLE XII

CHAPTER 1200 Definition

1200.1 This act shall be known as the Student Academic Honesty Code. The Student Academic Honesty Code applies to all students taking classes at Auburn University. Students in either the College of Veterinary Medicine or the School of Pharmacy, while taking classes in these schools, shall be subject to honesty codes published and distributed within each school. The following regulations are designed to support the interests of Auburn University, its students and faculty, in maintaining the honesty and integrity essential to and inherent in an academic institution.

CHAPTER 1201 Violations

1201.1 Violations of the Student Academic Honesty Code are:

1. the possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code;
2. knowingly giving assistance to another person in such preparation;
3. selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor;
4. the submission of themes, essays, term papers, design projects, theses and dissertations, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are

used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes;

5. altering or attempting to alter an assigned grade on any official Auburn University record.

This violation may also be subject to review and action by the University Discipline Committee;

6. an instructor may delineate in advance and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code.

7. altering or misusing a document (e.g., university forms, infirmary or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee.

8. knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor.

9. serving as or enlisting the assistance of another as a substitute in the taking of examinations.

Assessments for EDLD 8240

All assessments except the Final Project: Future Trends for Leaders Electronic Portfolio are due weekly. Dates and student learning outcomes are provided below.

Week 1 Introduction to EDLD 8240/8246 Trends and Issues in Educational Administration.

Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 1- 33.

Introduction and Part I: Chapters 1 and 2.

Assignments: 1) Discussion Board Post: What do leaders capable of creating a future have in common? 2) Assignment Dropbox: Answer the following questions: 1. How do you define the difference between a strategic plan and a living strategy? 2. List 20 reasons why educators need to be connected with the broader environment. 3. What are the 12 principles for future-oriented leaders? **Due May 22 Student Learning Outcome 1**

Week 2

Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 37- 45 Chapter 3.

Assignments: 1) Discussion Board Post: As a school leader why is it important to scan the internal and external environments? 2) Assignment Dropbox: Answer the following questions: 1. What are the universal techniques for reading the environment? 2. Why are these scanning tools important for an organization? 3. What are the 6 steps to leading a successful focus group? **Due May 29 Student Learning Outcome 3**

Week 3 Group Project #1: Focus Group: Students are to facilitate a focus group: "A New Majority in the South". **Due May 29 Student Learning Outcome 3**

Week 4 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 46 – 64 Chapter 4.

Assignments: 1) Discussion Board Post: Select 3 pairs of trends and consider the implications of one trend on the others. First pair i.e. What does the trend of aging population have to do with the trend of competition for educators? Now do two more pairs. 2) Assignment Dropbox: 1. Define trends. As a school leader what 5 steps would help you get a handle on trends? 2. What are the characteristics of knowledge workers and why is growth in the need for these types of workers important for education. 3. Using the 16 educational trends in Figure 4.1 identify an example for each trend based upon the organization for which you are currently working in. **Due June 5 Student Learning Outcome 2**

Week 5 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 65 – 84 Chapter 5.

Assignments: 1) Discussion Board Post: 2) Assignment Dropbox: 1. What are issues and what are the major types of issues? 2. What are the 4 steps of issue management? 3. What is a probability/impact matrix for identifying and sorting issues? What is the probability/impact matrix for setting priorities? **Due June 5 Student Learning Outcome 4**

Week 6 Group Project #2: Using the Probability/Impact Matrix have the group identify issues and then have the group speculate on their potential probability and impact. Identify the issue type and determine the priority it should be assigned. Create an issue brief for either a high probability/high impact OR a low probability/high impact issue. **Due June 12 Student Learning Outcome 4**

Week 7 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 85 - 102 Chapter 6.

Assignments: 1) Using the Discussion Board each group is to create an applicable scenario and post. Each group is to respond to the other scenarios and act as critical friends. This means supportive, positive comments which outline the strengths and weaknesses of the scenario which has been created. Professor of record will select a scenario for the groups to use in the Group Project for this week [see below]. 2) Assignment Dropbox: 1. Describe each of the following in their own paragraph: PEST; STEEPV; STEEPED; Root Cause and Defining Moments; SWOT analysis; Delphi Process. 2. What is the difference between a strategic plan and a living agenda? How can scanning tools turn our strategic plan into a living agenda? Why is this important to an organization? **June 12 Student Learning Outcome 5**

Week 8 Group Project #3: Given a scenario each group is to select an environmental scanning tool to complete an analysis of the issue. **Due June 19 Student Learning Outcome 5**

Week 9 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 103 - 117 Chapter 7.

Assignments: 1) Using the Discussion Board each person is to determine a driving question for education. Post your driving question. **Due June 19 Learning Outcome 6**

Week 10 Group Project #4: After reviewing the driving questions posted by class members the groups are to create an Advisory Council and select the driving question for the Council to investigate. **Due June 26 Learning Outcome 6**

Week 11 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Page 118 - 134 Chapter 8.

2) Assignment Dropbox: 1. What is a scenario? 2. What are the steps in developing a scenario? 3) What types of people should be members of your scenario team? **Due June 26 Student Learning Outcome 6**

Week 12 Readings: Marx, G. (2006). *Future focused leadership: Preparing schools, students, and communities for tomorrow's realities*. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4. Pages 137 - 162 Chapter 9.

2) Assignment Dropbox: 1. Considering the institution you are a part of develop a basic plan for strategic communication. What should be included that goes beyond "traditional but necessary" methods for communication. **Due July 3 Student Learning Outcome 7**

Week 13 Group Project #5: Create a focus group and share the 16 Techniques for future-focused communication on page 143 with them. Focus group discussion surrounds these questions: How are we communicating now? How should we be communicating? **Due July 10 Student Learning Outcome 7**

Week 14 The Sixteen Trends: Groups will take assigned trends and will participate in an internal and external environmental scan of Australian educational organizations. Evidence which can be used to demonstrate the trend will be gathered and accepted into the Trends and Issues Electronic Portfolio.

Week 15 Continuation of Week 14 Electronic Portfolio

Week 16 Final Project: Presentation of Electronic Portfolio Due August 1. **Student Learning Outcome**
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