

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 731
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Bruce Scott
2	Course Teacher	TBD
3	Course Title	Leading Organizational Change
4	Course Abbreviation (if title is over 30 characters)	
5	College	Graduate & Professional Studies
6	Department	School of Educational Leadership
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	6.75 hours/week
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course focuses on planning and managing change and provides frameworks and tools to implement it. Participants will examine personal and organizational approaches to dealing with change through case studies, exercises, and

		extensive group discussions. Assignments will focus on opportunities for change within the participants' own organizations.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	Online course offered according to carousel – multiple times each year
22b	How often will it be offered? Spring	Online course offered according to carousel – multiple times each year
22c	How often will it be offered? Summer	Online course offered according to carousel – multiple times each year
23	Frequency? All, odd, or even years?	Online course offered according to carousel – multiple times each year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring II-2017
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes – Ed.D. in Organizational Leadership
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for</i>	No

	<i>details.)</i>	
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the Ed.D. in Organizational Leadership.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is required for the Ed.D. in Organizational Leadership.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the Ed.D. in Organizational Leadership program.
2	State the overarching course goal(s) in performance terms.	• Learners will design missionally efficacious messages. • Learners will build a system of collaborative, problem-solving, and decision-making processes. • Learners will promote productive, dialogical relationships. • Learners will implement organizationally beneficial change. • Learners will structure training and development modules for enhancing organizational capacity. • Learners will lead their organizations in establishing rituals of significance. • Learners will cast a

		vision and promote shared ownership and governance in their organizational contexts.
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2. Competencies and Measurements

	Competency	Measurement
1	Define the leader's role in bringing about change.	Discussion question
2	Develop strategies for building ownership and shared vision and mission.	Defining team values assignment
3	Determine the impact of personal leadership style on the efforts to lead change.	Defining team values assignment
4	Evaluate the culture, structure, and policies and procedures of the organization.	Organizational culture, structure, and policies and procedures case study
5	Determine the impact of culture, structure, and policies and procedures of the organization.	Organizational culture, structure, and policies and procedures case study
6	Identify necessary data to gather for organizational change initiatives.	Data collection case study
7	Employ strategies to build a collaborative atmosphere with shared problem-solving and decision-making.	Data collection case study
8	Develop new instruments.	Survey design assignment
9	Evaluate the efficacy of new instruments.	Survey evaluation assignment
10	Determine communication strategies based on organizational culture.	Action research project
11	Evaluate the effectiveness of communication strategies in creating shared vision and ownership.	Action research project
12	Analyze the organization's capacity to deal with change.	Discussion question
13	Develop strategies for dealing with resistance to change.	Discussion question
14	Design an organizational change plan.	Organizational change plan

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Textbooks

Anderson, D. L. (2012). Cases and exercises in organization development & change. Los Angeles, CA: Sage.

Anderson, D. L. (2015). Organization development: The process of leading organizational change (3rd ed.). Los Angeles, CA: Sage.

Fullan, M. (2011). Change leader: Learning to do what matters most. San Francisco, CA: Jossey-Bass.

Hall, G. E. and Hord, S. M. (2015). *Implementing Change: Patterns, Principles, and Potholes* (4th ed.). Boston, MA: Pearson.

Kouzes, J.M. & Posner, B.Z. (Eds.). (2004). *Christian reflections on the leadership challenge*. San Francisco, CA: Jossey-Bass.

Websites

Ask these 5 tough questions to turn around a struggling business.

<http://www.businessinsider.com/turn-your-ship-around-2015-1>

Qualitative research methods: A data collector's field guide from Northeastern University.

<http://www.ccs.neu.edu/course/is4800sp12/resources/qualmethods.pdf>

Research methods knowledge base: Qualitative validity

<http://www.socialresearchmethods.net/kb/qualval.php>

Survey Research

<http://writing.colostate.edu/guides/pdfs/guide68.pdf>

Survey fundamentals: A guide to designing and implementing surveys

http://oqi.wisc.edu/resource/library/uploads/resources/Survey_Guide.pdf

Videos

Barber, G. et al. (Producers), & Eastwood, C. (Director). (2009). *Invictus* [Motion picture]. United States: Warner Bros.

