Full Proposal

Master of Science in Organizational Studies

Prepared by the Organizational Studies Doctoral Curriculum Committee

College of Education and Human Services

Wright State University

August, 2015

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Wright State University

Organizational Studies in Leadership and Education

Full Proposal

1. Designation of New Degree Program: M.S. in Organizational Studies

The content of the proposed (M.S.) in Organizational Studies comprises the core courses for the current Organizational Studies Educational Doctorate (Ed.D.) program. Students who are admitted into the Organizational Studies Ed.D. program will receive the M.S. in Organizational Studies once they have satisfactorily completed the Ed.D. program core courses, which includes the internship. The M.S. degree will permit all students to receive the Masters degree. The core courses provide an interdisciplinary approach to the study of topics, theories, and research critical to the success of leaders in a variety of organizational settings. These courses reflect a scholar-practitioner oriented program for working professionals, grounded in systems theory, adaptive leadership change, decision making, structure, personnel roles and functions, external relations, planning, program evaluation, and organization theory. The program is for those working in community, government, public service, business, non-profit, and education organizations.

The Wright State University (WSU) institutional mission, "to serve the regional community in preparing organizational leaders," provides the conceptual base for both the professional doctoral program and this proposed M.S. in Organizational Studies (Wright State University, n.d.). The College of Education and Human Services (CEHS) mission is to prepare "professionals to meet the educational, leadership, and human services needs of a diverse, democratic society" (Wright State University, n.d.). The core elements of the course work for the M.S. in Organizational Studies program are aligned with both mission statements.

1.1   Rationale

Students who complete the M.S. in Organizational Studies will become knowledgeable and skilled scholar-practitioners equipped to serve in leadership positions within a variety of modern organizational environments. The degree will be awarded to students admitted to the Ed.D. program in Organizational Studies upon completing of the core courses and internship. The availability of the degree will permit the Masters degree to be awarded to students who do not progress to doctoral candidacy. This practice is similar to policies at other state universities.

1.2   Disciplinary purpose and significance

Growing evidence indicates that neither the nation nor the State of Ohio can respond adequately to the needs of our society unless the level of organizational leadership is enhanced significantly. This program will produce Master-level professionals who are knowledgeable and skilled scholar-practitioners equipped to function in leadership positions within a variety of modern organizational environments.

The doctoral courses completed for the M.S. degree are designed to meet the increasing need for visionary and entrepreneurial leaders in community organizations, businesses, governmental agencies, PK-12 education settings, community colleges, four-year colleges and universities, and corporate-sponsored education. The program goals for the Masters degree are to provide:

1. Meaningful learning opportunities for employed professionals related to Organizational Studies that can be applied in their professional settings;
2. Opportunities to integrate theory, skill, research, and internship experiences that will add value to the knowledge base in professional settings; and
3. Professional experiences in organizations, policy issues, and applied research relevant to career goals.

The Department of Leadership Studies in Education and Organizations (LDR) will deliver the M.S. in Organizational Studies in conjunction with the Ed.D. program.

1.3 Focus of the Proposed Program

The focus of the Masters program is to develop scholar-practitioners committed to exploring and expanding research related to the practice and processes in organizations. Graduates will deepen their understandings related to leadership and change within organizations. The participants ~~with~~ will gain the knowledge and skills to conduct robust research, to strengthen practices in organizations, and to establish networks for education, psychology, urban affairs, and health and human services, to name a few. The following six principles (Fullan, 2005) form the conceptual framework of the proposed program:

1. Commitment to changing contexts at all levels

2. Lateral capacity building through networks

3. Intelligent accountability and vertical relationships encompassing both capacity building and accountability

4. Deep learning at all levels of the system through collaboration

5. Dual commitment to short and long-term results

6. Leadership that produces leaders.

Graduates of the program will utilize this conceptual framework to become strong practitioners who focus on substantially improving and informing practice in organizations. During guided internships, organizational settings become significant laboratories for forming and testing explanations, practices, and theories.

The program will provide scholar-practitioners opportunities to incorporate organizational theories into daily interactions and activities; the experiences will make a difference to individuals, organizations, and communities without compromising the development of others in surrounding contexts. These scholar-practitioners will focus on developing ideas and strategies that address current short- and long-term problems in their field. Through this program, students will develop the knowledge and skills to see underlying patterns, model new actions, and function as mentors to promote a culture of change in their workplace (Fullan, 2005).

Typical students in this program will take two courses per semester and be employed in a full-time position with an organization in which they can apply their learning. Students who are not employed will be assigned to an organization selected to provide a venue for applying organizational and leadership concepts.

In keeping with a scholar-practitioner model, the program will include core coursework in organizational theory, ethical dimensions of leading in organizations, systems thinking and change in organizational settings and understanding organizations in a global environment. The program will offer opportunities to study in depth the perspectives, methodologies, and vocabularies necessary to infuse the concepts and principles of organizations into the study of program planning and evaluation, consultation, and resource utilization. The degree will be awarded after satisfactory completion of the core components, which include the internship.

The proposed program of study is broad in scope and interdisciplinary in nature. It will employ the faculty strengths in the Leadership Studies in Education and Organizations department, and two additional departments within the College of Education and Human Services (Teacher Education and Human Services). In addition, collaborations exist with faculty from the Departments of Management and International Business in the Raj Soin College of Business, Urban Affairs and Geography in the College of Liberal Arts, and Psychology in the College of Science and Mathematics. Representatives

from these university departments and leaders from organizations, government, institutions for education, and health and human services in the region serve as members of the Ed.D. Advisory Committee. The Advisory Committee provides an extensive network for internships.

2. Description of Proposed Curriculum

The program of study requirements for the M.S. in Organizational Studies are 30 semester hours. The core program courses are listed in Table 1.

Table 1. Core Program for Organizational Studies (30 Semester Hours)

Course (4 Semester Hours)	Course Title
DOS 9010	History and Theory in Organizational Studies
DOS 9020	Ethical Dimensions of Leading in Organizations
DOS 9030	Systems Thinking and Change in Organizational Settings
DOS 9040	Understanding Organizations in a Global Environment
DOS 9050	Advanced Research Methods I
DOS 9060	Advanced Research Methods II
DOS 9000 (1 Sem. Hr; 2 yrs)	Colloquium for Doctoral Students
DOS 9800	Internship

The Masters in Organizational Studies will only be awarded to students enrolled in the Ed.D. in Organizational Studies program. Students in the Ed.D. program will earn the M.S. upon completion of core courses including the internship in the doctoral program, Department Program policies and Graduate School policies will apply to students receiving the degree. For example:

1. Students may transfer a maximum of 12 semester hours into the program with advisor approval. Transferred credits cannot have been used to complete previous degrees.

2. All program requirements must be completed within seven years of starting the program. This means that transferred credits must have been completed within the seven-year time limit.

3. Modifications to a Program of Study (POS) must have approval of the student's advisor and the Ed.D. Program Director in CEHS.

4. Students will collaborate with advisors to finalize the field internship placement and goals.
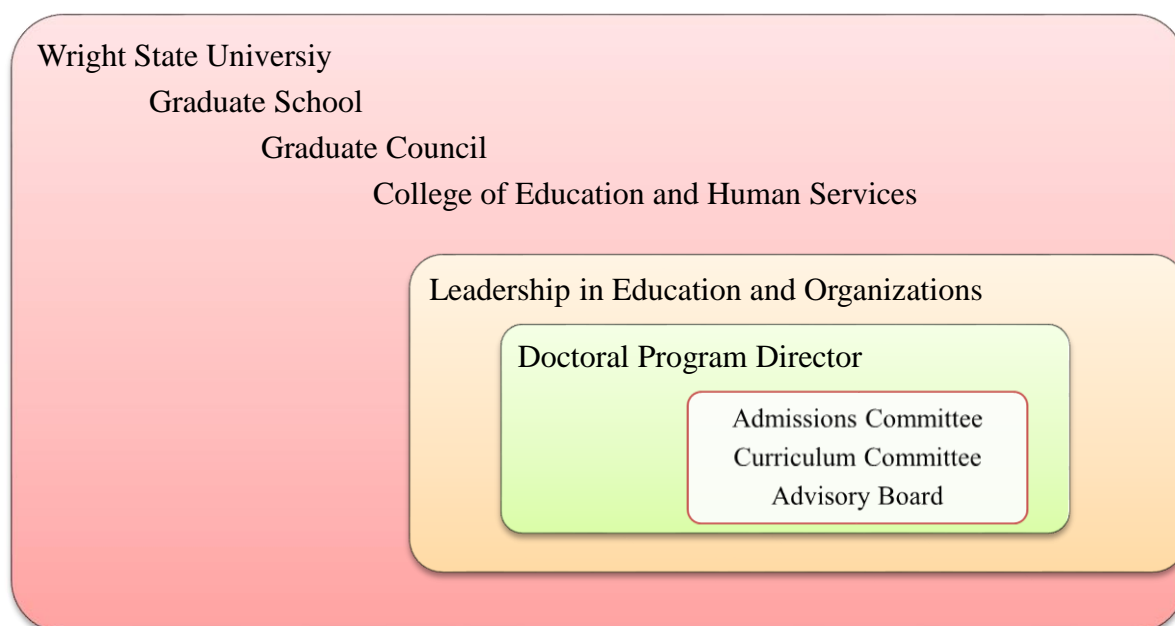
Masters students will pursue this Masters program within the Ed.D. cohort model. This approach creates a community of scholars, enabling students to develop ongoing intellectual relationships with each other, faculty members, and the professional community. Students take core classes as a cohort. Students are encouraged to maintain employment while pursuing the degrees in order to provide a context in which to integrate program related theory and practice. Classes may meet on a non-traditional schedule, using technology to provide synchronous and asynchronous learning.

3. Administrative Organization for the Proposed Program

The M.S. in Organizational Studies will adhere to all policies of the Wright State Graduate Council and Graduate School. The program will be administered through the Department of Leadership Studies in Education and Organizations (LDR), College of Education and Human Services (CEHS). The Ed.D. Program Director within LDR will provide oversight for the M.S. in Organizational Studies and provide administrative oversight for the Ed.D. in Organizational Studies, Admissions and Curriculum Committee. The Ed.D. Admissions Committee will establish criteria for selection of Ed.D. students, recommend students to be admitted to the Graduate School and the program, award fellowships, advise on other financial aid options, and assign advisors to incoming students. The Ed.D. Curriculum Committee will provide advice and oversight for curriculum content, program structure, and learning experiences for students. The Ed.D. Program Advisory Board consists of professionals within the region who work in academia, government, business, non-profit,

and educational organizations. The Advisory Board provides an interface with the community and

assists the program faculty by identifying community assets such as prospective students, research

sites, internship sites, and adjunct faculty members. The Program Director for the Ed.D. in

Organizational Studies reports to the Leadership Studies Chair, CEHS.

Figure 1. Administration of Doctoral Program at Wright State University

Wright State Universiy
      Graduate School
            Graduate Council
                  College of Education and Human Services

Leadership in Education and Organizations

Doctoral Program Director

Admissions Committee
Curriculum Committee
Advisory Board

Students will not be recruited into the M.S. program as Masters students. All admitted Ed.D.

students who satisfactorily complete the core courses including the internship for the Ed.D. (30 hours)

will receive the Master of Science in Organizational Studies before they start the Ed.D. qualifying

process.

4. Need for the Proposed Program

The planning for an M.S. in Organizational Studies program emerged from the activities

completed for approval and implementation of the Ed.D. in Organizational Studies approved in

March, 2012. The March 2005 and May 2007 need studies for the doctoral program indicated that there was a high demand and interest in studies about organizational studies among those surveyed (86% expressed interest). This section of the proposal refers to the 2012 needs analysis for the doctorate (Appendix A).

4.1   Earlier Needs Analysis Studies

The 2005 and 2007 needs analyses documented interest in doctoral work in Educational Leadership, Counseling, and Human Services. Since that time, CEHS added a Master program in Leadership Development in 2010. The Masters program expands the breadth of interest among the alumni base for CEHS. Current inquiries about the proposed program include interests in leadership in various organizations such as business, non-profits, government, and community services. This document contains an updated needs analysis summarized in section 4.3.

