

College of

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare professionals to serve and lead education and human services organizations.

Department of Educational Leadership EDL 733 Education Organization Development Standard Syllabus Save final revision as pdf

General Information

Credit Hours: 3

Instructor: Phone: Email:

Course Prerequisites: Graduate standing, accepted to doctoral program.

Course Description

The purpose of this course is to provide the student with opportunities to learn the theories, models, research, planning processes and the development of strategies for change in public educational institutions and organizations. This course is a study of the issues and methods associated with educational organization development and the management of change, with specific emphasis on processes associated with initiating and sustaining organizational change. Areas of concentration include leading and sustaining organizational change, diagnostic process, planning techniques, development of intervention strategies, and methods for overcoming resistance to change in educational organizations.

Student Learning Expectations/Outcomes for this Course

For successful completion of this course, students will demonstrate understanding and skills relevant to ELCC Standard Elements, PUE and EDL Program Standards. ELCC Assessment 6 will be used to evaluate ELCC Standard Elements 1.2, 1.3, and 1.4

 ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

- ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.
- ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.
- Candidates demonstrate a working knowledge of terms and concepts associated with organization development.
- Candidates demonstrate comprehension of the basic concepts, methodologies and designs for bringing about change in organizations.
- Candidates apply concepts, theories and ideas from research to specific cases and their own work experience.
- Candidates analyze organizational problems and propose effective solutions.
- Candidates collect, synthesize and interpret data from an organization.
- Candidates work effectively in a group to produce a collaborative strategic plan for organizational change in a specific case or their own work environment.

PUE EDL Program Student Expectations/ Learning Outcomes

- Candidates exhibit openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.
- Candidates model professional ethics and sound professional judgment.
- Candidates demonstrate empathy in their relations with faculty, staff and students.
- Candidates demonstrate willing leadership to their profession.

Course Structure/Approach

Lecture, group projects / participation, Socratic seminar, and individual research and reporting will be used to structure this course.

Textbooks

Required:

- Bryson, J. M. (2004). *Strategic planning for public and nonprofit organizations*. San Francisco, CA: Jossey-Bass. (ISBN: 0-7879-6755-6)
- Bryson, J. M., & Alston, F. K. (2005). *Creating and implementing your strategic plan.* San Francisco, CA: Jossey-Bass. (ISBN: 0-7879-6754-8)

Rothwell, W. J., Stavros, Jacqueline M., et.al. (2010). *Practicing organization development: a guide for leading change.* San Francisco, CA: Pfeiffer. ISBN 978-0-470-40544-4)

Recommended Optional Materials/References

References will be distributed throughout the course prior to any discussion topic.

Course Outline and Schedule

EDL 733 Tentative Schedule (SAMPLE)				
Session 1	Read and Discuss case studies on planning	Articles distributed in class		
Session 1	Organization Development and change Concerns Based Adoption Model (CBAM)	Rothwell: Chap 1 and 2 Handout on CBAM		
Session 2	Origin of Organization Development, Importance of Human Resources	Rothwell: Chap 3 and 4		
Session 2	Who, why and expert views on Organization Development	Rothwell: Chap 5, 6 and 7		
Session 2	Elements of designing and implementing change in an organization	Rothwell: Chap 8, 9 and 10		
Session 2	Elements of designing and implementing change in an organization (continued)	Rothwell: Chap 11 and 12		
Session 3	The importance of organization culture, intervention and team building	Rothwell: Chap 14, 15 and 16		

Session 3	Dealing with large organizations, whole system change and inter-level dynamics	Rothwell: Chap 17, 18 and 19
	Begin collecting strategic planning documentation	Instructions distributed in class.
Session 3	Collaboration, human dynamics and utilization of technology	Rothwell: Chap 22, 23 and 24
	MIDTERM	
Session 4	Importance of Strategic Planning and the change cycle	Bryson: Chap 1 and 2
Session 4	Initiating the process and clarifying mandates and mission	Bryson: Chap 3 and 4
Session 4	SWOT analysis and identifying strategic issues	Bryson: Chap 5 and 6
Session 4	Formulating strategies, organizational vision	Bryson: Chap 7 and 8
Session 4	Implementing strategies and revising plans	Bryson: Chap 9 and 10
Session 5	Complete development of group strategic plan	
Session 6	Final Exam. Presentation of Strategic Plan	

Assessment of Student Learning Outcomes

1) Research Work and Presentation: Write a synopsis of 5 journal articles related to planning and organization development. Be prepared to make a class presentation of the article(s).

10 points for synopsis; 5 points for presentation



2) Interview two superintendents (one elementary, one secondary) or two CC/HE administrators. The purpose of the interview is to understand the district's approach to planning and change in three areas: 1) curriculum, 2) professional development and 3) capital development (new and existing facilities). A report will be written and submitted.

20 points

3) Group Project:

SIGNATURE ASSIGNMENT

Develop a strategic plan for an operating unit (most likely a school district) using the format of the workbook *Creating and implementing your strategic plan.*

Evaluation of Signature Assignment will employ:

- ELCC Assessment 2, to document content knowledge (ELCC Standards 1.2, 1.3, 1.4);
- ELCC Assessment 6, to document leadership skills (ELCC Standards 1.2, 1.3, 1.4).

30 points

4) Mid-term Examination: The mid-term examination will be essay in construction (note: midterm and final exams are required by the COE).

20 points

5) Final examination is presentation of Strategic plan.

10 points

6) Class preparation, participation and attendance are important: Students are expected to have read the material prior to class, participate in discussions and question / answer sessions.

5 points

Grading System

Recap of Points:

Research and Presentation	15
Administrators' Interviews	20
Strategic Plan	30
Midterm Exam	20
Final Exam	10
Prep & Participation	05
Total Points	100

Grading:

91 to 100	Α
81 to 90	В
71 to 80	С
61 to 70	D
60 and below	F

Course Policies

- (C)
- 1) All written material submitted is to be typed in either 10- or 12-point size with appropriate page layout and documentation. The preferred style is the *Publication Manual of the American Psychological Association (5th edition)*. If you are not going to use this style, please discuss this matter with the instructor <u>prior</u> to submitting any written materials. All submitted papers do require cover and reference pages (if appropriate). It must be an original work by the student. Plagiarizing, or representing the work of someone else as your own, will result in failing this course.
- 2) Designated class presentations are to be formal and where possible and appropriate supported with handouts for the class and visuals that will enhance understanding or contribute to the overall quality of the presentation.
- 3) If you have questions or need assistance, please check with the instructor prior to the class.
- 4) The professor reserves the right to make both qualitative and quantitative assessments of student performance. Graduate students are expected to produce high quality, professional work in all assignments.

Northern Arizona University - Policy Statements

Please see http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html for the following policies:

Safe Environment Policy
Students with Disabilities
Institutional Review Board
Academic Integrity
Classroom Management Statement