Inno-Versity (2013, October 8). Inno-Versity presents: "Greatness" by David Marquet [Video File]. Retrieved from www.youtube.com/watch?v=OqmdLcyES_Q

Fields, J. (2012, August 8). Good life project: David Marquet [Video file]. Retrieved from www.youtube.com/watch?v=raW-CEB7jPc

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name LEAD 731 Leading Organizational Change

Primary Department

Department Chair

Date

Jaime Hoff

Dean of the College

10/6/15

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: LEAD 731

Course Title: Leading Organizational Change

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Jaime Hoff 10/6/15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

You are editing your previous response.

Be careful when sharing the URL of this page, because it will allow others to also edit your response.

[Fill out a new response.](#)

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

LEAD731 Leading Organi

Reviewer

Berlin Fang



Developer

Graduate School

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☐ Name and title or rank
- ☐ Office location
- ☐ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement

- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description
- ☐ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Submit

Never submit passwords through Google Forms.

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Abilene Christian University
Start Date:

Semester/Year
LEAD 731
3 Credit Hours

Leading Organizational Change

Professor Name and Title
E-mail:
Office Phone:
Cell Phone:
Office Hours:

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the **vocation** of leadership in complex **organizational cultures** to develop **effective practice**. This is accomplished through equipping leaders to:

- Lead with purpose based upon the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Course Description

This course focuses on planning and managing change and provides frameworks and tools to implement it. Participants will examine personal and organizational approaches to dealing with change through case studies, exercises, and extensive group discussions. Assignments will focus on opportunities for change within the participants own organizations.

Integration of Christian Faith

Leadership is a calling. For this reason, this course introduces the Christian term *vocation* as a unifying concept that both distinguishes and enlivens ACU's Ed.D. program. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of humility, honesty, perseverance, and hospitality.

Student Learning Outcomes

The faculty of the Ed.D. program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. The SLO that is addressed by this course is listed below. The corresponding course level objectives and outcome measures are listed in the table below which indicates alignment to the SLO.

Student Learning Outcome #3.1: Learners will design missionally efficacious messages.

Student Learning Outcome #3.2: Learners will build a system of collaborative, problem-solving, and decision-making processes.

Student Learning Outcome #3.3: Learners will promote productive, dialogical relationships.

Student Learning Outcome #3.5: Learners will implement organizationally beneficial change.

Student Learning Outcome #3.6: Learners will structure training and development modules for enhancing organizational capacity.

Student Learning Outcome #5.3: Learners will lead their organizations in establishing rituals of significance.

Student Learning Outcome #5.4: Learners will cast a vision and promote shared ownership and governance in their organizational contexts.

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	Define the leader's role in bringing about change.	Discussion Question	5.4
	Develop strategies for building ownership and shared vision and mission.	Defining Team Values Assignment	5.4
	Determine the impact of personal leadership style on the efforts to lead change.	Defining Team Values Assignment	5.4
2	Evaluate the culture, structure, and policies and procedures of the organization.	Organizational Culture, Structure, and Policies and Procedures Case Study	5.3
	Determine the impact of organizational culture, structure, and policies and procedures on change strategies.	Organizational Culture, Structure, and Policies and Procedures Case Study	5.3
3	Identify necessary data to gather for organizational change initiatives.	Data Collection Case Study	3.2, 3.3
	Employ strategies to build a collaborative atmosphere with shared problem-solving and decision-making.	Data Collection Case Study	3.2, 3.3
4	Develop interview instruments.	Survey Design Assignment	3.2, 5.3

	Evaluate the efficacy of interview instruments.	Survey Evaluation Assignment	3.2, 5.3
5	Determine communication strategies based on organizational culture.	Action Research Project	3.1, 5.4
	Evaluate the effectiveness of communication strategies in creating shared vision and ownership.	Action Research Project	3.1, 5.4
6	Analyze the organization's capacity to deal with change.	Discussion Question	3.6
	Develop strategies for dealing with resistance to change.	Discussion Question	3.6
7	Design an organizational change plan.	Organizational Change Plan	3.5

Required Texts

- Anderson, D. L. (2012). *Cases and exercises in organization development & change*. Los Angeles, CA: Sage.
- Anderson, D. L. (2015). *Organization development: The process of leading organizational change* (3rd ed.). Los Angeles, CA: Sage.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass.
- Hall, G. E. and Hord, S. M. (2015). *Implementing Change: Patterns, Principles, and Potholes* (4th ed.). Boston, MA: Pearson.
- Kouzes, J.M. & Posner, B.Z. (Eds.). (2004). *Christian reflections on the leadership challenge*. San Francisco, CA: Jossey-Bass.