4.2   Career Examples

The Organizational Studies Ed.D. program includes two concentrations: Leadership Studies and Learning Organizations. Those completing the Leadership Studies concentration would be prepared to work in businesses, non-profits, government, and community services; those in the Learning Organizations concentration would be prepared to work in education, human services, and counseling. Table 2 contains career examples.

Table 2. Career Examples for Graduates of the Organizational Studies Doctoral Program

Learning Organizations Concentration		Leadership Studies Concentration	
Job Title	Responsibilities	Job Title	Responsibilities
School District Administration	Hold leadership roles in pre-K to grade 12 schools	Consultant	Advise leaders regarding staff development, organizational theory and human resources.
Director of Faculty or Organization	Counseling and Human Services for educational institutions	Efficiency Expert	Develop organizational change and improvement plans for a variety of organizations.
College Faculty	Teach and develop research programs in Organizational Studies and Educational Leadership	College Faculty	Teach and develop research programs in Organizational Studies
Administration in Community Colleges and Universities	Hold leadership roles in 2 year and 4 year higher education institutions	Director/Manager	Plan, direct, coordinate activities including research plans for organizations
Personnel Manager	Develop staffing plans, evaluations and conduct cost analysis	Personnel Manager	develop staffing plans, evaluations and conduct cost analysis
		Management Analysts	Conduct organizational studies and evaluations, design systems and procedures, conduct work measurement studies for operating more efficiently and effectively.

4.3   Projected Demand

Using the Occupational Supply Demand System (OSDS) for occupations that are related to those

of potential candidates for the Ed.D., the need for the Ed.D. and M.S. in Organizational Studies

programs in Ohio is clear. The OSDS provides supply/demand analysis of occupations to assist with

training and education program planning. Data content, relationships, relevancy, and presentation of

the Occupational Supply Demand System (OSDS) are frequently updated. Ohio data is gleaned from

the Ohio Bureau of Labor Market, the Ohio Job Outlook (2014), and the Buckeye Top Fifty resources.

The data for the 2012 Ed.D. needs analysis were generated by identifying four occupational groupings or 'units of analyses': Organizational Leadership, Educational Leadership, Human Resource Management, and Educational Administration. These units most closely represent career examples for graduates of the Organizational Studies doctoral and Masters programs.

In Ohio, the demand in the Organizational Leadership is noted in two areas: Managers/Educational services, public and private (19.3% growth from 2008 to 2018) and Management Analysis/ Management, scientific, and technical consulting services (85% growth from 2008 to 2018). In Educational Administration and Leadership, the OSDS predicts a growth of 5% to 32% for educational administrators in K12 and postsecondary jobs. The highest growth is predicted for educational services administration and the lowest growth for management of postsecondary companies.

For the Human Resources Management, the predicted growth in Ohio from 2008 by 2018 is highest for the general job classification of Human Resources, Training and Labor Relations Specialists, with the predicted growth of 22.6%. Also high is the general field of Training and Development specialists, with a predicted growth of 33% by 2018.

4.4   Supply

Having a M.S. in Organizational Studies in the Dayton, Ohio region would provide more Ohio residents the opportunity to serve in roles related to Organizational Studies and Leadership, Education Administration and Leadership, and Human Services. In 2012, there were a total of 59 doctorates associated with Organizational Leadership careers awarded in Ohio during the 2009-2010 academic year. There were 87 doctorates (86 Ph.D. and 1 Ed.D.) in Educational Leadership and Administration

awarded in Ohio during the same time period. The degrees awarded are not a duplicate of the Organizational Studies doctoral program proposed in this document.

4.5   Current Level of Interest

Because CEHS had been planning the Ed.D. program since 2000 or before, inquiries about the availability of the program continue to be frequent in 2015. The current enrollment in the Ed.D. program after three years of admissions is 18. The areas represented by these inquiries are as follows: Instructor in Medical School, Instructor in College of Business, Business Development Officer, Educational Service Center Coordinator, Institutional Research Data Analyst, Director in Communications, Research Specialist, K-12 School Superintendent, K-12 School Principal, K-12 School Teacher.

5. Prospective Enrollment

The M.S. in Organizational Studies Program Director for the proposed program will not recruit for students for this program. Instead all admitted Ed.D. students will receive the M.S. after completion of the core courses in the Ed.D. program (30 hours). It is planned to admit 6-8 students a year into the Ed.D. program. Every student who satisfactorily completes the Ed.D. core courses will receive the M.S. in Organizational Studies.

The core courses are offered every year. If cohort numbers are low, recruiting procedures will be revised to admit 8 annually. This will provide an appropriate faculty dissertation-advising load. It is anticipated that completion of the Masters program will take a minimum of two years.

5.1 Admission standards

Students outside the Ed.D. program will not be admitted into the M.S. Organizational Studies program. Instead, all students who are admitted into the Ed.D. program will receive the M.S. in

Organizational Studies after satisfactorily completing the Ed.D. core courses, including the internship. The basic admission standards for the Ed.D. program reflect the requirements for the M.S. students:

1. Masters degree in an education, leadership, human services or a related field from an accredited university, with a 3.3 GPA or higher.

2. Evidence of five years of successful professional management experience, e.g. Project Leader, Assistant Manager, Principal, Education Administration, Classroom Teacher with leadership role, Associate Director, and/or Personnel Manager.

3. Proof of basic statistical competence, i.e. course work in the Masters degree or work in a profession where statistical competence is required. If evidence is not provided, a basic statistics course may be taken by the student prior to an admission decision.

4. Written career statement completed during the interview to articulate motivation for pursuing a doctoral degree and demonstrate writing ability. Interview with the Admissions Committee to include career statement (plans) and to assess potential of oral skills, ability to conceptualize issues, etc.

5. Graduate Record Examination (GRE) scores or Millers Analogy Test (MAT) scores at the 50th percentile or above for education or social science majors (not more than 5 years old).

If the student is deficient in one of the above areas, the Admissions Committee may recommend remedial action, e.g. an advanced statistics course or continuing employment to aggregate a total of five years.

In sum, a student will be recommended for admission to the Ed.D. program in Organizational Studies with an undergraduate and a Masters degree from a supporting discipline (e.g. education, counseling, organization leadership, public administration, psychology), acceptable GPA, GRE or MAT scores, five years of successful work experience in a management position, a career statement (plan), and a successful interview. All admitted students would receive the M.S. in Organizational Studies once core courses, including the internship, are satisfactorily completed.

6. Efforts to Enroll and Retain Underrepresented Groups, Women, and Students with Disabilities

Wright State University has demonstrated commitment to multiculturalism with centers and mentoring programs. This commitment is visible through the Women's Center, Bolinga Black Cultural Center, and the Asian, Hispanic and Native American organization (AHANA), to name a few. In addition, the University has a national reputation for accessibility for students with disabilities, and the Office of Disability Services provides services to 550 students. The campus is nationally recognized for having an architecturally barrier free campus and an Office of Disability Services to provide support to students with a disability. Underrepresented groups typically comprise 12-13 % of CEHS student enrollment.

The Ed.D. recruitment plan ensures that underrepresented groups are an integral part of this program and will be reflected in the M.S. student population since all Ed.D. students who complete the core courses, including the internship, will receive the M.S.. The following list reflects activities to encourage underrepresented group applications: recruitment brochures to target selected campuses, including historically black colleges and universities; recruiting visits and seminar presentations to regional colleges and universities (Wilberforce, Central State, Kentucky State University); recruitment materials and visits to employers in health, education, and human service agencies and the establishment of one or more scholarships dedicated to members of underrepresented populations.

Current demographics for the CEHS Department of Leadership Studies (LDR) graduate program in Student Affairs in Higher Education are 62% women, 38% men, 12% African American and 4% disabled (J. Risacher, Personal Communication, October, 2011). Also, partnerships with Central State University, Wilberforce University, and Wilmington College provide sites for SAHE internship placements. The diversity within this program reflects prior commitment and success within the doctoral program's home department (LDR).

In sum, because the M.S. in Organizational Studies is part of the Ed.D. program, there will be no marketing and recruitment effort for the M.S. program. The Ed.D. marketing and recruitment efforts for Ed.D. students will require involvement of all doctoral faculty members in promoting the program to interested candidates, including efforts to enroll underrepresented groups, women, and students with disabilities. Systematic planning, follow-up, and evaluation of marketing efforts will be on-going.

7. Faculty, Facilities and Support Services

Currently there are 20 full time faculty members in LDR and 95% have terminal degrees in their field. Faculty searches for future positions include requirements for active research and publication agenda for all candidates.

For the Ed.D. program there are currently eight tenured and one untenured faculty member delivering the Ed.D. curriculum (Table 5). Currently six faculty are Doctoral Qualified Faculty (DQF) for leading Ed.D. student dissertations. M.S. students will not complete a dissertation.

Table 3. Current DOS Faculty

Name	Degree	Doctoral Qualified
Roxanne DuVivier, Assistant Professor	Ph.D.	
Suzanne Franco, Professor	Ed. D.	DQF
Grant Hambright, Professor	Ed. D.	DQF
Sharon Heilmann, Professor	Ph.D.	DQF

Name	Degree	Doctoral Qualified
Jill Lindsey, Professor	Ph. D.	DQF
Yoko Miura, Associate Professor	Ed. D.	DQF
Mindy McNutt, Associate Professor	Ph.D.	
Carol Patitu, Professor	Ph. D.	DQF
Douglas Roby, Emeritus Professor	Ph. D.	

8. Need for Faculty and Facilities

Currently there is a search committee working to fill a faculty position to serve in both the Ed.D. and the Masters in Leadership Development (MSLD) program at the Associate level or above for Spring, 2016.

9. Summary

Students in the Ed.D. program will earn the M.S. upon completion of doctoral core courses, including internship. Department Program policies and Graduate School policies will apply to students receiving the degree. The M.S. in Organizations Studies seeks to assist students of the Ed.D. program to obtain M.S. credentials to innovate and become creators of knowledge that will bring about change and make a positive impact on their organizations. To provide such assistance, the Ed.D. and M.S. programs are focused on problems external to WSU while linking the critical thinking of academia to real-world issues. The programs will encourage diverse and critical thinking, group knowledge building, and open-ended processes to deal with problems that cannot be anticipated but require non-linear problem solving.

References

Fullan, M. (2005). *Leadership & sustainability: Systems thinkers in action*. Thousand Oaks, CA: Corwin

    Press.

Wright State University. (n.d.). Foundation principles: Mission statement. Retrieved from

    http://www.wright.edu/foundational-principles/mission-statement

Wright State University. (n.d.). the CEHS Mission: Mission and vision. Retrieved from

    http://www.cehs.wright.edu/about_cehs/mission/index.php

Appendix A   Needs Study 2012
Center for Urban and Public Affairs

225 Millett Hall

Wright State University

Needs Analysis (2012) for Ed.D. in Organizational Studies

The Center for Urban and Public Affairs provided the Leadership Studies in Education and Organizations Doctoral Planning Committee access to Occupational Supply Demand System (OSDS) job opening data for Ohio. The Ohio data are gleaned from the Ohio Bureau of Labor Market, the Ohio Job Outlook (2012) and the Buckeye Top Fifty resource. The Doctoral Committee identified four occupational groupings of interest: Organizational Leadership, Educational Leadership, Human Resource Management and Educational Administration. A summary of those data is included in the full doctoral proposal.

