

Change Theory

EDL/EDFL 840

SLU & ULL Shared EdD Program

Nan B. Adams, PhD

COURSE PREREQUISITES:

Admission to the Doctor of Education in Leadership degree program.

COURSE DESCRIPTION:

This course will emphasize the organizational development practices related to educational settings. This course is designed to focus on change theory and its implementation to improve schools and school practices. This course is designed to assist in the understanding of change by utilizing field theory and action research. In addition, course concepts and instruction offer an examination of the fundamental concepts in change and behavioral analysis.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

OBJECTIVES:

The candidate demonstrates a knowledge and understanding of:

1. The process of change and its underpinnings
2. The needs of individual facilities, groups and organizations to diagnose problems
3. The ability to develop and apply appropriate interventions as an active solution to identified problems.
4. Research-based strategies
5. Current research-based information sources
6. Analysis and relevance of research findings

Course Delivery Method

This course is delivered via a variety of strategies to include face to face instruction and distance learning.

Special Requirements

- Internet access
- Word Processing Software

Text: Implementing Change: Patterns, Principles and Potholes

Authors: Hall & Hord

ISBN 0-205-46721-0

Order Immediately. I have investigated the various online bookstores (B&N, BAMM, Amazon) and have found that Amazon has the book in stock and will ship same day for no charge. Some online booksellers have used copies of the book, but these are limited.

Course Expectations:

1. Each student is expected to read the text and other articles as assigned.
2. Each student is expected to read and post as directed in the online **discussion forums (see below)**.
3. Each student will individually prepare action research proposal that investigates and collects data about the effectiveness of their institution's instructional outcomes, curriculum and professional development activities. Students will use this data to support their design for implementation of a strategy focused on improving the effectiveness of their institution's educational practice. This proposal will follow standard APA format for composition, must be typed and follow a consistent writing style.

Discussions:

Discussions require a response to specific questions that results in collaborative conversations and construction of knowledge that build on and expand learning. In each Discussion, you are encouraged to support your postings and responses with specific references to readings you have done as part of the coursework. You will be asked to:

Post your response to the question(s) or issue(s).

Read a sampling of your colleagues' postings.

Respond to a selection of your colleagues' postings in one or more of the following suggested ways:

- Suggest why you might see things differently.
- Ask a probing or clarifying question.
- Share an insight from having read the colleague's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion
- Expand on the colleague's posting
- Ask for evidence that supports the posting.

Review and reflect on the responses to your original posting. Note what you have learned and/or any insights you have gained as a result of the comments made by your colleagues. Also consider how your insights/learning might impact your future

Evaluation Procedures and Grading Scale

Course grades will be based on participation and completion of assignments listed below:

- 30% of total course grade: Initial and subsequent responses to discussion topics and course writings
- 70% of total course grade: Action Research Proposal

Plagiarism

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion board posting, or thesis or dissertation without acknowledgment
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

I will monitor student work for evidence of plagiarism. I will use Turnitin[®] as a filter for plagiarism in student work. Students who plagiarize will receive an F in the course.

"Free discussion, inquiry, and expression is encouraged in class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.

Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at

<http://www.selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html>."