

PVAMU Course Syllabus
EDUL 7043: Organizational Development and Change in Education
Whitlowe R. Green College of Education
Department of Educational Leadership & Counseling

Instructor Name: Lisa Hobson, Ph. D.

Office Location: Delco 207

Office Phone: (936) 261-3517

Email Address: ldhobson@pvamu.edu

Mail (U.S. Postal Service) Address: Prairie View A&M University

P.O. Box 519

Mail Stop 2420

Prairie View, TX 77446

Office Hours: Mondays 8:00 a.m. -2:30 p.m.; Thursdays 9:00 a.m. – 3:30 p.m.; and Saturdays 9:00 a.m.-11:00 a.m.

Course Location: W R Banks 209

Class Meeting Days & Times: Saturdays 11:00 a.m. - 1:50 p.m.

Course Abbreviation and Number: EDUL 7223

Catalog Description

EDUL 7043: Organizational Development and Change in Education. (3-0) Credit 3.

Explores global educational change from the perspectives of classical/rational organizational theory open systems theory, contingency theory, and social systems theories. The educational leader will understand the dynamics of educational change and the process to manage change.

Required Texts:

(a) Gallos, J. V. (Ed). (2006). *Organization Development: A Jossey-Bass Reader*. San Francisco, CA: Jossey-Bass.

ISBN-10: 0787984264 | ISBN-13: 978-0787984267

(b) Weisbord, M. R. (2012). *Productive workplaces: Dignity, meaning, and community in the 21st century*. San Francisco, CA: Jossey-Bass.

(c) Collins, J. & Hansen, M. T. (2011). *Great by choice: Uncertainty, Chaos, and Luck-- Why Some Thrive Despite Them All*. New York, NY: Harper Business, Inc.

ISBN-10: 0062120999 ; ISBN-13: 978-0062120991

Recommended Text:

Cummings, T. G. & Worley, C. G. (2008). *Organization Development and Change*. Cengage Learning, Inc.

ISBN-13: 9780324421385 | ISBN-10: 0324421389

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Access to Learning Resources:

PVAMU Library, phone (936) 261-1500; web: <http://www.tamu.edu/pvamu/library/>

University Bookstore, phone (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

The goals of this course are to:

1. Comprehend the elements of organizational development and change and the effects of change on the individual and the organization.
2. Comprehend and be able to implement steps to effect change.
3. Comprehend how to create and inspire a shared vision.
4. Develop a system to create organizational development and change and enable others to act.
- 5.

The objectives of this course are to:

1. Prepare school administrators as problem solvers, critical thinkers, and decision makers.
2. Prepare school administrators as educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community (1.0).
3. Prepare school administrators as educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment (3.0).

National Council of Professors of Educational Administration - NCPEA Knowledge Base Domains

1. Historical, social, cultural & philosophical foundations.
3. Learning theory.
4. Curriculum.
7. Personnel/ *Human Resource Management*.
8. Educational management.
9. Educational leadership.
10. Human relations.
11. Organizational change.
12. Site-based leadership.

- 15.School public relations.
- 16.School facilities.
- 17.District leadership.
- 18.Educational leadership preparation.
- 19.Technology leadership.
- 20.International contributions.

Course Objectives/Accrediting Body –Standards Met: See below.
ELCC Standards - [http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

Educational Leadership Constituent Council Standards:

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operation, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Texas Administrator Standards

Competency 001-The principal knows how to shape campus culture by facilitating the development, articulation implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 004 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, selects and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007 The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Competency 008 the principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

TExES Domains/Standards/Competencies

The following **ExCET** domains/standards/competencies will be addressed:

Domain I	(D-I):	School Community Leadership
Domain II	(D-II):	Instructional Leadership
Domain III	(D-III):	Administrative Leadership

Standard 1: Learner-Centered Values and Ethics

Standard 2: Learner-Centered Leadership and Campus Culture

Standard 3: Learner-Centered Human Resource Leadership and Management

Standard 4: Learner-Centered Communication and Community Relations

Standard 5: Learner-Centered Organizational Leadership and Management

Standard 6: Learner-Centered Curriculum Planning and Development

Standard 7: Learner-Centered Instructional Leadership Management

Course Procedures/Submission of Assignments:

Instrument	Value (points or percentages)	Total
Attendance / Participation / Professionalism	16 meetings x 20 points	320
Professional Development Conference	100	80
WRG COE iREAD Reflection Paper	100	100
Organizational Change Project Proposal	200	200
Organizational Change Project Presentation	100	100
Personal Change Project Final	100	100
Final Exam	100	100
		1000 points

Grading Distribution Scale:

A = 95 – 100

B = 94 – 85

C = 84 – 75

D = 74 – 65

F = 64 pts. Or below

University Calendar – The academic calendar can be found at

<http://www.pvamu.edu/Include/Registrar/Calendar/2012/Spring%202012.pdf>.