Table 1 (following page) summarizes additional needs analysis data from Economic Modeling Specialist, Inc. (EM.S.I) Complete Employment. The Ohio region delimiters used for the EM.S.I data are as follows:

Region Info
Name: WSU Raider Country + M.S.As
County Areas: Auglaize, Ohio (39011), Brown, Ohio (39015), Butler, Ohio (39017), Champaign, Ohio (39021), Clark, Ohio (39023), Clermont, Ohio (39025), Clinton, Ohio (39027), Darke, Ohio (39037), Delaware, Ohio (39041), Fairfield, Ohio (39045), Franklin, Ohio (39049), Greene, Ohio (39057), Hamilton, Ohio (39061), Logan, Ohio (39091), Madison, Ohio (39097), Mercer, Ohio (39107), Miami, Ohio (39109), Montgomery, Ohio (39113), Morrow, Ohio (39117), Pickaway, Ohio (39129), Preble, Ohio (39135), Shelby, Ohio (39149), Union, Ohio (39159), Van Wert, Ohio (39161), Warren, Ohio (39165)

Table 1. Summary of Job Openings for Occupations Related to Organizational Leadership, Educational Leadership, Human Resource Management and Educational Administration

Description	2012 Jobs	2017 Jobs	Change	% Change	Openings
Chief executives	8,636	9,003	367	4%	1,566
General and operations managers	15,183	15,004	(179)	(1%)	2,523
Administrative services managers	4,628	4,803	175	4%	658
Industrial production managers	3,352	3,168	(184)	(5%)	652
Purchasing managers	1,158	1,162	4	0%	194
Transportation, storage, and distribution managers	2,219	2,220	1	0%	373
Education administrators, preschool and child care center/program	1,197	1,271	74	6%	251
Education administrators, elementary and secondary school	3,723	3,802	79	2%	656
Education administrators, postsecondary	1,365	1,359	(6)	0%	224
Education administrators, all other	584	631	47	8%	132
Gaming managers	144	160	16	11%	31
Social and community service managers	2,527	2,667	140	6%	428
Employment, recruitment, and placement specialists	3,741	4,141	400	11%	885
Management analysts	20,325	22,191	1,866	9%	3,561
Total	68784	71583	2799	0.04	12135

Source: Economic Modeling Specialist, Inc. (EM.S.I) Complete Employment – 2011

Appendix B   Core Courses for Ed.D. in Organizational Studies
COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: LEADERSHIP STUDIES IN EDUCATION AND ORGANIZATIONS

Course Number: DOS 9000

Course Title for the Catalog: Colloquium in Organizational Studies

Course Title for Student Record (24 letters): Colloquium in Org Studies

Variable Title?: ☐Yes   ☒No

Credit Hours: ___1-4___   Repeat Hours?: ☒Yes ☐No   # of Repeat Hours: __8____

Course Cross Listing(s)?: ☐Yes ☒No   _____

Grading System (Check one):

☒ABCDFXI   ☐PU   ☐ABCDFX/PU

Prerequisite Course(s): None

Corequisite Course(s): None

Enrollment Restriction(s): Admission to doctoral program in Organizational Studies

Other: N/A

Class Type (Check one):   ☐Lecture   ☐Lecture/Lab ☐Lab

                            ☒Seminar   ☐Internship   ☐Independent Study

Check ("x") all applicable: ☐General Education Course ☐Writing Intensive Course   ☐Service
Learning Course ☐Laboratory Course ☐Ohio TAG Course ☐Ohio Transfer Module Course ☐
Program Benchmark/Transition Course ☐Other (specify) _____

Catalog Description (34 words): Doctoral–level seminar examining and synthesizing assumptions,

concepts, theories, and methodologies that inform research in organizations.

Date Course Created/Approved:1/15/2013   **Effective Term: Spring 2016**

Student Learning Outcomes:

Knowledge

<center>Varies with topics.</center>

Skills

Articulation, analysis, synthesis, critical connoisseurship.

Dispositions

Openness, respect for the ideas of others, appreciation of patterns and insight.

Suggested Course Materials: (required and recommended; e.g., Textbooks, Articles, Videos, Computing and/or Internet Resources)

Required:

Vary with topics

Recommended:

Corlett, J. G. & Pearson, C.S. (2003). *Mapping the organizational psyche: a Jungian theory of organizational dynamics*. Gainsville, FL: Center for Applications of Psychological Type.

Gerzon, M. (2006). *Leading through conflict: how successful leaders transform differences into opportunities*. Boston: Harvard Business School Press.

Suggested Method of Instruction: (e.g., Lecture, Distance Learning, Web-Based)

Lecture and discussion, web-enhanced or web-based; may vary with topic

Suggested Evaluation and Policy: (e.g., Tests, Quizzes, In-Class Writing, Out-of-Class Writing, Journals, Individual/Group Projects, Attendance Policy.)

Individual/Group Projects, QUIZES, PAPERS, CASE ANALYSIS

Suggested Grading Policy: (Final course letter grade earned in relation to evaluation and policy; writing requirements in relation to final Writing Intensive (WI) grade earned)

Course grading scale: 100-90%   A

89-80%   B

79-70%   C

<   70%   F

College of Education & Human Services (CEHS) Conceptual Framework
The CEHS conceptual framework Developing the Art and Science of Teaching forms the basis for professional preparation in the College of Education and Human Services. This framework consists of six strands—content knowledge, pedagogical content knowledge, diversity, technology, professionalism and emotional intelligence—which are supported by clearly delineated objectives and deliberately designed learning experiences.

Attention to Diversity

Wright State University celebrates diversity and provides equal educational opportunity. In its educational policies and practices, the university prohibits discrimination against any person or group on the basis of race, sex, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation. The interplay of the diversity of individuals, groups, cultures, and thought stimulates creativity and achievement in all facets of our existence. Respect, tolerance, and goodwill are keystones; we are all linked to each other in a world created for all of us to share and enjoy. Each individual has a potential contribution to make to the whole, and it is our duty to encourage and promote that contribution.

Academic Integrity

It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all candidates consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct. For more information regarding Wright State's academic integrity policy, access the Office of Judicial Student Services' webpage at http://www.wright.edu/students/judicial/integrity.html

Integration of Technology

As a condition of admission to Wright State (WSU), candidates are required to have access to a computer with Internet capabilities. E-mail is also considered the official means of communication at WSU.

The University will send official notices via e-mail and expects notices will be received and read in a timely fashion. Candidates are expected to check their WSU e-mail account frequently to remain current with university communications. Per College of Education & Human Services policy: All e-mail communications to WSU personnel regarding advising, course information and university procedure must be directed through the WSU e-mail account system. Logging into a secure system with a unique password assures that communications proceed through the WSU firewall. Should assistance be required in activating a WSU e-mail account, the Computing & Telecommunications Services (CaTS) Help Desk at (937)775-4827 is available.

Accommodation for Disabilities

Candidates with a disability and in need of accommodations to complete requirements for this course, should register with the Office of Disability Services as well as arrange to meet with the course instructor during the first week of each term. Additional help and information is available at the Office of Disability Services located in 023 Student Union. The phone number for the Office of Disability Services is (937)775-5680 (voice) or (937)775-5844 (TTY).

Suggested Assignments and Course Outline: (Topics and typical assignments, organized by week)

Week 1-2: Cohort Building Activities

Week 3-4: Review of published research related to doctoral course work

Week 5-6: Research skill development

Week 7-8: Faculty presentations of current research

Week 9-10: Guest speakers as experts in organizational studies content areas

Week 11-12: Advice regarding conferences related to organizational studies

Week 13-15: Topics to be determined by Cohort

Other Information:

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABI

Department: LEADERSHIP STUDIES IN EDUCATION AND ORGANIZATIONS

Course Number: DOS 9010

Course Title for the Catalog: History and Theory of Organizational Studies

Course Title for Student Record (24 characters & spaces):   History & Theo of Org

Variable Title: ☐Yes ☒ No

Credit Hours: __4__   Repeat Hours: ☐Yes ☒No   # of Repeat Hours: _N/A___

Course Cross Listing(s): ☐Yes   ☒No _____

Grading System (Check one):   ☐Standard (ABCDFXI)   ☒Standard/M (ABCDFXIM)   ☐
Standard/Pass/Fail (AFCDFXIPU   ☐Standard/Pass/Fail/M (AFCDFXIPUM)

☐Pass/Fail (IPU)   ☐Pass/Fail/M (IPUM)

Prerequisite Course(s): N/A

Co-requisite Course(s): N/A

Enrollment Restriction(s): Acceptance into the Ed. D. program in Organizational Studies

Other: N/A

Class Type (Check one):   ☐Lecture   ☐Lecture/Lab ☐Lab

                    ☒Seminar   ☐Internship   ☐Independent Study

                        ☐Clinical   ☐Practicum

Check ("x") all applicable:

☐Wright State Core   ☐Integrated Writing   ☐Service Learning   ☐Laboratory

☐Ohio TAG   ☐Ohio Transfer Module   ☐Program Benchmark/Transition

☐Multicultural☐Honors   ☐Other (specify) _____

Catalog Description (34 words):

Survey of the field of organizational studies for understanding of patterns in theoretical arguments and research approaches across multiple perspectives that continue to frame scholarship. Emphasizes flexible forms of coordinated action taking place within, around, and among formal organizations.

Date Course Modified: **Effective Term: Spring,** 2014

Date Course Created/Approved: September, 2013

Student Learning Outcomes:

Knowledge: By the end of the semester, the student will demonstrate a conceptual understanding of:

1. Organization as a concept and the elements of organizations as complex systems
2. Defining characteristics of organizations as rational systems
3. Defining characteristics of organizations as natural systems
4. Defining characteristics of organizations of as open systems
5. Defining characteristics of organizations as technical, adaptive systems
6. The social boundaries of organizations
7. Critical and postmodern conceptions of power
8. Organizational performance
9. Inter-organizational networks
10. Macro and micro units of organizational analysis.

Skills: By the end of the semester, the student will demonstrate the ability

1. To apply organizational theory to organizational challenges
2. To use collaborative learning and leading skills in a complex, social system
3. To describe the social-political-cultural processes of a given organization
4. To appropriately identify unitary and multi-paradigm interpretations of a system
5. To assessing an organization using macro and micro units of analysis
6. To apply conceptions of power and authority to describe an organization
7. To identify technical and adaptive functions of a given organization
8. To analyze the relationship between members' conceptualizations and their behaviors in organizations

Dispositions: By the end of the semester, the student's attitudes will be characterized by:

1. Appreciation of the evolutionary nature of conceptualizations of organizations and organizing
2. Appreciation of the significance of social-political-cultural processes in organizing
3. Self-awareness of skill levels related to understanding and applying organizational theory
4. Appreciation of organizational analysis to inform understanding
5. Appreciation of organizational research

Required and/or Suggested Course Materials:

May, S., & Mumby, D. K. (Eds.). (2005). Engaging organizational communication theory & research: Multiple perspectives. Sage: Thousand Oaks, CA.

Scott, W. R., & Davis, G. F. (2007). Organizations and organizing: Rational, natural, and open system perspectives. Pearson Education: Upper Saddle River, NJ.

Suggested Method of Instruction: Lecture, Discussion, Individual Projects, Team Projects, Readings, Reflections

Suggested Evaluation and Policy:

A variety of evaluation methods may include reflection papers, research papers, individual and/or group projects, and presentations

CEHS Conceptual Framework. "The CEHS conceptual framework **Developing the Art and Science of Teaching** forms the basis for professional preparation in the College of Education and Human Services. This conceptual framework consists of six strands—content knowledge, pedagogical content knowledge or contextualized practice, diversity, technology, professionalism, and emotional intelligence—which are supported by clearly delineated objectives and deliberately designed learning experiences.

Attention to Diversity. The Department of Leadership Studies in Education and Organizations is committed to preparing teacher candidates to facilitate the learning experience for students with diverse needs and from diverse communities and family backgrounds. This course is designed with particular emphasis on diversity, specifically on diversities of race, class, gender, and sexual orientation.

Academic Integrity. "It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct"

Integration of Technology. Use of Web technology and distance education software, interactive video, E-mail, presentation/multimedia software, video/audio recording, use of the Web for course-related materials and resources.

Accommodation for Disabilities. Students with a disability who may need accommodations to complete the requirements of this class, must register with the Office of Disabilities Services (Dayton Campus) or Academic Instructional Services (Lake campus) and arrange to meet with his or her professor during the first week of the semester.