Engaged Learning in an Online Format

This online course invites students into a community of engaged practitioner scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently (at least 5 days per week), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcomes and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

Initial posts on discussion questions are due no later than 11:59 pm central on Wednesday of the week they are due. Appropriate responses are concise, focused, substantive, well-reasoned, and cite research studies that support arguments or opinions. Each student must respond to the posts

of at least two other students prior to the end of the module. Modules end at 11:59 pm on Monday night each week.

If a student fails to participate in the course for seven days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be automatically dropped from the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to his/her instructor so appropriate arrangements can be made.

Course Requirements

The requirements for this course include participating in the online discussions and completing all of the assignments. General descriptions of the course requirements are below. *See the online modules for detailed assignment instructions.*

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions, and to meet the university's attendance requirement for online courses, you will need to log in to the course at least five days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday morning each week and end on the following Monday at 11:59 pm. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. You are also expected to respond to at least two of your classmates' postings for each discussion question.

Reflective Journal

Students will complete a reflective journal with six separate entries, each approximately 1-2 pages. Journal entries will provide students with the opportunity to reflect on the assigned topics which include personal values, leadership traits, inspiring others, learning from mistakes, enabling others to act, and utilizing positive reinforcement.

Defining Team Values Assignment

Student will select three team values that they consider to be the most vital for building ownership, shared vision, and mission while leading change. They will write an essay supporting their position. Students will consider their own leadership style and explain how the three selected team values help them in building shared ownership, vision, & mission while leading change.

Organizational Culture, Structure, and Policies and Procedures Case Study

Students will analyze a case study focused on specific issues at a non-profit organization. They will identify the contributing factors of the organizational problems including culture, structure, and policies and procedures.

Data Collection Case Study

Students will analyze a case study focused on specific issues at an aerospace technology firm. They will identify potential presenting and underlying problems, discussing the likelihood of each. Students will then recommend a data gathering methodology to use to verify the

underlying problems.

Survey Design Assignment

Students will design a survey related to a problem of practice at their workplace which is trustworthy, creditable, transferable, dependable, and confirmable. Both open-ended and close-ended questions will be used in the survey. Students will share their draft surveys with their assigned discussion groups for feedback purposes.

Survey Evaluation Assignment

Students will revise their draft surveys based on the feedback they received in the discussion forum. They will then administer their survey to three of their co-workers and write a paper evaluating the survey and the subsequent data collected. The evaluation will include a review of the validity and reliability of the instrument, as well as the effectiveness of the instrument in collecting the desired data.

Action Research Project

Students will identify a significant problem at their place of employment that they would like to change. They will develop a research question related to the problem and conduct a literature review. Students will then write a paper detailing the current practices and attitudes in their place of work in relation to their topic, changes they would like to implement, and the theoretical issues related to their research question.

Organizational Change Plan

Students will design a plan of change for the problem they identified in their Action Research Project. They will describe their methods and procedures including a restatement of the research questions, the subjects/participants of the study, the setting of the study, the data collection techniques to be used, the analysis methods to be used, and any intervention procedures that may be required. Students will also determine sustainability measures that are focused on developing collaboration, complete participation, shared ownership, vision and mission.

Course Policies

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 6th Edition*. Papers should be written in Times New Roman, 12-point font. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor will return the paper without grading it. You will have one day to make corrections before returning it to the professor, and 10% of your grade will be deducted.

Late Assignments, Make-Up Exams, & Extra Credit

Assignments are due by Saturday at midnight in the week they are assigned. Penalty for late assignments is 10% per each day late. Weekend days are counted as late days. Extra credit will not be available in this course, and you will not be able to make up exams or quizzes unless you provide proof of documented illness or death in your immediate family.

ADA Compliance

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. Earning less than a C in a graduate course necessitates that the course be taken again in order to graduate if the course is required in your degree plan. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89 points	B
70-79 points	C
69 and lower	Failed Course

Points Per Assignment

Discussion Questions	14
Reflective Journal	12
Defining Team Values Assignment	8
Organizational Culture, Structure, and Policies and Procedures Case Study	8
Data Collection Case Study	8
Survey Design Assignment	5
Survey Evaluation Assignment	10
Action Research Project	20
Organizational Change Plan	15

TOTAL	100 points
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Course Outline and Schedule
(Schedule Subject to Change)

