HRD 5352 Organization Development (OD)

Department of Human Resource
Development Soules College of Business
The University of Texas at Tyler

Course Dates: January 12, 2026 – May 2,
2026 This course will be administered entirely
via Canvas

Instructor:	Katie Stone, PhD
Email:	katherine.stone@uttyler.edu
My Zoom Meeting ID:	218 101 9416
Orientation:	1/13 (Tues) at 8:00pm CT via Zoom
Bi-Weekly Meetings (optional):	Week 2 (1/19), Week 4 (2/2), Week 6 (2/18), Week 8 (3/2), Week 10 (3/16), Week 12 (3/30), and Week 14 (4/13) at 8:00pm
CST Office Hours for Individual Mtgs.:	By appointment
Communication:	Canvas, emails, and Zoom
Zoom:	Class Zoom Dr. Stone

Course Description and Overview

This course is designed to provide students with different perspectives on Organization Development at the individual, group, and organizational levels of analysis. This course focuses on both theoretical foundations and applications of organizational development. Theoretical models will be studied, along with practitioner examples of organizations utilizing organization development interventions.

Required Textbook and Other Course Materials

Cummings, T. G., & Worley, C. G. (2025). Organizational Development and Change (12th Ed). Cengage Learning.

*Any supplemental articles and materials will be provided by the instructor

Learning Objectives

Upon completion of this course, students should be able to:

1. Develop an appreciation for OD as a core area of HRD practice, and an understanding of the theories, philosophies, and historical background of the OD field.
2. Review and reflect on theories, philosophies, models, and methods related to OD as a profession.
3. Examine the roles of internal and external OD practitioners in organizational change processes.
4. Gain knowledge and expertise in selected areas of OD as a result of course projects and activities.
5. Explore OD applications in a collaborative group setting.
6.

Course Requirements

Students will be evaluated on the basis of the quantity, quality, and timeliness of the following efforts. Additional information will be given regarding each assignment before the due date.

Classroom Climate
An open exchange of ideas is vital for learning. Be mindful of your contributions in class, refrain from dominating discussions, and interact respectfully with your classmates. I aim to cultivate an environment where every student can engage fully, in a respectful and sensitive manner. Please communicate any concerns you may have promptly.

Course Communication
Course related communication happens through the following channels:
Class Announcements: Available on our Canvas home page. Subscribe to get them through your University email. Remember to check the "Announcements" section on Canvas often.
Email: Please check your email regularly. Feel free to email me with any questions, concerns, or feedback, including your section number and team if relevant. Use your university email to prevent messages from going to spam. I will generally respond to emails within 24-48 business hours.

Grading Policy and Criteria to Determine Final Course Grade
All assignments/quizzes listed in the HRD 5352 Tentative Schedule below are due on or before 11:59pm CST on the designated date for that assignment/quiz.

Written assignments should be typed and adhere to the current APA style guidelines.

Files should be in Microsoft Word format (doc or docx) unless specified differently.

Bonus Points: Any bonus point opportunities made available within the course will be applied as noted in the announcement made at the time they are offered/awarded.

The total possible points for HRD 5352 are listed below:
- Animoto Introduction- 10 points
- Group Discussions and Online Participation–160 points (8 discussion post sequences for 20 points each)
- Quizzes–200 points (4 exams for 50 points each)
- Group Project–200 points
- Critical Reflection Activity – 50 points
- Total 620 points = 100%

Grade Scale Breakdown
- A= 90 – 100%
- B= 80 – 89.9%
- C= 70 – 79.9%
- D= 60 – 69.9%
- F= BELOW 60%

Animoto Introduction Video
- Students will be required to make an Animoto introduction video lasting at least 60 seconds.
- Students will create an account at www.animoto.com by signing up. Once signed in, follow the directions and click "Create" to start making your video. Once completed, students will post a link to their video in their group discussion area. You may include words, pictures, and songs in your video. Be creative! What do you want your classmates to know about you? Show us who you are!
- Students may use an alternative video site if they would like. However, it will need to be at least 60 seconds with pictures.

Group Discussions, Readings and Online Participation
- During this class there will be 8 topics that I will introduce for discussion. Students are responsible for responding to the topic in a clear and thoughtful way. Posts must be thorough with text examples and include at least 1 citation (APA 7th edition).
- The intent of these assignments is to not only evaluate understanding but also to provide an environment for active student participation, critical reflection, and application of concepts within your research and professional settings.

- Initial posts will be due on Wednesday night at 11:59pm and are posted in the Tentative Schedule below.
- In addition to your post on the topic for discussion, you will be required to respond to at least two of your classmates. Response posts will be due Saturday night at 11:59pm and are posted in the Tentative Schedule below.
- Initial Posts must be at least 250 words. Response posts must be at least 100 words.
- Posts later than 1 week will not be accepted.

Quizzes
Each quiz will have 20-30 questions and may contain True/False and multiple-choice questions. Questions in each quiz will cover content in the course book to reinforce key insights and information. You will have 90 minutes to take each quiz.

- Quiz 1 will include content from chapters 1-4.
- Quiz 2 will include content from chapters 5-8.
- Quiz 3 will include content from chapters 9-12.
- Quiz 4 will include content from chapters 13-15.
- Quiz 5 will include content from chapters 16-19.

Group Project: Organizational Diagnosis & Intervention
Objective: Acting as an OD consulting team, the assigned group will choose a real or hypothetical organization and identify a major challenge it faces. They will perform a thorough diagnosis using course frameworks and then craft a detailed, multi layered OD intervention plan. The project concludes with a written report and a presentation, demonstrating comprehensive application of course concepts, collaborative problem-solving, and strategic thinking. The paper should integrate relevant organizational development theories to analyze the chosen case.