Key Assessments. Not applicable

Suggested Grading Policy:

Grade   Points

A   100-90

B   89-80

C   79-70

F   Below 70 points

Weekly Course Outline:

Week 1: Organizations & organizing defined
Week 2: Organizations as Rational Systems
Week 3: Organizations as Natural Systems

Week 4: Organizations as Open Systems
Week 5: Combining Perspectives
Week 6: Organizations as Technical, Adaptive Systems
Week 7: Social Boundaries of Organizations
Week 8: Power and Control in Organizations
Week 9: Relationships and Boundaries in Organizations
Week 10: Social-Political-Cultural Processes
Week 11: Networks
Week 12: Sociology of organizational practice
Week 13: Changing forms of organizations
Week 14: Levels of organizational analysis
Week 15: Final exam
Suggested Course Assignments: Readings, Reflections, Papers, Small group debriefing, participation in discussions

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: Leadership Studies in Education & Organizations

Course Number: DOS 9020

Course Title for the Catalog: Organizational Leadership Skills: Communication, Ethics, and Relationships

Course Title for Student Record (24 letters): Org Leadership Skills

Variable Title?: ☐Yes   ☒No

Credit Hours: ___4___ Repeat Hours?: ☐Yes ☒No   # of Repeat Hours: _____

Course Cross Listing(s)?: ☐Yes   ☒No _____

Grading System (Check one):

☒ABCDFXI   ☐PU   ☐ABCDFX/PU

Prerequisite Course(s): None

Corequisite Course(s): None

Enrollment Restriction(s): Admission to doctoral program in Organizational Studies

Other: (e.g., licensure program for which the course is required) N/A

Class Type (Check one): ☒Lecture ☐Lecture/Lab ☐Lab

☐Seminar ☐Internship ☐Independent Study

Check ("x") all applicable: ☐General Education Course ☐Writing Intensive Course ☐Service Learning Course ☐Laboratory Course ☐Ohio TAG Course ☐Ohio Transfer Module Course ☐ Program Benchmark/Transition Course ☐Other (specify) _____

Catalog Description: Doctoral–level course study focusing on factors that influence leadership skills and motivation of leaders, employees, and networks in complex organizations, with concentration on communication, ethics, and instinctive aspects of leadership.

Date Course Modified: **Effective Term: Fall 2013**

Date Course Created/Approved:1/15/2013

Student Learning Outcomes:

Knowledge

1. Identify several major factors in diverse organizations that influence effective: a. leadership
   b. communication

    c. ethics

    d. decision making

    e. human relations

    f. human motivation

    g. resolution of conflict

    h. problem solving

    f. fiscal responsibility

2. Become familiar with the organizational leadership studies literature.

3. Explore and conceptualize fundamental concepts which are necessary to lead effective organizations.

4. Understand factors that influence the use of power, authority, leadership, and politics in leading diverse organizations.

5. Recognize the dimensions of leadership, recognize types of leadership, and describe factors which influence leadership behavior in organizations.

6. Identify methods for improving communication skills.

7. Understand approaches to problem solving and decision making.

8. Describe various strategies for effectively dealing with moral and ethical issues in organizations.

9. Explore forces that impact the leader's role in organizations.

10. Recognize and understand the fiscal responsibilities of leaders.

11. Become familiar with major resources for building leadership capacity, that will ultimately contribute to supporting the mission of the organization.

Skills

1. Conduct and analyze self-assessment of basic and advanced leadership skills and develop a personal plan for enhancement of these skills.
2. Produce and articulate a plan for improving individual and team skills in an organization.
3. Develop and initiate an assessment instrument for evaluating the culture of a workplace.
4. Articulate methods for improving communication skills.

5. Synthesize organizational leadership professional readings that focus on ethics and moral concepts, influence, decision making, problem solving, listening and speaking skills.
6. Review and analyze case studies of organizational leadership problems and issues.
7. Develop leadership strategies for conceptual flexibility; reframing of organizations.
8. Conduct an analysis and prepare a summary explaining leadership team behavior in an actual situation, giving attention to diversity.
9. Compare and contrast the characteristics of effective leaders across different contexts.
10. Assess the moral leadership of effective, dynamic leaders.
11. Develop a plan that addresses making a significant difference as a leader, in one of the following areas: communications, relationships, ethical concerns, or fiscal responsibility.
12. Research and complete a meta-analysis of leadership skills.
13. Produce a summary of fiscal resources that could be employed to support the mission of the organization.
14. Collaboratively, with others in your workplace, develop a procedure, including budgetary development, that supports the mission, and builds capacity of personnel in the organization.
15. Given access to current peer-reviewed journals, read, report, and apply current research on organizational leadership through case history analysis.
16. Demonstrate effective verbal and written communication skills and evaluate and critique the reasoning of others in a mature, thoughtful, and respectful manner.

Dispositions

1. Develop an awareness of the importance of continual learning and improvement of individual and team leadership skills.
2. Expand realizations of the importance of high standards of ethical practice in leadership.
3. Gain respect for diverse leadership styles.
4. Appreciate the gifts and talents of others in the workplace.
5. Enhance sensitivity to morals, effective problem solving, and decision making.
6. Build commitment to the value of using collaboration and delegation in an organization in which shared leading is a philosophy.
7. Develop an appreciation of the contribution made to organizational effectiveness through effective communication.
8. Strengthen motivation to sustain solvent fiscal management as a leader in an organization.
9. Set expectations and encourage coworkers to synthesize multiple sources for sound fiscal responsibility.
10. Anticipate, monitor, and respond to organizational developments that affect the workplace environment.
11. Respect the contribution of coworkers to the organization.

Suggested Course Materials:

Required:

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Learning to lead*

with emotional intelligence. Boston: Harvard Business Review Press.

Kouzes, J. & Posner, B. (2006). *A leader's legacy*. San Francisco: John Wiley & Sons.

Required and Provided by Professor:

Roby, D. (2009). Excerpts from *Pursuing leadership potential: Becoming respected contributors within the workplace*. Acton, MA: Copley.

Supplemental Reading:

Akerson, A. & Mai, R. (2003). *The leader as communicator*. New York: Amacom Press.

Bowman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice and leadership*. (4th ed.). San Francisco: John Wiley and Sons.

Clark & Croosland. (2002). *The leader's voice*. New York: Select Books.

Corlett, J. G. & Pearson, C.S. (2003). *Mapping the organizational psyche: a Jungian theory of organizational dynamics*. Gainsville, FL: Center for Applications of Psychological Type.

DePree, M. (2004). *Leadership is an art*. New York: Bantam Doubleday Dell Publishing.

Daft, R. (2008). *The leadership experience*.

Eden, D. (2003). Self fulfilling prophecies in organizations. In Greenberg, J. (Ed.). *Organizational behavior: The state of the science*. New Jersey: Lawrence Erlbaum Publishers.

Eden, D. (1992). Leadership and expectations: Pygmalion effects and other self-fulfilling prophecies in organizations. *Leadership Quarterly, 3*, 271-305.

Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.

Gerzon, M. (2006). *Leading through conflict: how successful leaders transform differences into opportunities*. Boston: Harvard Business School Press.

Glatter, R. (2006). Leadership in organizations in education: Time for a reorientation? *School Leadership and Management, 26* (1), 69-83.

Goffee, R. & Jones, G. (2000). Why should anyone be lead by you? *Harvard Business Review,* September-October, 63-70.

Goleman, D., et al. (2001). Primal leadership: The hidden driver of great performance.

Harvard Business Review, July-August, 40-51.

Hersey, P., Blanchard, K. & Johnson, D. (2012). *Management of organizational behavior*. 10th
ed.) Englewood Cliffs, NJ: Prentice-Hall.

Hewlett, S. A., et al. (2009). How gen y and boomers will reshape your agenda. *Harvard*

Business Review, July-August, 71-76.

Hughes, R. L., et al. (2009). *Leadership: Enhancing the lessons of experience*. McGraw-

Hill.

Kruckeberg, K., Amann, W., & Green, M. (2011). *Leadership and personal development:
A toolbox for the 21st century professional*. Charlotte, NC: Information Age
Publishing.

May, W. (1998). *Ethics and higher education*. American Council on Education: Oryx

Press.

Movva, R. (2004). Myths as a vehicle for transforming organizations. *Leadership &*

Organizational Development Journal, 25 (1), 41-57.

Papa, M. et al. (2008). *Organizational communication: Perspectives and trends*. Los

Angeles: Sage.

Plueddemann. (2009). *Leading across cultures*. IVP.

Pope, M. & Miller, M. (2005). Leading from the inside out: Learned respect for academic

Culture through shared governance. *Community College Journal of Research &*

Practice, 29 (9-10), 745-757.

Rosenthal, S. A. & Pittinsky, T. L. (2006). Narcissistic leadership. *Leadership*

Quarterly, 17, 617-633.

Skarrzynski, H. (2008). Building a systemic innovation capability. Boston, MA:
Harvard Business School Press.

Taylor, S. S. & Hansen, H. (2005). Finding form: Looking at the field of organizational

aesthetics. *Journal of Management Studies, 42* (6), 1211-1231.

Van Der Heijden, K. (1996). *Scenarios: The art of strategic conversation*. Chichester,

England: John Wiley.

Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks, CA: Sage.

Yuki, G. (2010). *Leadership in organizations* (7th ed.). Pearson Education.

Additional Supplemental Resources:

Adler, M. (1983). *How to speak: Flow to listen*. New York: Macmillian.

Argyris, C. (1962). *Interpersonal competence and organizational effectiveness*. Homewood, IL: Irwin Dorsey Press.

Baguely, P. (2003). *Teach yourself: Teams and team-working*. Chicago: Contempory Books.

Balch, B. & Brower, R. (2005). *Transformational leadership and decision making in schools*. Thousand Oaks, CA: Corwin Press.

Barge, K.J. (1994). *Leadership: Communication skills for organizations and groups*. New York: St. Martin Press.

Barth, R. S. (2003). *Lessons learned*. Thousand Oaks, CA: Corwin Press.

Beebe, S. & Masterson, J. (2002). *Group decision making*. Boston: Pearson Custom Publishing.

Bennis, W. & Goldsmith, J. (1997). *Learning to lead*. Reading, MA: Perseus Books.

Berne, E. (1964). *Games people play*. New York: Grove Press.

Binney, G. & Williams, C. (1995). *Learning into the future*. London: Nicholas Brealey.

Blanchard, K. et al. (1990). *The one minute manager builds high performing teams*. New York: William Morrow and Company.

Blanchard, K., Oncken, W., & Burrows, H. (1989). *The one minute manager meets the monkey*. New York: William Morrow and Company.

Block, P. (1996). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler.

Bolman, L.G., & Deal, T.E. (2003). *Reframing organizations: Artistry, choice, and leadership*. (3rd Edition) San Franscisco: Jossey-Bass.

Bolman, L.G., & Deal, T.E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.

Borisoff, D., & Victor, D. (1989). *Conflict management: A communication skills approach*. Englewood Cliffs, NJ: Prentice Hall.

Bransford, J., Brown, A., & Cocking, R. (1999). *How people learn: Brain, mind, experience, and school*. Washington D.C.: National Academy Press.

Briner, B. (1996). *The management methods of Jesus*. Nashville, TN: Simon and Schuster.

Brown, D. (2002). Satisfying the purpose of leadership. *Leadership*, March/April, 24-25.

Brown, J. et al. (1999). Building and sustaining leadership teams. *Trust for Educational Leadership*, 32-35.

Burley-Allen, M. (1995). *Listening: The forgotten skill*. NY: Prentice-Hall.

Casteel, J. & Matthews, D. (1984). *Burnout prevention programs: A must for staff development*. Paper presented at the national conference of the National Council of States on Inservice Education, Orlando, FL.

Chance, P.L., & Chance, E.W. (2002). *Introduction to educational leadership and organizational behavior: Theory into practice*. Larchmont, NY: Eye on Education.

Clark, K., & Clark, M. (1994). *Choosing to lead*. Greensboro, NC: Center for Creative Leadership.

Cohen, W. (2000). *The new art of the leader*. New Jersey: Prentice Hall.

Cooley, C. (1902). *Human nature and the social order*. New York: Scribners.

Covey, S. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Collins.

Daniels, M. (1983). *Realistic leadership: How to lead others in achieving company and personal goals*. Englewood Cliffs, NJ: Prentice-Hall.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

DeSpain, B. (2000). *The leader is the servant: The 21st century leadership model*. Mexico: Grupo Editorial Iberoamerica.

Dettmer, J. Krone, R., & Gould, J. (1989). *Brainpower networking in support of tqm implementation*. Paper presented at the National Total Quality Management Symposium, Denver.

DePree, M. (1997). *Leading without power*. San Francisco: Jossey-Bass.

Donaldson, G. A. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice*. New York: Teachers College Press.

Donaldson, G., & Sanderson, D. (1996). *Working together in schools: A guide for educators*. Thousand Oaks, CA: Corwin Press, Inc.

DuBrin, A. (1998). *Leadership: Research findings, practice, and skills*. NY: Houghton Mifflin Company.