Week/Topic	Readings	Assignments Due
Week 1: Ethics and values: Foundations of organizational change	• <i>Change Leader</i> text, Ch. 1 & 3 • <i>Christian Reflections on the Leadership Challenge</i> text, Ch. 3 • <i>Implementing Change</i> text, Ch. 1-3 • <i>Organization Development</i> text, Ch. 3	Defining Team Values Assignment Reflective Journal Assignment #1
Week 2: Interconnectedness of strategy, culture, structure, and policy/procedures	• <i>Change Leader</i> text, Ch. 6-7 • <i>Christian Reflections on the Leadership Challenge</i> text, Ch. 8 • <i>Implementing Change</i> text, Ch. 7 & 11 • <i>Organization Development</i> text, Ch. 12	Organizational Culture, Structure, and Policies and Procedures Case Study Reflective Journal Assignment #2
Week 3: Data Gathering and Team Collaboration	• <i>Change Leader</i> text, Ch. 2 • <i>Christian Reflections on the Leadership Challenge</i> text, Ch. 4 • <i>Organization Development</i> text, Ch. 4 & 7 • Marquet, L. (2015). Ask these 5 tough questions to turn around a struggling business. Retrieved from http://www.businessinsider.com/turn-your-ship-around-2015-1	Data Collection Case Study Reflective Journal Assignment #3
Week 4: Diagnosis & Feedback	• <i>Christian Reflections on the Leadership Challenge</i> text, Ch. 5 • <i>Implementing Change</i> text, Ch. 4 • <i>Organization Development</i> text, Ch. 8-9 • Barribeau, P., et al. (2012). Survey Research. <i>Writing@CSU</i>. Retrieved from http://writing.colostate.edu/guides/guide.cfm?guideid=68. • Qualitative research methods: A data collector's field guide. Retrieved from http://www.ccs.neu.edu/course/is4800sp12/resources/qualmethods.pdf. • Thayer-Hart, N. et al. (2010). Survey fundamentals: A guide to designing and implementing surveys. <i>Office of Quality Improvement: University of Wisconsin-Madison</i>. Retrieved from http://oqi.wisc.edu/resourcelibrary/uploads/resources/Survey_Guide.pdf.	Survey Design Assignment Survey Evaluation Assignment Reflective Journal Assignment #4

	• Trochim, W. M. (2006). Qualitative Validity. Retrieved from http://www.socialresearchmethods.net/kb/qualval.php.	
Week 5: Communication Strategies: Individual and Team Interventions	• <i>Change Leader</i> text, Ch. 4 • <i>Christian Reflections on the Leadership Challenge</i> text, Ch. 6 • <i>Implementing Change</i> text, Ch. 10 • <i>Organization Development</i> text, Ch. 10-11.	Action Research Project Reflective Journal Assignment #5
Week 6: Evaluating and Sustaining Change	• <i>Change Leader</i> text, Ch. 5 • <i>Christian Reflections on the Leadership Challenge</i> text, Ch. 7 • <i>Implementing Change</i> text, Ch. 9 • <i>Organization Development</i> text, Ch. 13 & 15	Reflective Journal Assignment #6
Week 7: Designing Beneficial Change	• <i>Implementing Change</i> text, Ch. 12	Organizational Change Plan

September 15, 2015

Dr. Jaime D. Goff,
Dean, College of Graduate and Professional Studies
Abilene Christian University-Dallas
jaime.goff@acu.edu

Re: Review of LEAD731_Leading Organizational Change

Dear Dr. Goff,

Thank you for the submission of LEAD731_Leading Organizational Change. I reviewed the syllabus based on the ACU application requirements. Please see the attached checklist and make changes as needed. In particular:

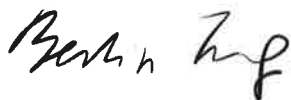
- I did not see an indication whether this course is for Ed.D students only (intended audience). Could you please make this explicit?
- I did not see faculty information listed here. It would definitely help prospective students if they know who would be teaching the course.

You can make such changes before presenting it to the council, or justify the arrangements before them. There is no need to send your syllabus back to the Adams Center for further review.

Other than this, the syllabus meets the university requirements. Please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference for the council members, who may have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Beth H. Huff". The signature is written in a cursive, flowing style.

Abilene Christian University Library

M E M O R A N D U M

Date: September 14, 2015
To: Dr. Jaime Goff
CC: Dr. Bruce Scott
From: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 731 – Leading Organizational Change

After reviewing the course application and syllabus, the library can adequately support the proposed course with the provision of library funding for online programs included in the Memorandum of Understanding . Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.