

# **EADU 8200**

## **Theory and Practice of Educational Change Lifelong Education, Administration, and Policy**

**University of Georgia**

**Spring, 2006**

### **Faculty**

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### **Course Description**

Individual and collective meanings of change, theory, and practice of organizational change and development in a variety of educational settings.

### **Course Texts**

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

Friedman, T.L. (2005). *The world is flat*. New York: Farrar, Straus, & Giroux.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey Bass.

Gladwell, M. (2002). *The tipping point*. New York: Little, Brown, & Co.

Johnson, C.E. (2005). *Meeting the challenges of ethical leadership*. Thousand Oaks, CA: Sage.

## **Goals**

- 1) Understand the issues, theories, and practices related to organization development and change.
- 2) Develop abilities in research and writing
- 3) Build skills as an effective team member

## **Objectives**

- 1) Undertake and analyze a personal experience of change
- 2) Participate in the university's IRB process
- 3) Identify ethical issues in organization change
- 4) Describe leadership issues related to organization change
- 5) Become familiar with both scholarly and popular literature regarding change
- 6) Apply organization change principles to the work setting

## **Academic Honesty**

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work. Refer to the graduate catalog, graduate school website, and student handbook for further information regarding academic honesty.

## **Syllabus**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## **Persons with Disabilities**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the faculty to discuss any concerns.

## **Attendance**

The course is based on the assumption that each student is a resource person as well as a learner and each has a responsibility to contribute to the group's learning. Inasmuch as the class only meets 5 times in a face-to-face format, it is important to be in attendance and to participate actively in each class session. If you absolutely must miss class, please notify the instructor in advance.

## **Grading Standards**

90 – 100	points	A
80 – 89	points	B
70 – 79	points	C
60 – 69	points	D
00 – 59	points	F

Incompletes will not be given except in the rare case of a medical emergency.

## **Assignments and Learning Opportunities**

- 1) **Individual Change Project** (25 points)
- 2) **Research Paper** (25 points)
- 3) **Team Project** (25 points)
- 4) **Postings & participation** (15 points)
- 5) **IRB modules/certification** (10 points)

## Course Schedule

<u>Date</u>	<u>Discussion Topics</u>	<u>Readings</u>	<u>Assignments due</u>
<b>1/13</b>	Defining organization change History Tipping point principles	Burke: 1,2, 12  <i>The tipping point</i>	
<b>2/10</b>	Theoretical foundations Nature of change Levels of change Research & theory Leadership	Burke: 4,5,6, 11  <i>Leading in a culture of change</i>  Yukl article  Wallin& Ryan article	ICP paper 1  Paragraph outline for research paper  Team book discussion/presentation
<b>3/10</b>	Conceptual models Integrated models	Burke: 7, 8 <i>The world is flat</i>  Davis article	ICP paper 2  Team book discussion/presentation
<b>4/7</b>	Research & application Burke-Litwin causal model Contemporary models	Burke: 9, 10  GUEST PRESENTER DR. KAREN WATKINS	Research paper

4/28

Ethics and change

*Meeting the  
challenges of  
ethical  
leadership*

ICP paper 3

IRB training  
modules/  
certification

Team book  
discussion/  
presentation

### **Individual Change Project (25 points)**

Inasmuch as the class generally deals with experiences with team and organizational change processes, this assignment is one vehicle for analyzing your experiences with individual change. The goal of the project is for you to grapple with undertaking change on an individual level.

- 1) Select a personal change that you think is important to achieve over the next 10 weeks.
- 2) Write three short (3-5 pages) papers over the course of the semester detailing your experiences, progress (using an appraisal or measurement system you have devised), and reactions or insights you have about the change process. Use APA Fifth Edition format.