Elmore, R. (2000). *Building a new structure for school leadership*. Washington DC: The Albert Shanker Institute.

Elmore, R. (1995). Getting to scale with good educational practice. *Harvard Educational Review*, 66 (1), 1-26.

Erb, T. (1989). *Team organization: Promise, practices, and possibilities*. Washington, D.C.: NEA of the United States.

Fiedler, F. (1969). Style or circumstance: The leadership enigma. *Psychology Today*. Ziff-Davis Publishing.

Freud, S. (1927). *The ego and the id*. London: Hogarth Press.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.

Fullan, M. (1997). *Emotion and hope: Constructive concepts for complex times*. 1997 ASCD Yearbook: *Rethinking educational change with hear and mind*.

VA: ASCD.

Galpin, T. (1996). *The human side of change*. San Francisco, CA: Jossey-Bass.

Gardner, H. (2004). *Changing minds: The art and science of changing our own and other people's minds*. Boston: Harvard Business School Press.

Garner, H. (2002). *Helping others through teamwork*. Washington, DC: CWLA Press.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Green, T. (2000). *Motivation management*. Palo Alto, CA: Davies-Black.

Greenleaf, R. (1977). *Servant leadership*. New York: Paulist Press.

Griffin, E. (1991). *First look at communication theory*. New York: McGraw-Hill.

Gundry, L. & LaMantia, L. (2001). *Breakthrough teams for breakneck times: Unlocking the genius of creative collaboration*. Chicago: Dearborn Trade Publishing.

Habermas, J. (1990). *Moral consciousness and communicative action*. Cambridge, MA: MIT Press.

Hackman, J. & Oldham, G. (1976). Motivation through the design of work: A test of a theory. *Organizational Behavior and Human Performance,* 16 (2), 250-279.

Henly, N. (1977). *Body politics*. Englewood Cliffs, N.J.: Prentice-Hall.

Hesselbein, F. et al. (1999). *Leading beyond the walls*. San Francisco: Jossey-Bass.

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, 1.

Hitt, W.D. (1990). *Ethics and leadership: Putting theory into practice*. Columbus, OH: Battelle Press.

Homans, G. (1950). *The human group*. New York: Harcourt, Brace & World.

Isaksen, S. (2000). *Facilitative leadership: Making a difference with creative problem solving*. Buffalo, New York: Kendall/Hunt.

Johnson, D. & Johnson, F. (1987). *Joining together: Group theory and group skill*. NJ: John Wiley & Sons, Inc.

Jongeward, D. & Seyer, P. (1978). *Choosing success: Transactional analysis on the job*. New York: John Wiley & Sons, Inc.

Katzenbach, J. & Smith, D. (1994). *The wisdom of teams*. New York: McKinsey and Company.

Knapp, M. (1972). *Nonverbal communication in human interaction*. New York: Holt, Rinehart, and Winston.

Kelley, R. (2003). Relationships between measures of leadership and school climate. *Education*, 17-24.

Kosmoski, G. & Pollack, D. (2000). *Managing difficulty, frustrating, and hostile conversations*.

Kouzes, J. & Posner, B. (2003). Challenge is the opportunity for greatness. *Leader to Leader*, 28 (Spring).

Kouzes, J. & Posner, B. (2002). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

Kotter, J. *Leading change*. (1996). Boston: Harvard Business.

Lambert, L. (2005). Leadership for lasting reform. *Educational Leadership*, 62 (5), 62-65.

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. VA: ASCD.

Lambert, L. (1998). *Building leadership capacity in schools*. VA: ASCD.

Lave, J.,& Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Leigh, A. & Maynard, M. (1995). *Leading your team*. London: Nicholas Brealey.

Lencioni, P. (2005). *Overcoming the five dysfunctions of team*. CA: Jossey-Bass.

Linney, G. (1995). Communication skills: A prerequisite for leadership. *Physician Executive*, 21(7), 48-49.

Loo, R. & Thorpe, K. (2002). Using reflective learning journals to improve individual and team performance. *Team Performance Management*: *An international journal*, 8, 134-139.

Maddux, R. (1992). *Team building: An exercise in leadership*. Menlo Park, CA: Crisp Publications.

Marshall, C. & Oliva, M. (2006). *Leadership for social justice: Making revolutions in education*. Boston: Pearson Education, Inc.

Maslow, A. (1943). A preface to motivation theory. *Psychosomatic Medicine*, 5, 85-92.

Mayo, E. (1933). *The human problems of an industrial civilization*. New York: Macmillan Company.

Maxwell, J. (2002). *Leadership 101: What every leader needs to know*. Nashville, TN: Thomas Nelson Publishers.

Maxwell, J. (1995). *Developing the leaders around you*. Nashville, TN: Thomas Nelson Publishers.

Maxwell, J. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Publishers.

McCroskey, J.C. (1993). *Introduction to rhetorical communication*. (6th ed.). Engle-wood cliffs, NJ: Prentice-Hall.

McGregor, D. (1966). *Leadership and motivation*. Boston: MIT Press.

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill Book Company.

Morgan, G. (1986). *Images of organization*. Newbury Park, CA: Sage Publications.

Oakley, E., & Krug, D. (1993). *Enlightened leadership: Getting to the heart of change*. New York: Simon & Schuster Inc.

Patterson, J. & Patterson, J. (2004). Sharing the lead. *Educational Leadership*, 61, 7. ASCD.

Peters, T. & Austin, N. (1985). *A passion for excellence*. New York: Vintage Books.

Price, J. (1991). Effective communication. *Preventing School Failure*, 35(4), 25-26.

Razik, T., & Swanson, A. (2001). *Fundamental concepts of educational leadership*. Columbus, OH: Merrill Prentice Hall.

Rebore, R. (2001). *The ethics of educational leadership*. Columbus, OH: Prentice-Hall, Inc.

Reed, P. (2001). *Extraordinary leadership: Creating strategies for change*. Milford, Kogan Page.

Reinhartz, J. & Beach, D. (2004). *Educational leadership: Changing schools, changing roles*. New York: Pearson Education, Inc.

Rodgers, J. (2004). Good listeners. *Forbes*, (3), 8.

Robbins, H. (1992). *How to speak and listen effectively*. AMACOM.

Robert, M. (1982). *Managing conflict from the inside out*. Austin, TX: Learning
    Concepts.

Saltzman, G. & Walker, M. (1980). *Improving you dialogue with others*. Kent, OH:
    Kent State University Press.

Schul. B. (1975). *How to be an effective group leader*. Chicago: Nelson-Hall.

Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning
    organization*. New York: Currency Doubleday.

Sergiovanni, T.J. (2007). *Rethinking leadership: A collection of articles*. (2nd edition).
    Thousand Oaks, CA: Corwin Press.

Sergiovanni, T.J. (2005). The virtues of leadership. *The Education Forum*, 69(2)
    (Winter), 112-123.

Sergiovanni, T. J. (1996). *Leadership for the schoolhouse: How is it different, why is
    it important?* San Francisco: Jossey-Bass.

Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school
    improvement*. San Francisco: Jossey-Bass.

Sergiovanni, T.J. (1990). *Value-added leadership: How to get extraordinary
    performance in schools*. Orlando, FL: Harcourt -Brace Jovanovich.

Sernak, K. (1998). *School leadership: Balancing power with caring*. New York:
    Teachers College Press.

Short, P. (1998). Empowering leadership. *Contemporary Education*, 69 (2), 70-72.

Sola, P. (1984). *Ethics, education, and administrative decisions*. New York:
    Peter Lang Publishing.

Spradlin, T. (2003). *A lexicon of decision making*. Retrieved online at http://
    faculty.fuqua.duke.edu/daweb/lexicon.htm.

Stone, D., et al. (1999). *Difficult conversations*. New York: Viking Penguin.

Tichy, N. (1997). *The leadership engine*. New York: Harper Collins.

Tramell, D. & McGee, A. (2002). From hero-as-leader to servant-as-leader. In L.C.
    Spears & M. Lawrence (Eds.), *Focus on leadership: Servant-leadership for
    the twenty-first century*, 141-152.

Van Dijkhuizen, N. (1981). Toward organizational coping and stress. *Coping with stress
    at work*. Hants, England: Gower Publishing Company Limited.

Westheimer, J. & Kahne, J. (1993). Building school communities: An experienced-
    based model. *Kappan*. December, 324-328.

Whiteley, A. (1995). *Managing change: A core values approach*. Hong Kong: McMillan.

Wilson, J. (1993). *The moral sense*. New York: The Free Press.

Suggested Method of Instruction:

Lecture and discussion, web-enhanced or web-based - may vary with topic, collaborative presentation of course material, research seminars, team instruction of learning.

Suggested Evaluation and Policy:

> In-class writing, out-of-class writing, journals, individual/group projects, individual and team presentations, case study assessments, written examinations, online discussions, and online assignments.

☒ **CEHS Conceptual Framework "**The CEHS conceptual framework **Developing the Art and Science of Teaching** forms the basis for professional preparation in the College of Education and Human Services. This conceptual framework consists of six strands—content knowledge, pedagogical content knowledge or contextualized practice, diversity, technology, professionalism, and emotional intelligence—which are supported by clearly delineated objectives and deliberately designed learning experiences."

☒ **Attention to Diversity** All course readings and lecture emphasize diverse communities and the effects on performance.

☒ **Academic Integrity** "It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct."

☒ **Integration of Technology** Use of Web technology and distance education software, interactive video, E-mail, presentation/multimedia software, video/audio recording, use of the Web for course-related materials and resources.

☒ **Accommodation for Disabilities** "If you are a student with a disability and will need accommodations to complete the requirements of this class, please make arrangements to meet with your professor during the first week of the quarter."

Additional Typical Course Characteristics: (Please include and check all that apply.)

☐   This course includes a key assessment.

☐   This course requires students to have a Tk20 account. Key assessments must be completed in Tk20.

☐   This is a Program Benchmark/Transition Point Course. Work Samples and rubrics are available.

☐   This is a Writing Across the Curriculum (WAC) course.

☒   This course has a web presence. A web-enhanced (traditional face-to-face format) and mixed-mode (at least 50% online) approach is used. Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources.

☐   This course uses Interactive Video Distance Learning (IVDL) technology to transmit course content to other locations outside the classroom and facilitates participation among participants at remote sites.

☐   NONE OF THE ABOVE APPLY.

Attendance Policy

Students enrolled in this class are expected to attend all face-to-face classes and/or seminars. Absenteeism results in a five-point deduction for each class unattended. Decisions regarding acceptable/unacceptable excuses for missing classes reside with the professor.

