COURSE SYLLABUS

MASTER OF ARTS IN EDUCATION

Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

Program Objectives

1. **Advanced Knowledge Acquisition**: Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.

2. **Research Proficiency**: Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.

3. **Culturally Responsive Teaching**: Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.

4. **Leadership Development**: Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.

5. **Curriculum and Instruction Design**: Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.

6. **Technology Integration**: Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.

7. **Policy and Advocacy**: Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory**: Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.

2. **Conduct and Analyze Research**: Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.

3. **Implement Inclusive Practices**: Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.

4. **Exhibit Leadership Skills**: Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.

5. **Design Effective Curriculum**: Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.

6.**Utilize Technology Effectively**: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7.**Engage in Policy Advocacy**: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.

COURSE SYLLABUS

Course Title:	**EDUCATIONAL PLANNING, ORGANIZATION AND MANAGEMENT**
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty
	Email: info@pic.education

I. COURSE DESCRIPTION

This course provides an in-depth exploration of the principles and practices of educational planning, organization, and management within various educational settings. Emphasis will be placed on strategic planning, resource allocation, organizational structure, leadership styles, and the role of management in fostering an effective learning environment. Students will engage in practical applications and case studies to develop their skills in educational management.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Understand and articulate the key concepts and theories related to educational planning and management.
2. Analyze the role of leadership in educational settings and its impact on organizational effectiveness.
3. Develop strategic plans that address the needs of diverse educational institutions.
4. Evaluate organizational structures and their effectiveness in promoting educational goals.
5. Apply management principles to optimize resource allocation and improve educational outcomes.

6. Engage in reflective practice to assess their own management skills and leadership potential.

III. LEARNING OUTCOMES

Upon successful completion of the "Educational Planning, Organization, and Management" course, students will be able to:

1. **Understand Key Concepts**

   Articulate fundamental concepts and theories related to educational planning, organization, and management.

2. **Analyze Leadership Roles**

   Evaluate various leadership styles and their impact on educational institutions and organizational effectiveness.

3. **Develop Strategic Plans**

   Create comprehensive strategic plans that address the needs and goals of educational organizations, utilizing tools such as SWOT analysis.

4. **Evaluate Organizational Structures**

   Analyze different organizational structures in educational settings and assess their effectiveness in promoting learning outcomes.

5. **Apply Resource Management Principles**

   Implement effective resource allocation strategies, including financial, human, and technological resources, to optimize educational operations.

6. **Engage in Policy Development**

   Understand the policy-making process and develop policies that positively influence

educational practices and outcomes.

7. **Implement Monitoring and Evaluation Strategies**

   Design and apply evaluation frameworks to assess the effectiveness of educational programs and initiatives.

8. **Manage Change Effectively**

   Apply change management theories and strategies to facilitate successful implementation of innovations and improvements in educational settings.

9. **Foster Community Engagement**

   Build partnerships and engage stakeholders in the planning and management processes to enhance educational effectiveness.

10. **Integrate Technology**

    Utilize technology to improve educational management practices and enhance organizational efficiency.

11. **Reflect on Ethical Practices**

    Identify ethical issues in educational management and apply ethical decision-making frameworks to resolve dilemmas.

12. **Demonstrate Global Awareness**

    Analyze global trends and their implications for educational planning and management practices in diverse contexts.

13. **Conduct Capstone Projects**

    Synthesize learning through a capstone project that demonstrates the application of course concepts to real-world educational challenges.

IV. LEARNING PLAN

WEEK	LEARNING MATERIALS	LEARNING OBJECTIVES
Week 1: Introduction to Educational Planning and Management	Learning Materials: • Textbook: Bush, T. (2020). *Leadership and Management in Education.* • Article: "The Evolution of Educational Management" (available online).	Learning Objectives: • Define key concepts in educational planning and management. • Discuss the historical context of educational management.
Week 2: Theories of Educational Planning	Learning Materials: • Textbook: Baker, D. J., & Wentz, P. (2019). *Educational Planning: Strategic, Tactical, and Operational Planning.* • Video: "Educational Planning Models" (YouTube).	Learning Objectives: • Identify different types of educational planning (strategic, operational, tactical). • Analyze models of educational planning.
Week 3: Leadership in Educational Management	Learning Materials: • Textbook: Kotter, J. P. (2012). *Leading Change.* • Case Study: "Successful Leadership in Education" (provided in class).	Learning Objectives: • Evaluate various leadership theories and styles. • Assess the role of educational leaders in organizations.
Week 4: Organizational Structures in Education	Learning Materials: • Textbook: Fullan, M. (2016). *The New Meaning of Educational Change.* • Article: "Organizational Structures in Educational Institutions" (available online).	Learning Objectives: • Analyze different organizational structures (hierarchical, flat, matrix). • Discuss the impact of organizational culture on educational outcomes.
Week 5: Strategic Planning in Education	Learning Materials: • Textbook: Baker, D. J., & Wentz, P. (2019).	Learning Objectives: • Develop a strategic plan using SWOT analysis.