Critical Reflection Paper
This course reflection activity gives students an opportunity to critically examine the course learning outcomes and evaluate their intellectual and professional growth. It aims to go beyond simply summarizing course content, instead offering a comprehensive and meaningful analysis of their own learning journey.

Zoom Meeting(s) (optional)
Students will be provided with the opportunity to meet via Zoom every other Monday evening at 8:00pm CST. The content of the meeting(s) will include discussion on chapter readings, assignments, and various other topics of student interest. The goal of the Zoom meeting(s) is to create dialog, answer questions, and keep you informed. The outcome of the meeting(s) will largely depend on student participation. If no students enter the meeting by 8:15 pm, I will end the meeting.

Make-Up Work and Late Work
Make-Up work is allowed with a medical/official university business documentation or unless approved by the instructor ahead of time for special cases. Work submitted past the due date is penalized 20% per calendar day including weekends.

Grading Feedback and Scores (Assignments)
Your instructor is committed to providing timely feedback on coursework, with a typical turnaround time of 48 to 72 business hours from the assignment's due date. Should you require additional feedback or clarification, please do not hesitate to contact your professor via email.

If you believe there is an error in a graded assignment, you must contact your professor within three business days of the grade's publication to initiate a dispute. Be aware that a grade dispute entails a comprehensive reassessment of the entire assignment, which may result in the original score being raised, lowered, or remaining the same.

Module	Date	Topic	Reading Assignment	Assignment Due Dates
		HRD 5352 Spring 2026 Tentative Schedule		
		Section 1: Foundations of Organizational Development		
1	1/12 - 1/18	Review Syllabus General Introduction to Organizational Development and The Organizational Development Practitioner	Chapter 1	Zoom Meeting 1/14 @ 8pm CST Animoto Introduction Due 1/14 Response Posts Due 1/17
2	1/19 - 1/25	The Nature of Planned Change	Chapter 2	Zoom Meeting 1/19 8pm CST Discussion Post 1 Initial Post Due 1/21 Response Posts Due 1/24
3	1/26 - 2/1	Entering and Contracting: Initiating OD Engagements	Chapter 3	Quiz 1 Chapters 1-3 Due 2/1
		Section 2: Diagnosis and Intervention Design		
4	2/2 - 2/8	Diagnosing Organizations	Chapter 4	Zoom Meeting 2/2 8pm CST Discussion Post 2 Initial Post Due 2/4 Response Posts Due 2/7
5	2/9 - 2/15	Designing and Implementing OD Interventions: From Diagnosis to Action	Chapter 5	Discussion Post 3 Initial Post Due 2/11 Response Posts Due 2/14
6	2/16 - 2/22	Evaluating and Reinforcing OD Interventions: Sustaining Impact	Chapter 6	Zoom Meeting 2/16 8pm CST Quiz 2 Chapters 4 - 6 Due 2/22
		Section 3: Human Centric Interventions		
7	2/23 - 3/1	Interpersonal and Group Processes: Building Effective Teams	Chapter 7	Discussion Post 4 Initial Post Due 2/25 Response Posts Due 2/28
8	3/2 - 3/8	Organization Processes: Communication and Decision Making	Chapter 8	Zoom Meeting 3/2 8pm CST Discussion Post 5 Initial Post Due 3/4 Response Posts Due 3/7 Mid-Course Reflection
		Spring Break		

9	3/16 - 3/22	Employee Involvement and Employee Engagement: Empowering the Workforce	Chapter 9	Zoom Meeting 3/16 8pm CST Quiz 3 Chapters 7 - 9 Due 3/22
Section 4: Structural & Strategic Interventions				
10	3/23 - 3/29	Work Design: Structuring for Performance	Chapter 10	Discussion Post 6 Initial Post Due 3/25 Response Posts Due 3/28
11	3/30 - 4/5	Performance Management: Aligning Individual and Organizational Goal Workforce Diversity, Development, and Wellness	Chapters 11 & 12	Zoom Meeting 3/30 8pm CST Quiz 4 Chapters 10-12 Due 4/5
12	4/6 – 4/12		Chapter 12	Case Study Group Project Due 4/12
Section 5: Leading Large-Scale Change & Course Reflection				
13	4/13-4/19	Fundamentals of Large-Scale Change	Chapter 13	Zoom Meeting 4/13 8pm CST Discussion Post 7 Initial Post Due 4/15 Response Posts Due 4/18
14	4/20 – 4/26	Large Scale Organization Change Interventions & Multi Organizational Change	Chapter 14	Discussion Post 8 Initial Post Due 4/22 Response Posts Due 4/25
15	4/27 – 5/2	Future Directions in OD & Final Course Reflection	N/A	Critical Reflection Paper Due 4/27

Artificial Intelligence (AI) Use

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in the Academic Integrity Policy.

For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. **Otherwise, the default is that AI is not allowed during any stage of an assignment.**

Academic Dishonesty Statement
The faculty expects each student to demonstrate a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Ensure that all sources are properly cited in APA 7th edition format and remember to paraphrase where appropriate. This policy aims to promote ethical writing practices and the development of your original academic voice.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated, and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

Soules College of Business Statement of Ethics
The ethical problems facing local, national, and global business communities are an ever-increasing challenge. It is essential the Soules College of Business helps students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:
      • Ensure honesty in all behavior, never cheating or knowingly giving false information.
      • Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age, or religion.
      • Develop an environment conducive to learning.
      • Encourage and support student organizations and activities.
      • Protect property and personal information from theft, damage, and misuse.
      • Conduct yourself in a professional manner both on and off campus.

University Policies and Information
For University policies and information, please see the UT Tyler Syllabus Module in Canvas.