Suggested Grading Policy: (Final course letter grade earned in relation to evaluation and policy; writing requirements in relation to final Writing Intensive (WI) grade earned)

Course grading scale: 100-90%   A

89-80%   B

79-70%   C

<   70%   F

Suggested Assignments and Course Outline: (Topics and typical assignments, organized by week)

Week 1 – Introduction to Course Materials/Expectations; Leaders in Organizations;

Competencies of Leadership; Effective Human Skills

Assignments: Required text and selected article readings; Self-appraisal –

human relations skills; Leadership competencies assignment

Week 2 – Organization/Workplace Culture Analysis; Leader Skills, Part 1

Assignments: Workplace culture survey; analysis of communication skills; required

text and selected article readings

Week 3 – Leader Skills, Part 2; Motivational Theories and Research; Interpersonal Competence

Assignments: Required readings – text and supplemental; Motivational model

Week 4 – Trait and Attitudinal Approaches to Leadership; Leader Skills, Part 3

Assignments: Begin PowerPoint presentation research; required text readings and

supplemental article readings; Self-analysis conflict resolution skills

Week 5 – Situational Approaches to Leadership; Research on Leaders in Organizations

Assignments: Case study review and completion; Completion of research on

successful organizational leaders; Assigned text and supplemental readings

Week 6 – Leader Effectiveness; Contingency Models; Workplace Contribution and Participation

Assignments: Contingency leadership research; Workplace culture survey analysis;

Assigned text and supplemental readings

Week 7 – Environmental Variables in Organizations; Leader Style and Expectations

Assignments: assigned text readings and supplemental article reviews; Research

environmental factors affecting organizational climate; Final draft of PowerPoint

Presentation

Week 8 – Leadership Ethics; Workplace Ethics; Case Study; PowerPoint presentation

Assignments: Research on organizational ethics; Research on leader ethics;

Assigned text readings and supplemental articles

Week 9 – Leadership Communication Skills; Organizational Communication Patterns

Assignments: Course readings – text and supplemental articles; Self-appraisal

of communication skills; Colleague appraisal of communication skills

Week 10 – Motivation Skills; Building Effective Relationships; Case Study

Assignments: Analysis, review, and discussion of communication skills;

Research on leaders modeling strong, positive relationships with coworkers;

Assigned text readings and supplemental articles

Week 11 – Leadership and Group Dynamics; Defining Collaborative Leadership Roles

Assignments: Text readings and supplemental readings; Prepare for presentation

group dynamics research

Week 12 – Power Bases; Politics in Organizations; Conflict Resolution Skills; Presentation of

group dynamics research

Assignments: Text readings and supplemental readings; Politics and ethics in

organizations research

Week 13 – Problem solving & Decision Making Skills; Case Study; Lead Discussion on Politics

and ethics in organizations

Assignments: Text and supplemental readings; Self-Appraisal of decision making

and problem solving skills

Week 14 – Analysis of the Respected Leader; Leadership Self-Appraisal; Case Study Discussion

Assignments: Preparation for case study final examination

Week 15 – Case Study Final Exam; Course Assessment

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: Leadership Studies in Education & Organizations

Course Number: DOS 9030

Course Title for the Catalog: Systems and Change in Organizational Settings

Course Title for Student Record (24 letters): Systems Change Org Set

Variable Title?: ☐Yes ☒No

Credit Hours: ___4___ Repeat Hours?: ☐Yes ☒No   # of Repeat Hours: _____

Course Cross Listing(s)?: ☐Yes ☒No _____

Grading System (Check one):

☒ABCDFXI   ☐PU   ☐ABCDFX/PU

Prerequisite Course(s): None

Corequisite Course(s): None

Enrollment Restriction(s): Admission to doctoral program in Organizational Studies

Other: (e.g., licensure program for which the course is required) N/A

Class Type (Check one): ☒Lecture ☐Lecture/Lab ☐Lab

☐Seminar ☐Internship ☐Independent Study

Check ("x") all applicable: ☐General Education Course ☐Writing Intensive Course ☐Service Learning Course ☐Laboratory Course ☐Ohio TAG Course ☐Ohio Transfer Module Course ☐ Program Benchmark/Transition Course ☐Other (specify) _____

Catalog Description: Doctoral–level course in application of systems and theories of change, with a focus on leadership and policy implications in community, government, non-profit, and educational settings.

Date Course Modified: **Effective Term: Fall 2013**

Date Course Created/Approved: 1/15/2013

Student Learning Outcomes:

Knowledge

1. Recognize the importance of researching and bringing new ideas to future organizations, and communicating these ideas in a creative way.
2. Understand the organizational and extra-organizational forces that influence innovation success.
3. Become familiar with different types of organizational innovation.
4. Know the essential elements of leading organizations through sustainable change.
5. Understand how to mobilize and organization.
6. Be capable of aligning all dimensions of an organization to create a culture of continuous, healthy change.
7. Conceptualize framing and sustaining an organization in an atmosphere of urgency.
8. Explore forces that impact organizations.
9. Recognize factors that influence the implementation of new programs, projects, and/or initiatives in an organization.
10. Understand systems theories and systems thinking.

Skills

17. Evaluate the impact of change on organizations, organizational members, and other stakeholders, and apply appropriate change models and theories to facilitate successful change.
18. Given an organizational change situation, select, analyze, and apply the assessment techniques, research methods, and/or statistical analyses needed to evaluate and defend those actions based on evidence.

19. Develop a change model that overlays some of the present change management thinking, and can actually be used as a tool for driving and sustaining change in future workplace endeavors.
20. Develop a plan for necessary organizational change, using ethical strategies and models.
21. Connect concepts and theories of leading change to practices by applying them to actual change initiatives.
22. Explore fundamental areas that are necessary to lead effective individual, team and organizational change efforts.
23. Using current peer-reviewed journals, read, report, and apply current research on organizational change and reform through case history analysis.
24. Given an organizational case study, analyze the case to determine the personal, group, political, and cultural dynamics that make up the organization's unique characteristics.
25. Identify the necessary characteristics of an effective change facilitator and understand the need for healthy change facilitation as well as the demands placed on a change facilitator.
26. Articulate ethical and effective strategies to overcome resistance to change using a variety of change theories and models.
27. Connect relevant theoretical concepts of leadership and change from multiple disciplines to various contexts.
28. Synthesize professional readings focusing on organizational systems and change, and facilitate an in-class or web-based discussion.
29. Demonstrate effective verbal and written communication skills and evaluate and critque the reasoning of others in a mature, thoughtful, and respectful manner.

Dispositions

12. Develop an awareness of current thinking in relation to being flexible as a leader, and to managing the human side of the change process as a change agent.
13. Appreciate the processes and challenges of leadership and change management as they apply to innovation effectiveness.
14. Develop an attitude of experimentation.
15. Appreciate the benefits of risk taking, transcending boundaries and self-imposed limits.
16. Recognize the way you approach creative challenges.
17. Develop an appreciation of the need for healthy change in organizations.
18. Recognize the traits of positive, effective change agents.
19. Build positive relationships with coworkers in an organization.
20. Develop an attitude of confidence and competence for leading an organization.
21. Enhance sensitivity to the ethical realm of organizational change.

Suggested Course Materials:

Required:

- Fullan, M. (2005). *Leadership and sustainability: Systems thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Senior, B. & Swailes, S. (2010). *Organizational change* (4th Edition). Prentice Hall
- Spector, B. (2010). *Implementing organizational change: Theory into practice* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hickman, G. (2010). *Leading change in multiple contexts*. Thousand Oaks, CA: Sage Publications.
Recommended:

- Blanchard, K. *Who killed change*. New York: Polvera Publishing.

- Brown-Ferrigno, T. et al. (2006). Fullan's sustainability elements as a framework to assess the lasting impact of systemic leadership development efforts. *NCPEA Education Leadership Review, 7*, (2), 97-110.
- Corlett, J. G. & Pearson, C.S. (2003). *Mapping the organizational psyche: a Jungian theory of organizational dynamics*. Gainsville, FL: Center for Applications of Psychological Type.
- French, W., Bell, C. & Zawacki, R. (2005). *Organization development and transformation: Managing effective change* (6th ed.) New York: McGraw-Hill.
- Gerald, D. & Scott, R. (2007). *Organizations and organizing: Rational, naturaland open systems perspectives*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Gerzon, M. (2006). *Leading through conflict: how successful leaders transform differences into opportunities*. Boston: Harvard Business School Press.
- Kotter, J.P. & Cohen, D.S. (2002). *The heart of change.* Boston: Harvard School Business Press.

Supplemental Reading:

- Adams, J. (2001). *Conceptual blockbusting: A guide to better ideas*. Perseus Books.
- Anderson, M. (2000). *Fast cycle organizational development: A field book for organizational transformation*. Boston, MA: South-Western College.
- Argyris, C. (2000). *Flawed advice and the management trap: How managers can know when they're getting good advice and when they're not*. New York: Oxford Press.
- Bartel, C. & Garud, R. (2009). The role of narratives in sustaining organizational Innovation. O*rganizational Science, 20* (1), 107-117.
- Barton, L. (2001). *Crisis in organizations II*. Boston, MA: South-Western College Publishing.
- Beckard, R. & Pritchard, W. (1992). *Changing the essence: The art of creating and leading fundamental change in organizations*. San Francisco: Jossey-Bass.
- Beer, M. & Nohria, N. (2000). *Breaking the code of change*. Cambridge, MA: Harvard Business School Press.
- Christensen, C. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Boston, MA: Harvard Business School Press.
- Christensen, C. & Raynor, M. (2003). *The innovator's solution: Creating and sustaining successful growth*. Boston, MA: Harvard Business School Press.
- DeLong, T.J. (2011). *Flying without a net: Turn fear of change into fuel for success.*Boston: Havard Business School Press.
- Donaldson, L. (1999). *Performance driven organizational change: The organizationalportfolio*. Thousand Oaks, CA: Sage Publishing.
- Drucker, P. (1985). *Innovation and entrepreneurship*. New York: HarperBusiness.
- Evans, R. (1996). *The human side of school change*. San Francisco: Jossey-Bass.
- Forbes, S. & Prevas, J. (2009). *Power, ambition, and glory*. New York: Crown Business.
- Fullan, M. (2003). *Change forces with a vengence*. London: RoutlegeFalmer.
- Fullan, M. (2001). *The new meaning of educational change.* New York: Teachers College Press.
- Fullan, M. (2001). *Leading in a culture of change: Being effective in complex times.*San Francisco, CA: Jossey-Bass.
- Fullan, M. (1999). *Change forces: The sequel*. Philadelphia, PA: Falmer Press.
- Fullan, M. (1997). *Emotion and hope: Constructive concepts for complex times*. 1997 ASCD Yearbook: *Rethinking educational change with ear and mind*. VA: ASCD.
- Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.

- Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. New York: Falmer Press.
- Galpin, T. (1996). *The human side of change*. San Francisco, CA: Jossey-Bass.
- Gardner, H. (2004). *Changing minds: The art and science of changing our own and other people's minds*. Boston: Harvard Business School Press.
- Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York: Little Brown.
- Griffin, E. (1991). *First look at communication theory*. New York: McGraw-Hill.
- Herman, J. & Herman, J. (1994). *Making change happen: Practical planning for   school leaders*. Thousand Oaks, CA: Corwin Press.
- Kelley, T. (2001). *The Art of innovation*. New York: Doubleday.
- Kotter, J.P. (1995). Leading change: Why transformation efforts fail. *Harvard Business School Press,* March-April, 57-67.
- Kubie, L. (1961). *The neurotic distortion of the creative process*. New York: Farrar,Straus & Giroux.
- Leifer, L., et al. (2000). *Radical innovation: How mature companies can outsmart upstarts*. Boston, MA: Harvard Business School Press.
- Marris, P. (1975). *Loss and change*. New York: Anchor Press/Doubleday. *Learning Style Inventory*, Version 3. Boston, MA: TRG Hay/McBer.
  http://www.haygroup.com/tl/Questionnaires_Workbooks/Kolb_Learning_Style_Inventory.aspx
- May, R. (1994). *The Courage to create*. New York: W.W. Norton.
- Moore, G. (2002). *Crossing the chasm: Marketing and selling high-tech products to mainstream customers*. New York: HarperBusiness Essentials.
- Moser-Wellman, A. (2001). *The five faces of genius: Creative thinking styles to   succeed at work*. New York: Penguin.
- Movva, R. (2004). Myths as a vehicle for transforming organizations. *Leadership & Organizational Development Journal, 25* (1), 41-57.
- Patterson, J. (1997). *Coming clean about organizational change: Leadership in the real world*. Arlington, VA: AASA.
- Pink, D. (2005). *A whole new mind: Moving from the information age to the conceptual Age*. New York: Riverhead Books.
- Quinn, R.E. (2008). *Building the bridge as you walk on it: A guide for leading change.*New York: Wiley Publishers.
- Ray, M. & Myers, R. (1988). *Creativity in business*. Main Street Books.
- Robinson, A. & Stern, S. (1997). *Corporate creativity: How innovation and improvement actually happen*. San Francisco, CA: Berrett-Koehler.
- Rogers, E. (2003). *Diffusion of innovations*. New York: Free Press.
- Roth, G. & Kleiner, A. (2000). *Car launch: The human side of managing change*. New York: Oxford Press.
- Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency Doubleday.
- Schwartz, P. (1991). *The art of the long view: Planning for the future in an uncertain world*. New York: Doubleday.
- Schwartz, P. (2003). *Inevitable surprises: Thinking ahead in a time of turbulence*. New York: Gotham Books.
- Suarez, F.F. & Oliva, R. (2005). Environmental change and organizational transformation. *Industrial and Corporate Change, 14* (6), 1017-1041.
- Thackara, J. (2006.) *In the bubble*. Cambridge: MIT Press.