University Rules and Procedures**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. Autoplagiarism: recycling content printed verbatim that was authored in previous documents.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Department of Educational Leadership and Counseling Policies**Certification Students ONLY**

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM

TEExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TEExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase success on the TEExES examinations.

University Calendar – The academic calendar can be found at

<http://www.pvamu.edu/Include/Registrar/Calendar/2012/Spring%202012.pdf>.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446
Telephone: 936-261-2123
Fax: 936-261-2138
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: *Dr. Kay Norman*
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University
Email: kfnorman@pvamu.edu

McKinney-Vento Act

Resources and funding are provided by the federal government for the support of students who are homeless. Each school district has been allocated funds and has a representative in charge of these resources and services. Ensure you examine this information and contact school district officials to adequately support homeless students who are attending your school if you are employed in a public k-12 school district. Resources regarding educating homeless students can be found at <http://center.serve.org/nche/m-v.php>. The National Center for Homeless Education has many resources available to assist schools and districts. More information regarding how the act is applied in Texas can be found at <http://www.utdanacenter.org/theo/>. Grant funding information can be found at the Texas Homeless Education Office.

New University Policies and Regulations

***Effective Fall 2011**

New Policy: Withdrawal from the University (Undergraduates Only):

When an **Undergraduate** student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):

- The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

Grade Replacement Regulation (Undergraduate Students Only):

- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):

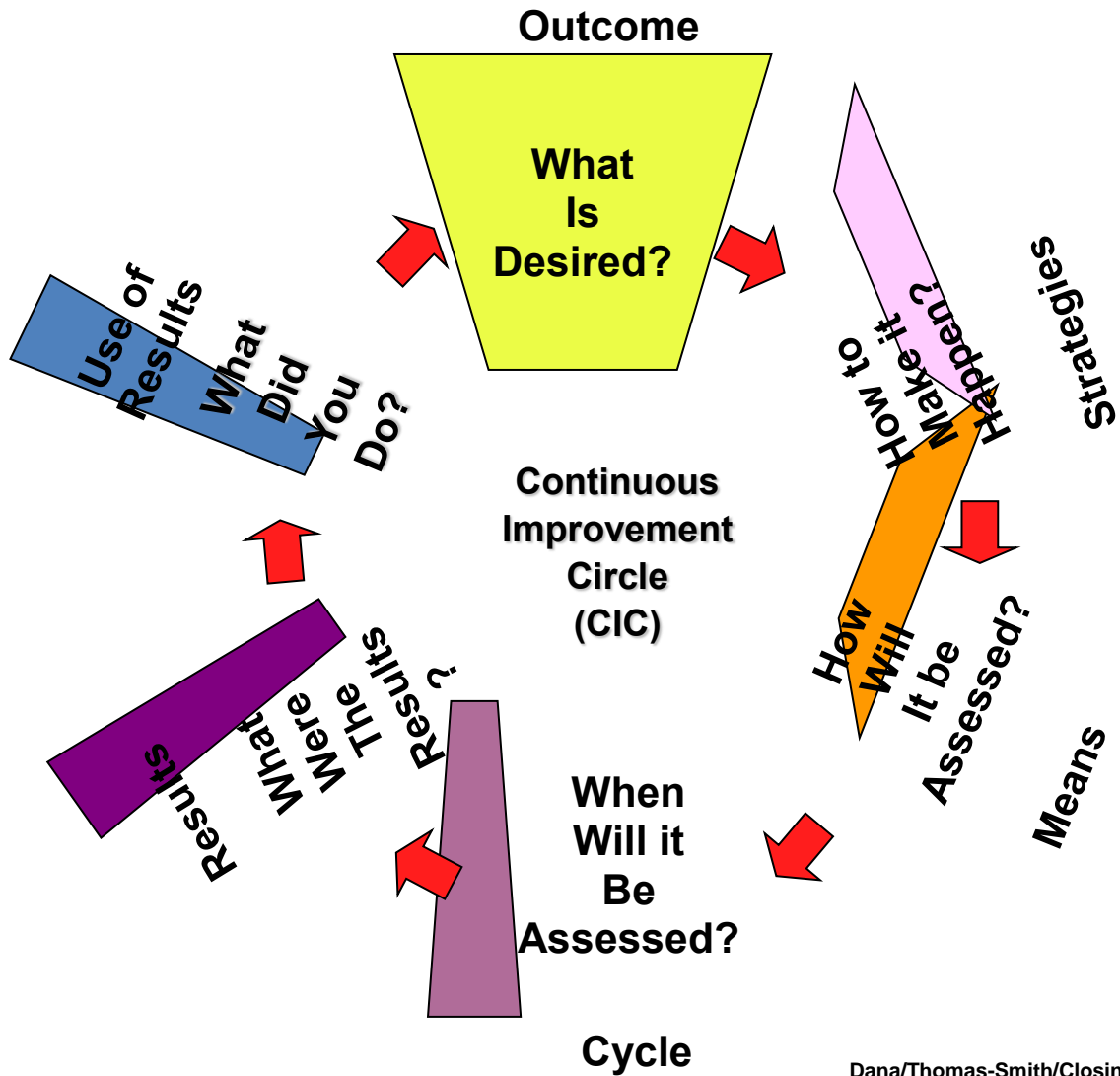
- Students who do not attend “at least one day” of class by **February 14, 2012**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.
-

QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.

Quality Without Compromise

Closing the Loop

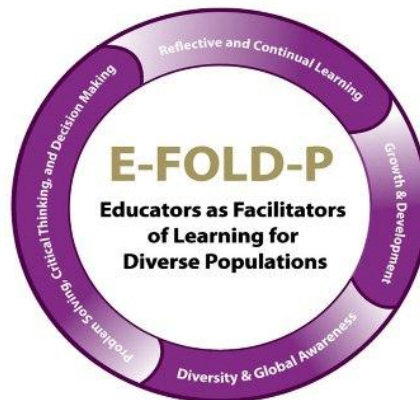
The Six Question Model at Prairie View A&M University



Dana/Thomas-Smith/Closing the Loop Six Question

E-FOLD-P (Conceptual Framework) (Educator As Facilitator For Diverse Populations)

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



Moodle ePortfolio

Moodle is a tool that Prairie View A&M University uses for assessment purposes. Five of your assignments will be considered as artifacts (items of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses Moodle. The assignment(s) to be used as Moodle artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

Professional Organizations and Journals

American Association for School Administrators
National Association of Elementary School Principals
National Association of Secondary School Principals
Phi Delta Kappa
Texas Elementary Principals and Supervisors Association
Texas Association of Secondary School Principals
American Journal of Education
American School Board Journal
Education Administration Abstracts
Education Administration Quarterly
Education Week
Educational Leadership
NASSP Bulletin
National FORUM Journals (www.nationalforum.com)
Phi Delta Kappan
TASSP News Highlights
TEPSA Journal
Theory Into Practice

References

American Psychological Association (2009). Publication manual of the APA (6th ed.). Washington DC: Author
Educational Leadership Constituents Council (ELCC) Standards
(http://www.npbea.org/ELCCStandards%20_5-02.pdf)
Interstate School Leaders Licensure Consortium (ISLLC) Standards
(www.ccsso.org/projects/education_leadership_initiatives/ISLLC_standards/)
National Council for the Accreditation of Teacher Education (NCATE) (www.ncate.org/public/standards.asp)

Reflective Journal Narratives

Thorough Analysis and Discussion of Book	Candidates complete an advanced level of discussion of concepts with significant levels of analytical evaluation.	Candidates complete a standard level of discussion with some analytical evaluation.	Candidates complete an inappropriate or poor level of discussion of concepts with limited analytical evaluation.
Comprehension and Analysis of Information for Application of Content to Real-world Settings	Candidates discussed how the book content relates to course concepts with reference to applicable research and theory.	Candidates discussed how the book content relates to relates to course concepts with some examples.	Candidates failed to discuss or inadequately discussed how the book content related to relates to course concepts
Comprehension and Analysis of Written Information 6.1 Understand the Larger Context	Candidates understand how to conduct and use information, resources, and research to address key organizational goals.	Candidates understand how to use information, resources, and research to address key organizational goals.	Candidates have limited understanding of how to use information, resources, and research to address key organizational goals.
Substantive and Effective Use of Standard Writing Mechanics Commensurate with Degree Level	Candidates write with a superior command of American Standard English and writing conventions as well as demonstrate writing that indicates reflective and critical thinking.	Candidates write with a command of American Standard English and writing conventions as well as demonstrate writing that indicates critical thinking.	Candidates write with limited/no command of American Standard English and writing conventions as well as demonstrate writing that indicates critical thinking.
3.2 Management of Operations a. Candidates demonstrate the ability to involve staff in conducting operations	Candidates understand how to work collaboratively, lead, and participate in projects with other stakeholders to	Candidates understand how to work collaboratively, and participate in projects with	Candidates understand how to participate in projects with or lack awareness of how to collaborate with other stakeholders to address

<p>within the governance structure and setting priorities and goals using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p>	<p>address and support key organizational goals and challenges.</p>	<p>other stakeholders to address and support key organizational goals and challenges.</p>	<p>and support key organizational goals and challenges.</p>
--	---	---	---