



# CURRICULUM PROPOSAL FORM

**DEADLINES:**

REGULAR COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000  
SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

**PROPOSAL TITLE:** Theories of <sup>Organizational</sup> Change

**SPONSOR/S:** Educational Leadership Department

**DEPARTMENT:** Educational Leadership Department

6527.716

**CHECK ALL THAT APPLY:**  
 UNDERGRADUATE       GRADUATE

**COLLEGE:** \_\_\_\_\_  
**If LAS:**     History/Humanities  
                    Math/Sciences  
                    Social/Behavioral Sciences

\* \* \* \* \*

**TYPE OF PROPOSAL (Check ALL that Apply)**

<input type="checkbox"/> General Education	<input checked="" type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in _____ Bank	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To _____ Bank	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	
	<input type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course IS General Education
<input type="checkbox"/> Short Term Course Proposal	

**DEPARTMENT**  
 (SIGNATURE INDICATES APPROVAL)

[Signature] / DEPT. CURRICULUM CHAIR / DATE

[Signature] / DEPT. CHAIRPERSON / DATE

**COLLEGE CURRICULUM COMMITTEE**  
 DATE OF OPEN HEARING (if necessary) 12/1/98

APPROVED  
 NOT APPROVED

COMMENTS:

[Signature] / DATE

**ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)**

APPROVED  
 NOT APPROVED

COMMENTS:

[Signature] / DATE (Academic Dean)

[Signature] / DATE (Graduate Dean)

**UNIVERSITY CURRICULUM COMMITTEE**

DATE OF OPEN HEARING (if necessary) 12/1/98 (College Level only)

APPROVED

NOT APPROVED

COMMENTS:

Janette Reeds 12/8/98  
SIGNATURE DATE

**SENATE**

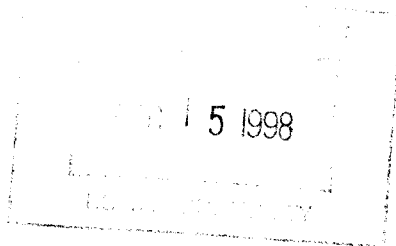
Date announced at Senate 12/8/98

Voted upon at Senate:                      Approved                      Not Approved                      Date:

**EXECUTIVE VICE PRESIDENT/PROVOST**

APPROVED

NOT APPROVED If no, reasons are as follows:



STUDENT CREDIT HOURS 3      FACULTY LOAD HOURS 3      EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): \_\_\_\_\_

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

**REGISTRAR**

DATE APPROVED COURSE DESCRIPTION RECEIVED \_\_\_\_\_

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED 0831.714

DATE/SIGNATURE OF REGISTRAR Robert A. Kulat Jan 28, 1999

**NOTIFICATION FORWARD:**

\_\_\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_\_\_ DEPARTMENT CHAIRPERSONS

\_\_\_\_\_ ACADEMIC DEAN(S)

\_\_\_\_\_ REGISTRAR

\_\_\_\_\_ SPONSOR(S)

## Course Proposal

### 1. Details:

- a. Course Title: **Theories of Organizational Change** [HEGIS # needed]
- b. Sponsors: Educational Leadership Department
- c. Credit Hours: 3
- d. Course Level: Doctoral
- e. Prerequisite: Matriculation into the Doctoral Program in Educational Leadership
- f. Suggested Time and Scale of Implementation: Spring 2000. This course will be offered each spring as part of the third block of courses taken by the entering cohort.
- g. Curricular Effect: Major requirement. This course is being added as part of an internal review of the initial implementation of the doctoral program. Two required courses are being added, while three previously required courses are being converted to electives.
- h. Adequacy of present staff, resources, space needs, and other additional requirements for implementation: This course can be offered within existing resources.
- i. Recommended Library Resources: Library resources are adequate to offer this course. Future acquisitions can be supported through the doctoral program's library development budget.
- j. Short-term Evaluations: N/A -- new course

### 2. Rationale:

The original design of the Doctoral Program in Educational Leadership included an internal review and potential realignment of the program prior to the admission of a second cohort of students. From the inception of the program in June 1997, we have collected evaluative data, both in written and group discussion form, from the students. Now in its fifth semester, the program has retained 17 of the original 18 students. Their development has been considerable, and the feedback that they have provided has been extremely positive. Nevertheless, our commitment has been to make modifications that we believe will strengthen the program further.

After four semesters, the Educational Leadership Department devoted a retreat to reviewing the data we collected from students and to reexamining the curriculum. The program was designed to focus students on understanding organizations, understanding

the changing context in which the organizations serve, and understanding the self as a developing leader. We sought to engage the students in all three strands during each semester. At the same time, we sought to integrate each semester's courses in a synergistic fashion. We found that students' energies were often pulled in too many directions at the same time and that some of our attempts at integration were more forced than we desired. We have concluded that the basic content of the program has been effective and should be retained; however, the program can be strengthened by focusing students on two strands during a given semester. Such an approach will permit the increased integration of courses such that students will engage in the preparation of a major "product" each semester that will incorporate learning from each of their courses. Each semester will retain a focus on understanding the self as a developing leader, but will center primarily on only one of the other two strands. (This change is responsive to the concerns of students that they have the opportunity to go significantly deeper into an area of research each semester.) Such a change requires re-grouping content among some courses, sequencing courses differently, changing credits associated with some courses, and providing additional emphasis on certain topics.