- Tushman, M. & Anderson, P. (1997). *Managing strategic innovation and change: A collection of readings*. New York: Oxford University Press.
- Weick, K. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly, 38* (4), 628-652.
- Weick, K. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly, 21* (1), 1-19.
- Whiteley, A. (1995). *Managing change: A core values approach*. Hong Kong: McMillan.
- Van Der Heijden, K. (1996). *Scenarios: The art of strategic conversation*. Chichester, England: John Wiley.

Suggested Method of Instruction:

Lecture and discussion, web-enhanced or web-based - may vary with topic, collaborative presentation of course material, research seminars, team instruction of learning.

Suggested Evaluation and Policy:

In-class writing, out-of-class writing, journals, individual/group projects, individual and team presentations, case study assessments, written examinations, online discussions, and online assignments.

☒ **CEHS Conceptual Framework "**The CEHS conceptual framework **Developing the Art and Science of Teaching** forms the basis for professional preparation in the College of Education and Human Services. This conceptual framework consists of six strands—content knowledge, pedagogical content knowledge or contextualized practice, diversity, technology, professionalism, and emotional intelligence—which are supported by clearly delineated objectives and deliberately designed learning experiences."

☒ **Attention to Diversity** All course readings and lecture emphasize diverse communities and the effects on performance.

☒ **Academic Integrity** "It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct."

☒ **Integration of Technology** Use of Web technology and distance education software, interactive video, E-mail, presentation/multimedia software, video/audio recording, use of the Web for course-related materials and resources.

☒ **Accommodation for Disabilities** "If you are a student with a disability and will need accommodations to complete the requirements of this class, please make arrangements to meet with your professor during the first week of the quarter."

Additional Typical Course Characteristics:

⊠   This course has a web presence. A web-enhanced (traditional face-to-face format) and mixed-mode (at least 50% online) approach is used. Web technology facilitates access to course materials, and supports communication between students and faculty, among students, and between students and resources.

<u>Attendance Policy</u>

Students enrolled in this class are expected to attend all face-to-face classes and/or seminars. Absenteeism results in a five-point deduction for each class unattended. Decisions regarding acceptable/unacceptable excuses for missing classes reside with the professor.

<u>Suggested Grading Policy</u>: (Final course letter grade earned in relation to evaluation and policy; writing requirements in relation to final Writing Intensive (WI) grade earned)

Course grading scale: 100-90%   A

89-80%   B

79-70%   C

<   70%   F

<u>Suggested Assignments and Course Outline</u>: (Topics and typical assignments, organized by week)

Week 1 – Introduction to Course Materials/Expectations; Change Models; Changing

Views of Organizational Theory & History of Organizational Change

Assignments: Required text and selected article readings; Begin research on

change model

Week 2 – Nature of Sustainability and Systems Thinking; Power of Relationships;

Determining Where People are in Relation to Change

Assignments: Continue research on change model; required

text and selected article readings

Week 3 – Systems Thinking in Organizational Settings; Strategic Planning

Assignments: Required readings – text and supplemental

Week 4 – Ethics and Organizational Change; Human Resource Development

Assignments: Prepare for presentation of change model; required text readings and supplemental article readings

Week 5 – Shared Decision Making in Organizational Change; Thinking Approaches and Personality Types; Presentation of Change Model

Assignments: Case study review and completion; Assigned text and supplemental readings

Week 6 – Leading Planned and Emergent Change; Tactical Change Initiatives

Assignments: Identifying change agent strategies; assigned text and supplemental readings

Week 7 – In-Class Case Study Review, Ideas, Discussion

Assignments: assigned text readings and supplemental article reviews; Begin research on change initiative

Week 8 – Organizational Learning: Effective Interventions; Case Study Discussion;

Assignments: Change initiative research; assigned text readings and supplemental articles

Week 9 – Mindfulness in Leading Change; Creativity & Innovation;

Assignments: Course readings – text and supplemental articles

Week 10–Presentation of Change Initiative

Assignments: Analysis, review, and discussion of case study; Assigned text readings and supplemental articles

Week 11–Innovative Organizations; Technology

Assignments: Text readings and supplemental readings; Begin team presentation preparation

Week 12–Empowerment for Organizational Change; Team Solidarity

Assignments: Text readings and supplemental readings; Continue team presentation preparation

Week 13–Organizational Change Maintenance

Assignments: Text and supplemental readings; Continue work on team presentation

preparation

Week 14–Team Presentations

Assignments: Preparation for case study final examination

Week 15–Case Study Final Exam; Course Assessment

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: LEADERSHIP STUDIES IN EDUCATION AND ORGANIZATIONS

Course Number: DOS 9040

Course Title for the Catalog: Organizations in a Global Environment

Course Title for Student Record (24 characters & spaces):   Org. in Global Environ.

Variable Title: ☐Yes ☒ No

Credit Hours: __4__   Repeat Hours: ☐Yes ☒No   # of Repeat Hours: _N/A___

Course Cross Listing(s): ☐Yes   ☒No   _____

Grading System (Check one):   ☐Standard (ABCDFXI)   ☒Standard/M (ABCDFXIM) ☐
Standard/Pass/Fail (AFCDFXIPU   ☐Standard/Pass/Fail/M (AFCDFXIPUM)

☐Pass/Fail (IPU)   ☐Pass/Fail/M (IPUM)

Prerequisite Course(s): N/A

Co-requisite Course(s): N/A

Enrollment Restriction(s): Acceptance into the Ed. D. program in Organizational Studies

Other: N/A

Class Type (Check one):   ☐Lecture   ☐Lecture/Lab ☐Lab

☒Seminar ☐Internship ☐Independent Study

☐Clinical ☐Practicum

Check ("x") all applicable:

☐Wright State Core ☐Integrated Writing ☐Service Learning ☐Laboratory

☐Ohio TAG ☐Ohio Transfer Module ☐Program Benchmark/Transition

☐Multicultural ☐Honors ☐Other (specify) _____

Catalog Description (34 words):

Concepts, models and international linkages for understanding organizational performance in a global world are provided. Emphasis is placed on issues facing 21st century leaders and on preparation for effective management in an interconnected world.

Date Course Modified: **Effective Term: Spring,** 2014

Date Course Created/Approved: September, 2013

Student Learning Outcomes: Align with

Knowledge: By the end of the semester, the student will demonstrate a conceptual understanding of:

11. World issues and their effects on business, governments and education;
12. An understanding of the global market place and its effect on organizations;
13. The relationship between collaborative learning and leading in a global context;
14. Understanding of cultural differences and their relationship to leadership effectiveness;
15. Oneself as an international leader;and
16. How to apply global skills, knowledge and dispositions for organizational enhancement.

Skills: By the end of the semester, the student will demonstrate the ability:

2. To develop and understanding of world issues and their effects on business, governments and education;
9. To gain an understanding of the global market place and its effect on organizations;
10. To understand the relationship between collaborative learning and leading in a global context;
11. To understand cultural differences and their relationship to leadership effectiveness;
12. To see oneself as an international leader; and
13. To apply global skills, knowledge and dispositions for organizational enhancement.

Dispositions: By the end of the semester, the student's attitudes will be characterized by:

6. An understanding of world issues and their effects on business, governments and education;
7. An understanding of the global market place and its effect on organizations;
8. An understand of the relationship between collaborative learning and leading in a global context;
9. An understanding of cultural differences and their relationship to leadership effectiveness
10. A self-awareness of oneself as an international leader; and
11. An ability to apply global skills, knowledge and dispositions for organizational enhancement.

Required and/or Suggested Course Materials:

Mack, T. (2006). Creating global strategies for future humanity's future. World Future Society: Bethesda, MD.

Hesselbeing, F., Goldsmith, M., & Beckhard, R. (1997)The organization of the future. The Peter Drucker foundation for NonProfit Management: NY: NY.

New York Times

Suggested Method of Instruction:

Course delivery will consist of class lectures combined with discussion in which a significant amount of student participation is expected. A feature of this course will be scheduled international dialogues. Prominent leaders from the international community will be meeting with the class to hear student views, share ideas and participate in lively collaborative discussion. Class discussions are based on regular attendance and the assumption that students have completed the assigned readings and written assignments. Students must come to class fully prepared to share their views and pose pertinent questions.

Suggested Evaluation and Policy:

A variety of evaluation opportunities include reflection papers, interviews with international experts out of class, a group project, Blog postings and a research paper. The following table includes the points for each evaluation type:

Assignment	Points
Class Participation	15
Reflection Paper	20
Group Project	15
Blog	10
Interview	10
Research Paper	15
Final Exam	15
TOTAL	100

Attendance policy: In registering for classes doctoral students accept responsibility for attending scheduled class meetings, completing assignments on time and contributing to class discussions and exploration of ideas.

CEHS Conceptual Framework. "The CEHS conceptual framework **Developing the Art and Science of Teaching** forms the basis for professional preparation in the College of Education and Human Services. This conceptual framework consists of six strands—content knowledge, pedagogical content knowledge or contextualized practice, diversity, technology, professionalism, and emotional intelligence—which are supported by clearly delineated objectives and deliberately designed learning experiences.

Attention to Diversity. The Department of Leadership Studies in Education and Organizations is committed to preparing teacher candidates to facilitate the learning experience for students with diverse needs and from diverse communities and family backgrounds. This course is designed with particular emphasis on diversity, specifically on diversities of race, class, gender, and sexual orientation.

Academic Integrity. "It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct"

Integration of Technology. Use of Web technology and distance education software, interactive video, E-mail, presentation/multimedia software, video/audio recording, use of the Web for course-related materials and resources.

Accommodation for Disabilities. Students with a disability who may need accommodations to complete the requirements of this class, must register with the Office of Disabilities Services (Dayton Campus) or Academic Instructional Services (Lake campus) and arrange to meet with his or her professor during the first week of the quarter.

Key Assessments. Not applicable

Suggested Grading Policy:

Grade   Points

A   100-90

B   89-80

C   79-70

F   Below 70 points

Weekly Course Outline:

Week 1: The impact of globalization: Challenges and strategies
Week 2: International business and trade
Week 3: Responding to cultural differences
Week 4: Communication across languages and cultures
Week 5: Building a sustainable future
Week 6: Global associations and organizations
Week 7: Global Issue: World religions and religious wars
Week 8: Global Issue: Effects of overpopulation
Week 9: Global Issue: The rising influence of China
Week 10: Global Issues: The rising influence of India
Week 11: Responding to cultural differences
Week 12: Field Visit: Government and politics in the US – supporting a global agenda
Week 13: Management for the future
Week 14: Putting it all together – synthesis and action
Week 15: Final exam
Suggested Course Assignments

Course delivery will consist of class lectures combined with discussion in which a significant amount of student participation is expected. A feature of this course will be scheduled international dialogues. Prominent leaders from the international community will be meeting with the class to hear student views, share ideas and participate in lively collaborative discussion. Class discussions are based on regular attendance and the assumption that students have completed the assigned readings and written assignments. Students must come to class fully prepared to share their views and pose pertinent questions.

Course Assignments and corresponding points are included in the table below:

Assignment	Points
Class Participation	15
Reflection Paper	20

Group Project	15
Blog	10
Interview	10
Research Paper	15
Final Exam	15
TOTAL	100

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: LEADERSHIP STUDIES IN EDUCATION AND ORGANIZATIONS

Course Number: DOS 9050

Course Title for the Catalog: Advanced Research Methods I

Course title for Student Record (24 letters): Adv Rsrch Methods I

Will there be title variations?: ☐Yes   ☒No

Credit Hours: 4.0   Repeat Hours?: ☐Yes ☒No   # of Repeat Hours: 0.0

Course Cross Listing(s)?: ☐Yes   ☒No   _____

Grading System (Check one): ☒ABCDFXI   ☐PU   ☐ABCDFX/PU

Prerequisite Course(s): None

Corequisite Course(s): None

Enrollment Restriction(s):   Must be enrolled in one of the following levels: Graduate

Other: (e.g., licensure program for which the course is required): None

Class Type (Check one):   Lecture ☒Lecture/Lab ☐Lab

☒Seminar   ☐Internship   ☐Independent Study

Check ("x") all applicable: ☐Wright State Core Course ☐Integrated Writing Course

☐Service Learning Course ☐Multicultural Competence Course ☐Honors Course

☐Laboratory Course ☐Ohio TAG Course ☐Ohio Transfer Module Course

☐Program Benchmark/Transition Course ☐Other (specify) _____

Catalog Description (34 words):

Individual and group study of ongoing social sciences research.