	• Workshop: "Creating a Strategic Plan" (in-class activity).	• Identify components of effective strategic planning.
Week 6: Resource Allocation and Management	Learning Materials: • Article: "Financial Management in Education" (available online). • Video: "Human Resource Management in Schools" (YouTube).	Learning Objectives: • Apply financial management principles in education. • Discuss human resource management strategies.
Week 7: Policy Development and Implementation	Learning Materials: • Textbook: Bush, T. (2020). • Case Study: "The Role of Policy in Education" (provided in class).	Learning Objectives: • Understand the policy-making process in education. • Evaluate the impact of policies on educational institutions.
Week 8: Monitoring and Evaluation	Learning Materials: • Textbook: Fullan, M. (2016). • Article: "Monitoring and Evaluating Educational Programs" (available online).	Learning Objectives: • Design monitoring and evaluation frameworks for educational programs. • Discuss the importance of assessment in education.
Week 9: Change Management in Education	Learning Materials: • Textbook: Kotter, J. P. (2012). • Video: "Change Management in Education" (YouTube).	Learning Objectives: • Analyze theories of change management. • Develop strategies for implementing change in educational settings.
Week 10: Community Engagement and Collaboration	Learning Materials: • Article: "Community Engagement in Education" (available online). • Case Study: "Successful Community Partnerships" (provided in class).	Learning Objectives: • Build partnerships with stakeholders in education. • Discuss the role of community involvement in educational planning.

Week 11: Technology in Educational Management	Learning Materials: • Article: "The Impact of Technology on Education Management" (available online). • Workshop: "Using Technology for Educational Management" (in-class activity).	Learning Objectives: • Evaluate the role of technology in educational management. • Identify tools that enhance organizational efficiency.
Week 12: Ethical Considerations in Educational Management	Learning Materials: • Textbook: Bush, T. (2020). • Case Study: "Ethical Dilemmas in Education" (provided in class).	Learning Objectives: • Identify ethical issues in educational leadership. • Apply ethical decision-making frameworks to real-world dilemmas.
Week 13: Global Perspectives on Educational Management	Learning Materials: • Article: "Global Trends in Education Management" (available online). • Textbook: Fullan, M. (2016). *The New Meaning of Educational Change*. • Video: "Globalization and Education" (YouTube).	Learning Objectives: • Analyze global trends in educational planning and management. • Discuss the implications of globalization on educational practices and policies.
Week 14: Capstone Project Preparation	Learning Materials: • Guide: "How to Prepare a Capstone Project" (provided in class). • Article: "Research Methodologies in Education" (available online). • Workshop: "Creating an Effective Capstone Proposal" (in-class activity).	Learning Objectives: • Identify a relevant topic for the capstone project that reflects course concepts. • Develop a research methodology and data collection plan for the capstone project.
Week 15: Capstone Project Presentations	Learning Materials: • Presentation Guidelines: "Best Practices for Presenting	Learning Objectives: • Present the capstone project effectively,

	Educational Research" (provided in class). • Peer Review Rubric: "Criteria for Evaluating Capstone Presentations" (provided in class).	demonstrating understanding of educational planning and management concepts. • Provide and receive constructive feedback on peers' projects.
Week 16: Course Review and Reflection	Learning Materials: • Reflection Guide: "Reflecting on Your Learning Journey" (provided in class). • Article: "The Importance of Reflective Practice in Education" (available online). • Course Evaluation Form: "Feedback on Course Experience" (distributed in class).	Learning Objectives: • Reflect on personal growth and learning throughout the course. • Synthesize key concepts and insights gained from the course.

V. LEARNING OUTPUTS

Upon completing the course "Educational Planning, Organization, and Management,"

students will be able to:

1. **Articulate Key Concepts**

    Demonstrate a clear understanding of fundamental concepts and theories in

    educational planning, organization, and management.

2. **Evaluate Leadership Styles**

    Analyze various leadership styles and their effectiveness in different educational

    contexts, recognizing their impact on organizational culture and performance.

3. **Develop Strategic Plans**

   Create and present comprehensive strategic plans that address the goals and challenges of educational institutions, utilizing appropriate planning tools and frameworks.

4. **Assess Organizational Structures**

   Critically assess different organizational structures within educational settings and their influence on efficiency, communication, and decision-making.

