



STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED:  YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 3

FACULTY LOAD HOURS 3

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

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/18/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 9 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827.704

DATE/SIGNATURE OF REGISTRAR [Signature] 9 Jan 96

NOTIFICATION FORWARD:

\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_ DEPARTMENT CHAIRPERSON(S)

\_\_\_ ACADEMIC DEAN(S)

\_\_\_ REGISTRAR

\_\_\_ SPONSOR(S)

## Course Proposal

### 1. Details

- a. Course Title: **Changing Organizations**
- b. Sponsors: Thomas Michael, the Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 3 credits
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Organizations as Cultures sequence
- g. Suggested time and scale of implementation: Summer 2
- 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.

One of the most important roles of educational leaders is to serve as an agent of change within the organization. This course focuses on the development of the leadership skills needed to manage change in schools and colleges to meet societal challenges and expectations. Students will be challenged to use behavioral science as a change process to improve their adaptability and effectiveness.

### 3. Essence of the Course:

- a. Objectives of the course in relation to student outcomes:

- (1) Students will be able to describe the comprehensive nature of organizational change, including the impact of change on individuals, groups, and organizations.
- (2) Students will develop skill in diagnosing, collecting data, and intervening to bring about desired changes in organizations.
- (3) Students will learn how to use the self as an instrument in facilitating communication and diagnosing organizational dynamics.
- (4) Students will understand how to apply systems thinking about human systems.
- (5) Students will be able to identify stages of organizational change and development.
- (6) Students will be able to provide process consulting, understanding the difference between technical or expert consulting and process consulting.
- (7) Students will improve skills and knowledge in group dynamics and group participation.
- (8) Students will understand the various approaches to organizational change such as organizational transformation, continuous quality improvement, quality circles, team development, learning for life, etc.
- (9) Students will understand the difference between bringing about change through influence and through authority.
- (10) Students will develop and clarify their philosophy of organizational and social change consistent with personal values.

b. Topical Outline/Content:

- (1) The nature of organizational change, including the impact of change on individuals, groups, and organizations
- (2) Diagnosing, collecting data, and intervening to bring about desired changes in organizations
- (3) Using the self as an instrument in facilitating communication and diagnosing organizational dynamics

- (4) Applying systems thinking about human systems
- (5) Stages of organizational change and development
- (6) Process consulting (including understanding the difference between technical or expert consulting and process consulting, and applying process consulting)
- (7) Group dynamics and group participation
- (8) Approaches to organizational change such as organizational transformation, continuous quality improvement, quality circles, team development, learning for life, etc
- (9) The difference between bringing about change through influence and through authority
- (10) Personal values and philosophy of organizational and social change

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:

- (1) Self-assessment of development and insight
- (2) Preparation of a paper on a topic in organizational change
- (3) Participation in experiential activities
- (4) Collaboration with other students in a group project to be presented in a class seminar.

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.

The school of Business Administration has a course in organizational change and development at both the undergraduate and master's levels. This course has been prepared by Thomas Michael of the Department of Management and MIS, who wrote the original course proposals for the courses in Business.

**Catalogue Description**

This course focusses on the development of leadership skills that will provide students with the ability to implement change in schools and colleges. Specific topics will involve students in the study of organizational and social change, intervention theory, organizational design, group dynamics, interpersonal communication, and the use of the self in leadership.

**Prerequisite:** Organizations as Cultures sequence