NOTE: THESE PAPERS WILL BE CONFIDENTIAL

- 1) ICP paper 1 – clearly identify:
  - the change goal
  - why it is important to you
  - what specific strategies you will use to achieve your goal
  - what system for appraising and measuring your progress week by week will be applied
- 2) ICP paper 2 – present a mid-term progress report that clearly:
  - outlines progress in managing your individual change process
  - assesses the effectiveness of the strategies you have selected
  - applies concepts from the change literature studied in class
- 3) ICP paper 3 – reflection on the experience that addresses:
  - success in achieving your change goal
  - data specific to your experience or change
  - multiple hypotheses in your evaluation
  - relevant concepts from the change literature

## **Research Paper (25 points)**

Inasmuch as you are all in the process of thinking about your dissertation topic, I would like for your research in this class to help you explore possible areas of interest and relevant literature. Organization change impacts all areas of activity within the college context, from system leadership changes to mission concerns to departmental changes within the organization. Using a topic of interest to you, integrate that topic with some aspect of organizational change. You might pay particular attention to models of change as discussed in the Burke text.

The paper should be 8-10 pages, (not counting title page or reference page) double spaced, using APA Fifth edition for appropriate style, format, citations, and references. Your paper should contain at least 10 references outside of the texts we use in class. Most of those references should be from professional journals or scholarly books. Submit a paragraph outline of your topic at the second class meeting.

## **Team Project (25 points)**

This is a team project, designed to assist you in analyzing and critiquing organizational change in business, in government, and/or in education. Three teams will be organized the first class meeting. Each team will be responsible for leading the class discussion on one of the supplemental readings on the assigned date (*Leading in a culture of change; The world is flat; Meeting the challenges of ethical leadership*). The discussion should take about 90 minutes. All team members should participate in leading parts of the discussion.

Prepare a powerpoint presentation for the class which contains the following elements: (all do not have to be on the ppt, but all should be mentioned in the discussion)

- thesis of the book
- biographical information about the author including other works
- underlying assumptions (political, theoretical, demographics, ethnicity, etc)
- presentation of the material
- accuracy of information
- style/presentation
- significant concepts, points, ideas
- relevancy to organizational change
- strengths of the book
- weakness of the book
- recommendation to others

## **Postings and Participation (15 points)**

Inasmuch as we only meet once a month face-to-face, it is important that you participate actively while in class and that you participate meaningfully in online discussions and postings. The face-to-face portion of the course will be supported by WebCT communication and discussion. The articles that are listed as readings will be the subject of online discussions and reactions during the weeks we do not meet face-to-face. I will distribute copies of the articles the class period prior to the month we will be discussing the articles. You are also expected to participate actively in your team project.

## **IRB Certification (10 points)**

The University of Georgia Institutional Review Board (IRB) has mandated that effective January 1, 2006, all personnel performing research with human subjects receive education on the protection of human subjects. This applies both to faculty and to graduate students conducting research that deals with human subjects. Since most doctoral dissertations will involve surveys, interviews, etc., this is a necessary step prior to actually conducting your research. This requirement can be satisfied by the completion of the Collaborative IRB Training Initiative Course or CITI. It is a web-based training program on the protection of human research subjects currently being used by more than 400 universities. Completion of the required 8 modules takes 2-3 hours. You do not have to complete all the modules at one time. You may stop and return at a later time by signing in with the user name and password you choose during registration. The program can be accessed at <https://www.citiprogram.org/default.asp>. You will be part of Group 1, Social and Behavioral research. Additional information will be distributed at the first class meeting.

## **Writing Guidelines**

- 1) Double space all typed material following the *APA Manual, 5<sup>th</sup> Edition*, for style and citation guidelines
- 2) Quality written assignments meet the following criteria:
  - a. Name and email address of author in upper right hand corner
  - b. Identify question being addressed or purpose of paper through a clear thesis statement
  - c. Defines key terms and concepts
  - d. Gives examples that enhance understanding of the concepts
  - e. Applies theory and principles from the assigned readings and elsewhere
  - f. Provides a strong summary and conclusion