As redesigned, coursework will focus on a particular theme each semester. The theme for the first spring for the entering cohort of students will be "leadership and organizational change." One of the most important roles of educational leaders is to serve as agents of change. Leading change in educational settings often occurs in the midst of great uncertainty and ambiguity. Frequently educators are required to enact changes that have complex systemic implications with few resources to attend to the human dynamics. A seven credit block (including Changing Organizations and Research for Educational Leadership III) will focus on that challenge.

This course will focus on the examination and critique of theories that contribute to leading change, including individual change, small group change, systemic change and overcoming barriers to change. Students will examine how societal expectations drive change and how change can influence societal expectations. Specific topics will involve students in the study of historical perspectives of educational change, theories of organizational assessment, theories of intervention, theories for design processes, and theories about the use of self in leading change.

### 3. Essence of the Course

a. Objectives of the course in relation to student outcomes: As a result of this course, students will be able to:

- (1) Describe how the historical development of organizational theories relates to educational change.
- (2) Link theories of motivation and adult development to organizational change.
- (3) Critique theories of power and influence and describe their relationship to various approaches to change.

- (4) Differentiate between various theoretical perspectives that inform change in educational settings.
- (5) Understand the theories that inform change agents.
- (6) Understand the theories that underpin various processes of change such as strategic planning, continuous quality improvement, quality circles, self-led teams.
- (7) Research their "theory of change in use" and understand how that theory influences their design decisions for educational change.

b. Topical Outline/Content

- (1) Application of classic theories of organizational behavior to the development of productive educational settings: scientific management, human relations, socio-technical theory, and systems theory
- (2) Perspectives on motivation: X-Y theory; expectancy theory; efficacy; group and intergroup relations; groupthink
- (3) Adult development stage theory; career stage theory
- (4) Training, staff development, and career development
- (5) Theories of social power; power and micropolitics; power and diversity; power and caring; power and resistance
- (6) Differentiating between first and second order change
- (7) Unfreezing cultures in educational settings
- (8) Theories of consulting: technical, expert, interventionist, and process
- (9) Rational theory and strategic planning
- (10) Critical theory and participatory processes
- (11) Postmodern/Poststructuralist theory and organizational transformation
- (12) Systems theory and continuous improvement
- (13) Espoused theories and theories in action

c. Evaluation and grading procedure of students: Students will be required to research their "theory of change in use" and to analyze how that theory influences their design decisions for educational change. They will present their research both orally to the class and in written form. Informed participation in discussions and classroom exercises will also be a factor in grading.

d. Course Evaluation: In addition to using student evaluations in each course, the doctoral program faculty engage students in on-going formative evaluation activities (both written and oral) for the program. This course is being proposed as a result of that process.

4. Results of Consultations: Consultations are being sought from the Management Department in the College of Business.

**Catalogue Description**

This course focuses on theories that contribute to leading change, including individual change, small group change, systemic change, and overcoming barriers to change. Specific topics include historical perspectives of educational change, theories of organizational assessment, theories of intervention, theories for design processes, and theories about the use of self in leading change.

**Prerequisite:** Matriculation into the Doctoral Program in Educational Leadership

From: "TOM MICHAEL" <michael@rowan.edu>  
 Organization: Rowan University  
 To: marcus@rowan.edu  
 Date sent: Tue, 27 Oct 1998 20:43:19 EST  
 Subject: (Fwd) Theories of Change  
 Priority: normal

----- Forwarded Message Follows -----

From: "TOM MICHAEL" <michael@rowan.edu>  
 Organization: Rowan University  
 To: lmarcus@rowan.edu  
 Date: Tue, 27 Oct 1998 20:42:04 EST  
 Subject: Theories of Change  
 Priority: normal

Larry,

I have reviewed your proposal for a new course, Theories of Change, to be added to the doctoral program. I have also discussed this proposal with Edie Rusch.

You are to be commended for doing exactly what you said you would do when you initiated the program in educational leadership. You designed the program to be experience-based as well as theory rich. The result is that you are applying to the program exactly the same behavior that you are expecting of your students: that is, when you gain some experience which leads you to make changes, you make changes. That is what action research amounts to.

Keeping one strand of the course sequence on the one strand of understanding the self, and then clarifying the other two strands so that you can go more deeply into them seems to be a good way to go. My hunch is that your list of 12 theoretical approaches may be honed down in the future, since I suspect that trying to understand all of them may interfere with a student's ability to integrate an approach more deeply into her or his soul (Kierkegaard said "purity of heart is to will one thing."). But that is me, not you, and I realize that at the doctoral level you have to give the impression that you have not left anything out.

So, it is a good idea to modify your curriculum. After all, I am a Presbyterian, a member of the reformed tradition, and our motto

	Date	# of pages
Post-It® Fax Note	7671	
To	Karen Guinta	
Co./Dept.	Elizabeth Henderson	
Phone #		
Fax #	4435	

is "reformed and ever reforming."

Regards,

Tom Michael  
Management & MIS