

ACED 7350
Organizational Learning and Development
3 Semester Hours – Spring 2013

College of Education & Human Services
Valdosta State University
Department of Adult & Career Education
Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Senge, P. M (2006). *The fifth discipline: The art and practice of the learning organization* (2nd ed.) New York, NY: A Currency Book Published by Doubleday (ISBN #0-385-51725-4)

Cummings, T.G., & Worley, C.G. (2009). *Organization development and change* (9th ed.). Cincinnati, OH: South-Western College Publishing. (ISBN#0-324-42138-5)

Supplemental Texts

Burke, W.W. (2002). *Organization change: Theory and practice*. Thousand Oaks, CA: Sage.

Palmer, I., Dunford, R., & Akin, G. (2006). *Managing organizational change: A multiple perspectives approach*. Boston, MA: McGraw-Hill.

Beer, M., & Nohria, N. (Eds.) (2000). *Breaking the code of change*. Boston, MA: Harvard Business School.

McLean, G. N. (2006). *Organization development: Principles, processes, performance*. San Francisco, CA: Berrett-Koehler.

COURSE DESCRIPTION

Exploration of the history, principles, theories and practices of organization development and learning as related to workforce education. The course will focus on the creation, management, and sustainment of system-wide change in organizations using education and social science knowledge and practices to improve inter-organizational, organizational, and group performance. The study of the dominant models, their application, and research in the field will also be emphasized.

COEHS CONCEPTUAL FRAMEWORK STANDARDS (CFS)

The following College of Education Conceptual Framework Principle will be addressed in this course:

I. CONTENT AND CURRICULUM: Teachers/Professionals demonstrate a strong content knowledge of content area(s) appropriate for their certification levels/positions in the workplace.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching/workforce education as a profession.

COURSE OBJECTIVES:

Upon completion of this course the learner will be able to:

- CO1. Describe the philosophical, historical, theoretical, political, and practical underpinnings of Organization Development as a core area of practice within Workforce Education; (I)
- CO2. Discuss selected organizational learning and development models and other approaches, methodologies, tools, and techniques; (I)
- CO3. Review, synthesize, and critique major streams of research related to organizational learning and development; (I)
- CO4. Develop a personal perspective about the relevance, appropriateness, and potential of organizational learning and development theory and practice in contemporary organizations and institutions based upon critical reflection of selected philosophies, theories, and methodologies; (VI)
- CO5. Analyze the organizational learning and development program of a selected organization applying professionally accepted theory and practice; (I)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

I. Field-Based Organizational Learning & Development Program Analysis: Students will conduct and present a field-based organizational learning and development program analysis conducted of an actual organization. This discussion activity is essential to apply and practice organizational learning and analysis skills and achieve the learning objectives of the course. (200 points) (I)

II. Internet Threaded Discussions: The instructor will post issues and/or questions based on the topics and readings of the course on the course website. Each student must respond to the posted

issues within the time frame as directed. Each student must then respond to at least three other student's posting with the established time frame. Finally, each student should review responses/questions from other student and respond accordingly. This threaded discussion activity is essential to achieve the learning objectives of the course. Successful participation in the threaded discussions will result in the awarding of 300 points. (I)

III. Class Participation: Participation is very important. The participation grade is based upon: (a) active involvement and relevant contributions to threaded discussions, (b) thoughtful reactions to assigned readings and presentations; and (c) on-time completion and submission of all assignments. Different perspectives are welcomed and encouraged. Class participants are expected to treat one another with the respect and dignity to which all community members in a democratic society are entitled and nothing less than thoughtful behavior will be acceptable. If problems arise, please contact the instructor in advance as the situation permits (100 points) (VI)

IV. Update Discussion Activities: Each student will research and share with the class updated information related to the topic and readings assigned. Each student will share a one-page summary of an article from a published source with his/her classmates and lead an Internet discussion based on the information discovered. A copy of the article and the summary sheet will be submitted to the class and the instructor. This discussion activity is essential to learn the most current information and achieve the learning objectives of the course. (100 points) (I)

V. Examination: A final examination will be based on course readings and class discussions. The final examination will emphasize the application of analytical constructs of organizational learning and development. Students are encouraged to draw from course readings, assignments, class notes, presentations and other instructional materials. (100 points) (I)

COURSE EVALUATION

Assessment and Evaluation

Student learning gain will be formally assessed via the aforementioned assignments and examinations. The following is the course assessment criteria:

Field-Based Project	200 points	25.0% (CO 4, 5)
Internet Discussions	300 points	37.5% (CO 1, 2, 3, 4)
Participation	100 points	12.5% (CO 1, 2, 3, 4)
Update Discussion	100 points	12.5% (CO 1, 2, 3)
<u>Final Examination</u>	<u>100 points</u>	<u>12.5% (CO 1, 2, 4)</u>
Total	800 points	100%

Evaluation of student earning gain will then be based on the following grading scale:

- A = 800 - 750 points
- B = 749 - 699 points
- C = 698 - 648 points
- D = 647 - 597 points
- F = Below 597 points

ASSIGNMENT SUBMISSION POLICY

All assignments and online discussion must be submitted or posted before or on the due dates. Penalty for submitting late assignment as follows:

- **Minus by *20%** - assignments and online discussions submitted or posted **ONE** day after the due date
- **Minus by *40%** - assignments and online discussions submitted or posted **TWO** day after the due date
- **Minus by *50%** - assignments and online discussions submitted or posted **THREE** days after the due date
- **Minus by *100%** - assignments and online discussions submitted or posted after **FOUR** days of the due date.

*Based on the individual point value of the assignment

ATTENDANCE POLICY

Since each WIMBA class meeting focuses on different learning topics, lack of attendance will result in a significant loss of learning and the loss of participation points. Should emergency situations beyond a student's control occur that prevent a student from attending WIMBA classes, advanced or timely notification to the instructor will prevent the loss of participation points.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is found in the *VSU Student Handbook's Code of Conduct*, Appendix A, Section I. The following penalties will be enforced:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc. A "Concern Form" will be completed and placed in the student's file which may result in an "Action Plan" to be completed by the student. A "Report of Academic Dishonesty" will be submitted to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office.

SECOND OFFENSE: The student will earn the letter grade "F" for the course. A second report of academic dishonesty to the Dean of Students will result in official charges drawn up and the disciplinary matter will be referred to the VSU Judicial Committee which could lead to expulsion from the university.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the

institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR:

Name:	Dr. Mike Siekkinen
Home phone:	(912) 576-1066
E-mail address:	masiekkinen@valdosta.edu
Office hours :	By request