

Syllabus for
GADM 810—Strategies for Educational Change
3 Credit Hours
Summer Institute 2013
Module I—June 12-15, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An overview and analysis of the change process in education with emphasis on various strategies for planning and implementing change within educational organizations.

II. COURSE GOALS

The purpose of this course is to enable the administrator candidate to do the following:

- A. Learn the change process as related to the organization and administration of educational institutions.
- B. Understand the roles of strategic design and strategic planning as vehicles for accomplishing productive change in the field of education.
- C. Develop the leadership skills necessary to accomplish positive productive change in educational systems.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Objectives

As a result of successfully completing this course, the administrator candidate will be able to do the following:

- A. Explain the change process as an integral part of the organization and administration of a school system.
- B. Describe the knowledge, skills, and attributes necessary to function as a successful change agent in an educational institution.
- C. Identify the various cultural, social, political, legal, and ethical issues that impact the change process in education.
- D. Analyze the dynamics of the various roles played by the relevant publics in affecting change within educational organizations.
- E. Explain the roles strategic design and strategic planning play in the change process.
- F. Implement the requisite procedures for producing systemic change in educational organizations.
- G. Identify and apply those leadership skills necessary for planning, implementing, and leading future-focused change efforts in educational organizations.
- H. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole-person education.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Cook, Jr., W. (2001). *Strategic planning for America's schools*. Cambridge, MA: The Cambridge Group.

Schwahn, C., & Spady, W. (2010). *Total leaders 2.0: Leading in an age of empowerment*. Lanham, MD, Rowman and Littlefield Publishers, Inc. ISBN 9781607095316

2. Other

Other specific readings as assigned by the instructor

B. Optional Materials

1. Textbooks

None

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.

3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. The grade for this course is a composite of performance based on the following:

Two preassignments	100 points
Final examination	100 points
<u>Two postassignments</u>	<u>200 points</u>
Total	400 points
 - b. Grading scale:

- A=90-100 percent
- B=80-89 percent
- C=70-79 percent
- D=60-69 percent
- F=Below 60 percent
- c. Grades are assigned as follows:
 - A=360-400 points
 - B=320-359 points
 - C=280-319 points
 - D=240-279 points
 - F=Below 240 points
- d. There will be one in-class final examination covering assigned readings and information discussed in class.
- e. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
- 2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
- 3. Other Policies and/or Procedures
 - a. The student is responsible for:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.
 - b. NOTE: Supplementary materials, class handouts, additional assigned readings, resource persons, guest speakers, etc., may all be utilized to present information relevant to course content and may be incorporated as part of an assignment at any time during the course.
 - c. Course Requirements:

Each student completes a minimum five (5) hour field experience in an appropriate administrative setting in which the student receives supervised practical professional experience in areas directly related to course objectives. Additional information on the field experience will be discussed in class.
 - d. Preassignment

The student should complete the following assignments and have them ready to turn in on the first day of class.

 - (1) Preassignment I (50 points)
 - (a) Read *Total Leaders 2.0* by Schwahn and Spady.
 - (b) Prepare a written summary (3-5 pages in length) that defines and describes “total leaders” and “strategic design,” including references to the interconnectedness of the five pillars of productive change and the five performance domains of total leaders.
 - (2) Preassignment II (50 points)
 - (a) Read *Strategic Planning for America’s Schools* by Cook.

- (b) Prepare a written summary (3-5 pages in length) that defines and describes “strategic planning,” including an explanation of both discipline and process.
 - (3) All assignments will be typewritten and double-spaced. They should reflect the mature academic approach/response to the assignment. Quality will be preferred over quantity, and the effort should be complete, concise, and well organized. Preassignments should reflect that the student has read the assigned materials.
- e. Postassignment

Postassignments should reflect that the student was an active listener/participant in the class discussions and reflected appropriately upon all class materials, including the texts and presentations by guest speakers.

 - (1) Postassignment I (100 points)
 - (a) Each student completes a final project (research paper) appropriate to his or her situation, and related to course content.
 - (b) The paper should be 4-6 pages in length (approximately 1,000 words), typewritten, double-spaced, and refer to readings in accepted APA style when appropriate.
 - (c) The final project (research paper) should present and defend the student’s position on the selected topic. The content of the research paper must reflect that the student has incorporated key concepts from the texts, class readings, and class discussions.
 - (2) Postassignment II (100 points)
 - (a) Initiate the field experience process in item V.C.3.c. of this syllabus, and complete a minimum of five (5) hours of mentored activities dealing with the issue of educational change.
 - (b) Prepare a written summary (2-3 pages) documenting and describing the field experience, including a personal reflective assessment. The written summary must describe the extent to which some of the key concepts from the class readings and discussions were or were not observed in the field.
 - (3) Due date for the postassignment will be announced in class. The postassignment must be **emailed** to:

jmyers@oru.edu

VI. COURSE CALENDAR

Session	Topic
1	Overview of the Course Leading the Change Process
2	Strategic Planning
3	Strategic Design
4	Leading Educational Change Final Activities, Final Exam

Course Inventory for ORU's Student Learning Outcomes
GADM 810—Strategies for Educational Change
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 2, 8, 10, 18.