5. **Implement Resource Management Strategies**

   Apply principles of financial, human, and technological resource management to optimize the operations of educational organizations.

6. **Engage in Policy Analysis**

   Analyze the policy-making process in education, evaluating the implications of policies on educational practice and stakeholder engagement.

7. **Design Evaluation Frameworks**

   Construct monitoring and evaluation frameworks to assess the effectiveness of educational programs and initiatives, ensuring alignment with strategic goals.

8. **Apply Change Management Principles**

   Utilize change management theories to effectively implement and manage change initiatives within educational organizations.

9. **Foster Community Partnerships**

   Develop strategies for engaging stakeholders and building partnerships that enhance community involvement in educational planning and management.

10. **Integrate Technology in Management**

Identify and apply technological tools that improve educational management practices, facilitating better communication and organizational efficiency.

11. **Address Ethical Issues**

Recognize and address ethical dilemmas in educational management, applying ethical decision-making frameworks to resolve conflicts.

12. **Analyze Global Trends**

Examine global trends and their implications for educational planning and management, understanding the impact of globalization on local educational contexts.

13. **Synthesize Learning through Capstone Projects**

Demonstrate the ability to synthesize course knowledge and skills through a capstone project that addresses real-world educational challenges.

VI. REFERENCES:

1.**Bush, T. (2020).**

Leadership and Management in Education.

• This textbook provides a comprehensive overview of leadership theories and management practices in educational settings, focusing on the role of leaders in shaping educational outcomes.

2.**Baker, D. J., & Wentz, P. (2019).**

Educational Planning: Strategic, Tactical, and Operational Planning.

• This resource discusses different types of educational planning and offers practical frameworks for developing effective strategic plans.

3.**Fullan, M. (2016).**

The New Meaning of Educational Change.

• Fullan examines the dynamics of educational change and the factors that contribute to successful reform efforts in schools and educational systems.

4.**Kotter, J. P. (2012).**

Leading Change.

• This classic text outlines a step-by-step process for implementing successful change initiatives, emphasizing the importance of leadership in managing change.

5.**Leithwood, K., & Jantzi, D. (2005).**

Transformational Leadership.

• This article reviews the impact of transformational leadership on organizational effectiveness and student outcomes in educational settings.

6.**Sergiovanni, T. J. (2009).**

The Principalship: A Reflective Practice Perspective.

• This book provides insights into the role of the principal as an educational leader and offers strategies for effective school management.

7.**Stoll, L., & Fink, D. (2010).**

Educational Change: A Review of the Literature.

• This review summarizes key literature on educational change, highlighting factors that influence the success of change initiatives.

8. **Hargreaves, A., & Fink, D. (2006).**

Sustainable Leadership.

• This text discusses the concept of sustainable leadership and its implications for long-term educational improvement and organizational health.

9. **Dimmock, C., & Walker, A. (2005).**

Educational Leadership: Culture and Diversity.

• This book explores the influence of cultural and contextual factors on educational leadership and management practices.

10. **Gordon, S. P. (2014).**

The Principal as Leader of a Learning Community.

• This resource focuses on the role of the principal in fostering a collaborative learning environment and developing a culture of continuous improvement.

11. **Bryk, A. S., & Schneider, B. (2003).**

Trust in Schools: A Core Resource for Improvement.

• This book examines the importance of trust in educational settings and its role in fostering effective school improvement efforts.

12. **Hattie, J. (2009).**

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.

• Hattie's work provides insights into effective teaching and leadership practices based on extensive research findings.

13. **OECD (2018).**

Education at a Glance 2018: OECD Indicators.

• This report provides international data on education systems, highlighting trends and challenges in educational planning and management.

Additional Resources

•Articles and Case Studies: Relevant articles and case studies will be provided throughout the course to enhance understanding and application of concepts discussed.

•Online Platforms: Access to online resources, including educational management journals, webinars, and workshops, will be encouraged to supplement learning.

VII. COURSE REQUIREMENTS

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams). Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

VIII. GRADING SYSTEM

General Average. The students will be graded for two quarters (midterm and final rating periods) according to the following:

▪ Class Attendance	10%
▪ Participation in Class Discussion and Pair/Group Activities	25%
▪ Individual Formative Tests, Homework, Research	25%
▪ Summative Examination (Midterm/Final Exams)	40%
TOTAL	100%

Final Grade. The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2nd quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

College Equivalent Rating:

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

IX. CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.

2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.

3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment (e.g., homework, research paper), quiz/ examination, or participation in group activities.)

4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.

5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.

6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.

7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

X. Class Participation and Behavior

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights

2. Any form of cheating will immediately earn you a failing grade.

3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

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