University of North Texas Dallas
Spring 2012
SYLLABUS

Course Abbreviation/Number/Title/Semester Hrs
EDAD 5630: Organizational Change and School Improvement
Spring 2012 3Hrs

Department of	Education Administration	Division of	Teacher Education and Human Services

Instructor Name:	Charles C. Cole Ed. D.
Office Location:	DAL 2 Rm. 262
Office Telephone:	972-338-1345
Email Address:	colec@verizon.net; Charles.Cole2@unt.edu

Office Hours:	After class and/or by appointment
Virtual Office Hours:	By e-mail

Classroom Location:	DAL 1 Rm 262
Class Meeting Days & Times:	Tuesday, 5 PM – 7:50 PM

Course Catalog Description:	This course will examine school change and improvement from a variety of perspectives on organizational change and leadership. It explores paradigms or theoretical frameworks that affects school change and improvement. Using open systems, sociopolitical, and classical perspectives, students learn to use a formal strategic planning process for systematic school improvement. The course also includes research on school reform and the development of a literature review for a research study. In the preparation of school administrators for the 21st century, acknowledgement must be given to the demands by the public and the profession to increase the effectiveness of all aspects of school programs to ensure that all learners become more successful. The challenge today, and in the future, is for school leaders to employ all methods possible to ensure optimal achievement by all students.

Prerequisites:	EDAD 5400; EDAD 5390; EDAD 5330;
Co-requisites:	

Required Text:	Kotter, J.P. (1996). Leading Change. Boston, MA. Harvard Business School Press.

Recommended Text and References:	Collins, Jim (2001) Good To Great. HarperCollins Publishers Inc. New York, NY. Fullan, Michael (2001) Leading In A Culture Of Change. San Francisco, CA. Jossey Bass Inc. Scott, W. Richard (1992) Organizations: Rational Natural, and Open Systems. Englewood Cliffs, NJ. Prentice Hall.

Access to Learning Resources:	UNT Dallas Library:
	phone: (972) 780-3625;
	web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	phone: (972) 780-3652;
	e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The goal of this course is to allow students to develop knowledge, skills, and dispositions needed to meet the necessary competencies for the Principal Certificate in the State of Texas,

Learning Objectives/Outcomes: At the end of this course, the student will:

1	implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2	develop, implement, and evaluate change processes for organizational effectiveness.
3	utilize effective planning to maximize attainment of district and campus goals.
4	respond to pertinent political, social and economic issues that exist in the internal and external environment.
5	facilitate implementation of sound, research-based school improvement strategies.
	Students will develop knowledge, skills, and dispositions needed to meet the following Educational Leadership Constituent Council/National Council for the Accreditation of Teacher Education nationally accepted standards for school leaders:
6	facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
7	initiate, manage, and evaluate the change process.
8	identify and critique several theories of leadership and their application to various school environments.
9	conduct needs assessments by collecting information about students, staff, school environments, family and community values, expectations, and priorities, and national and global conditions affecting schools.
10	analyze and interpret educational data, issues, and trends for boards, committees, and other groups outlining possible actions and their implications.
11	establish operational plans and processes to accomplish strategic goals, utilizing practical application of organizational theories.
12	apply a systems perspective, viewing schools as interactive internal systems operating within external environments.
13	implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
14	monitor and assess the process of activities, making adjustments and formulating new action steps as necessary.
15	involve family and community in appropriate policy development, program planning, and assessment processes.
16	define and relate the general characteristics of internal and external political systems as they apply to school settings.
	<u>In addition, students will:</u>
17	understand three major conceptual frameworks, which have guided the development of administrative theory and apply them to managing and improving schools.
18	become familiar with research on change in educational organizations, school improvement and specific reform initiatives.
19	be able to use strategic planning to improve school organizations.
20	be able to conduct a comprehensive, analytical review of research on school reform.

Course Outline

<u>**EDAD 5630 Meeting Dates, Readings, Discussions, Activities, and Product Due Dates 1/24/12**</u>

Jan. 17   Orientation, Introductions, Syllabus, Course Requirements, Group Assignments

Jan. 24   An Introduction to Organizations and Change Theory, Group Discussion

Jan. 31   Guest Speaker: Leading the Change in YOUR school. Class activities

Feb. *7*   Theory of Organizations (Small Group Discussions)

Feb. 14   Leading Change Chapter 1-2 (Class Discussion and Activities)

Feb. 21   Guest Speaker: Change: "From a Low Performing to a High Performing Campus"

Feb. 28   Chapters 3-5 (Class Discussion and Activities)

Mar. 6   Chapters 6-9 (Class Discussion and Activities)

Mar. 13   Chapters 10-12 (Class Discussion and Activities)

Mar. 20   Spring Break

Mar. 27   Group Presentations Book

Apr.   3   Group Presentation Book

Apr. 10   Group Presentation Book

Apr. 17   Group Presentations Book

Apr. 24   Group Presentations Book

May   1   Review and *What's Worth Fighting For in your School*, Michael Fullan and Andy Hargreaves

May   8   Final Exam

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – A comprehensive final exam will be given which may consist of true/false, multi-choice, fill in the blank and short discussion questions.

Assignments – Students will be required to conduct an original (i.e. not submitted to meet requirements for any other course) research investigation, comprising a comprehensive, analytical review of the research literature on a school organizational change/reform topic and write a paper about their findings. It is expected that the students utilize a wide variety of resources in their research.

Projects – Each Group will prepare Power Point presentation of their research findings to be shared

with the class. The presentation will include nine components. A copy of the presentation used must be provided to each member of the class.

Critical Issues documents comprise the following nine components:

1. Issue statement: Defines the problem or issue to be explored.
2. Overview: Synthesizes research and other information explaining why this issue is a critical one.
3. Goals: Sets objectives you might establish for your school.
4. Action Options: Offers steps to help you reach your goals.
5. Implementation Pitfalls: States problems frequently encountered and how to avoid them.
6. Different Points of View: Provides alternative views about how to address an issue.
7. Illustrative Cases: Presents the experiences of real schools.
8. Contacts: Lists people and agencies willing to advise you.
9. References: complete reference listing following American Psychological Association style.

Class Participation – Students are expected to read materials and be prepared to discuss topics in class. Students may miss one class without penalty. Regardless of circumstances, a second absence will lower the participation grade one letter. A third absence will lower the overall grade one additional letter

Grading Matrix:

Instrument	Value Percentages	Total
Book Review and Presentation	25%	75
Simulations/Exercises	15%	45
Mid Term Exam	10%	30
Class Participation/ Discussion	25%	75
Final Exam	25%	75
Total:		300

Grade Determination:
 A = 300 – 270 pts; i.e. 90% or better
 B = 269 – 240 pts; i.e. 80 – 89 %
 C = 239 – 210 pts; i.e. 70 – 79 %
 D = 209 – 180 pts; i.e. 60 – 69 %
 F = 179 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance): *The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required projects must be submitted when requested. In no case should materials submitted for course credit be those submitted for another course. Late assignments are ineligible for a grade of "A." Class participation and attendance will also be taken into consideration in determining grades. Extra points will be given to those who participate over and beyond. It is important that you communicate with the instructor if you will be absent.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

The following optional practices are permitted:
- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*