Effective Term: Fall 2013

Date Course Created/Approved: 4/1/2013

Student Learning Outcomes:

Knowledge

1. Students will be able to demonstrate understanding of the terms, principles, and concepts underlying scientific inquiry.
2. Students will be able to identify problem areas in social sciences research design and analysis.
3. Students will be able to review existing literature on the problem area of their choice.
4. Students will be able to apply their knowledge of research design and analysis to establish a personal reaction, position, and/or evaluation of the problem area identified in #2.

Skills

1. Students will be able to discuss the identified problem areas and their own reaction, position and/or evaluation of that area.
2. Students will be able to demonstrate competence in developing and conducting a systematic inquiry by preparing a paper presenting their identified problem area, a review of related literature, and their reaction, position, and/or evaluation.

Dispositions

1. Students will become motivated to explore the literature in order to develop a position and evaluate a design or analytical procedure.
2. Students will appreciate the need for critical evaluation of design and analytical procedures.

Suggested Course Materials:

Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*.

(2nd.ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods*

approaches (3rd. ed.). Thousand Oaks, CA: Sage Publications.

James, E. A., Slater, T., & Bucknam, A. (2012). *Action research for business, non-profit, and public administration: A tool for complex times*. Thousand Oaks, CA: Sage Publications.

Johnson, B., & Christensen, L. (2008). *Education research: Quantitative, qualitative, and mixed approaches.* (3rd. ed.). Thousand Oaks, CA: Sage Publications.

Lyne, L. S. (2012). *A cross section of educational research: Journal articles for discussion and evaluation*. (5th. ed). Glendale, CA: Pyrczak Publishing.

Remler, D. K., & Van Ryzin, G. G. (2011). *Research methods in practice: Strategies for description and causation*. Thousand Oaks, CA: Sage Publications.

Schwab, D. P. (2005). *Research methods for organizational studies* (2nd. ed.). Mahwah, NJ:

Lawrence Erlbaum Associates Publishers.

Stringer, E. T. (2007). *Action research*. (3rd.ed.). Thousand Oaks, CA: Sage Publications.

Vogt, W. P. (2005). *Dictionary of statistics & methodology: A nontechnical guide for*

the social sciences, (3rd .ed.). Thousand Oaks, CA: Sage Publications.

Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*.

New York, NY: Guilford.

Suggested Method of Instruction:

Small group discussions, development of a paper, statistical computer software use, and web based research, distance learning.

Suggested Evaluation and Policy:

Written paper

College of Education & Human Services (CEHS) Conceptual Framework
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be directed through the WSU e-mail account system. Logging into a secure system with a unique password assures that communications proceed through the WSU firewall. Should assistance be required in activating a WSU e-mail account, the Computing & Telecommunications Services (CaTS) Help Desk at (937)775-4827 is available.

Accommodation for Disabilities

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Key Assessments. None

Suggested Grading Policy:

A= 90 – 100%   B= 80 – 89%   C= 70 – 79%   F= Below 70%

Suggested List of Weekly Course Topics

Wk 1:   Introduction

Wks 2-3   Understand research design; qualitative, quantitative, & mixed-methods (2 weeks)

Wks 4-5:   Investigating problem areas in social sciences research (2 weeks)

Wks 6-7:   Identify problem areas for specific investigation (2 weeks)

Wks 8-10:   Background research of identified problems (3 weeks)

Wks 11-14:   Planning or evaluation for the research study / Synthesis (4 weeks)

Other Information: N/A

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: LEADERSHIP STUDIES IN EDUCATION AND ORGANIZATIONS

Course Number: DOS 9060

Course Title for the Catalog: Advanced Research Methods II

Course title for Student Record (24 letters): Adv Rsrch Methods II

Will there be title variations?: ☐Yes ☒No

Credit Hours: 4.0   Repeat Hours?: ☐Yes ☒No   # of Repeat Hours: 0.0

Course Cross Listing(s)?: ☐Yes ☒No _____

Grading System (Check one): ☒ABCDFXI   ☐PU   ☐ABCDFX/PU

Prerequisite Course(s): DOS 9050

Corequisite Course(s): None

Enrollment Restriction(s): Must be enrolled in one of the following levels: Graduate

Other: (e.g., licensure program for which the course is required): None

Class Type (Check one):   ☒Lecture   X☐Lecture/Lab   ☐Lab

                               X☐Seminar   ☐Internship   ☐Independent Study

Check ("x") all applicable: ☐Wright State Core Course ☐Integrated Writing Course

☐Service Learning Course ☐Multicultural Competence Course ☐Honors Course

☐Laboratory Course ☐Ohio TAG Course ☐Ohio Transfer Module Course

☐Program Benchmark/Transition Course ☐Other (specify) _____

Catalog Description (34 words):

Developing research techniques in basic and inferential statistics using statistical computing software and critical interpretation of social sciences research design and analysis.

Date Course Created/Approved: 4.1.2013   **Effective Term: Fall 2013**

Course Objectives:

Knowledge

1. Students will be able to understand basic and inferential statistical analysis (regression and correlation, cross tabulation, t-tests, ANOVA, chi-square, z score, etc) using SPSS.
2. Students will be able to provide interpretation for results of basic statistical analysis listed above. The interpretation will include: levels of significance, one-tail and two-tail tests, null hypotheses, Type I and Type II errors, decisions and conclusions.
3. Students will apply the appropriate statistical procedure(s) above for analysis.
4. Students will be able to draw appropriate conclusions relative to the research and null hypotheses.
5. Students will be able to identify and explain the purposes of the various component parts of a dissertation including: introduction, statement of the problem, hypotheses, operational definitions, assumptions, scope and delimitations, review of literature, methodology, analysis, limitations, conclusions, and recommendations.

Skills

1. Students will be able to select the appropriate statistical procedure in basic and inferential statistical analysis (regression and correlation, cross tabulation, t-tests, ANOVA, chi-square, z score, etc) using a statistical software package.
2. Students will be able to perform the appropriate statistical procedure in basic and inferential statistical analysis (regression and correlation, cross tabulation, t-tests, ANOVA, chi-square, z score, etc) using a statistical software package and to interpret and report results of appropriate test statistics.
3. Students will be able to analyze designs of non-experimental, quasi-experimental, and experimental research employing statistical procedures up through analysis of variance.
4. Students will be able to present results of statistical analysis in appropriate academic writing style and format.

Dispositions

1. The student will be motivated to undertake and complete a dissertation.
2. The student will appreciate the use of the computer in data analysis.

Suggested Course Materials:

Creswell, J. W. (2009). Research design: *Qualitative, quantitative, and mixed methods*

approaches (3rd. ed.). Thousand Oaks, CA: Sage Publications.

Cronk, B. C. (2012). *How to use SPSS: A step –by-step guide to analysis and interpretation*.

(7th.ed.). Glendale, CA: Pyrczak Publishing.

Frankfort-Nachmias, C. , & Leon-Guerrero, A. Y. (2010). *Social statistics for a diverse society*. (6th ed.). Thousand Oaks, CA: Sage Publications.

Holcomb, Z. C. (2010). *Interpreting basic statistics: A guide and workbook based on excerpts from journal articles*. (6th. ed.). Glendale, CA: Pyrczak Publishing.

Johnson, B., & Christensen, L. (2008). *Education research: Quantitative, qualitative, and mixed approaches*. (3rd. ed.). Thousand Oaks, CA: Sage Publications.

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Lawrence Erlbaum Associates Publishers.

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for the social sciences, (3rd. ed.). Thousand Oaks, CA: Sage Publications.

Vogt, W. P, Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*.

New York, NY: Guilford.

Suggested Method of Instruction:

Computer lab instructions, lecture, discussions, problem simulation assignments, web-based research, use of statistical software.

Suggested Evaluation and Policy:

Attendance, quizzes, discussions, web-based assignments (developing hypotheses, literature review, collection of data, statistical analysis), and development of thesis or equivalent quality paper.

College of Education & Human Services (CEHS) Conceptual Framework

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Tk20. This course requires students to have a Tk20 account.

Key Assessments. None

Suggested Grading Policy:

A= 90 – 100% B= 80 – 89%   C= 70 – 79%   F= Below 70%

Suggested Assignments and Course Outline:

Week 1: Introduction

Organization of information: frequency distributions

Week 2-3: Graphic presentations

Measures of central tendency and variability

Week 4-5: The normal distribution & sampling distribution

standardization & estimation

Week 6-7: Matching research questions and hypothesis testing

Week 8-9: Relationships between two variables: Cross-tabulation

Differences between two variables: t-test

Week 10: Non parametric inferential statistics

     Chi-square test

     Measure of association for nominal and ordinal variables

Week 11-12: Regression & correlation

     Analysis of Variance (ANOVA)

Week 13: Validity, reliability, effect size, power, and
     Interpretation of results

Week 14: Synthesis

Other Information: N/A.

COLLEGE OF EDUCATION AND HUMAN SERVICES

MASTERS COURSE SYLLABUS

Department: Leadership Studies in Education and Organizations

Course Number: DOS 9800

Course Title for the Catalog: Internship in Organizational Studies

Course Title for Student Record (24 letters): Internshp in Org Studies

Variable Title?: ☐Yes ☒No

Credit Hours: **1-**4   Repeat Hours?: ☐Yes ☒No   # of Repeat Hours: _____

Course Cross Listing(s)?: ☐Yes ☒No _____

Grading System (Check one):

☒ABCDFXI   ☐PU   ☐ABCDFX/PU

Prerequisite Course(s): DOS 9020 and DOS 9030

Corequisite Course(s): None

Enrollment Restriction(s): Must be enrolled in the Doctoral of Organizational Studies program

Other: None

Class Type (Check one):   ☐Lecture ☐Lecture/Lab ☐Lab

☐Seminar   ☒ Internship   ☐Independent Study

Check ("x") all applicable: ☐Wright State Core Course ☐Integrated Writing Course

☐Service Learning Course ☐Multicultural Competence Course ☐Honors Course

☐Laboratory Course ☐Ohio TAG Course ☐Ohio Transfer Module Course ☐Program Benchmark/Transition Course ☐Other (specify) _____

Catalog Description (34 words):

One of two types of internships within students' area of concentration: an experience with a different perspective within their current organization or an experience with an organization different from their current employer.

Date Course Modified: **Effective Term:**

Date Course Created/Approved:

Student Learning Outcomes:

Knowledge

At the internship work site, the student will

- incorporate theoretical knowledge to practical problems/issues in the workplace
- gain an understanding of the interrelationships between and among internal and external organizational systems
- provide leadership to develop others
- gain insight into the underlying organizational processes
- gain an understanding of open-ended processes to deal with organizational problems

Skills

At the internship work site, the student will

- apply theoretical learning to solve real-world problems
- develop diverse and critical thinking different than previous work-related experiences
- develop group knowledge-building skills
- test non-linear problem-solving techniques
- enhance the development of others
- complete a minimum of [   ] clock hours, supervised by a designated site supervisor.
- develop, organize, and submit an electronic internship portfolio, that includes a matrix of all activities completed, with a breakdown of hours spent in each activity

Dispositions

The student will

- appreciate the intersection of academic learning and practical experience
- understand the importance and value of leadership within organizations
- appreciate the learning nature of organizations

Suggested Course Materials:

Internship Handbook and various relevant articles as necessary.

Suggested Method of Instruction:

Face-to-face; on-site; Web based communication

Suggested Evaluation and Policy:

Professional Development Plan, internship log and journal, self-evaluation, portfolio of internship activities, final presentation

Suggested Grading Policy:

Course grading scale:

100-90%   A

89-80%   B

79-70%   C

<   70%   F

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Suggested Assignments and Course Outline: (Topics and typical assignments, organized by week)

Week 1: Introduction to internship, expectations, and assignments [site supervisor responsibilities?]

Approval/site forms due [MOU?]

Learning contract due

Week 2 – 6: Internship experiences

Week 7 – 8: On site and/or in class mid-term assessment

Week 9 – 13: Internship experiences

Week 14: Presentations

Portfolio/Journal/Self-evaluation due

Week 15: Presentations

Other Information:

Site supervisor to provide a written evaluation of intern