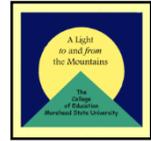




**Professional Education Unit**  
Department of Foundational and Graduate Studies in Education



**EDUCATIONAL CHANGE: CHANGE THEORY, FUTURING, AND CREATIVE PLANNING**  
**EDD 806 – 301 ONLINE**  
**Spring 2012**

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**Course Description:** In an attempt to prepare candidates with the skills, knowledge and attitude to lead initiatives to take P-12 student learning to heights never before accomplished (perhaps never imagined), this course provides advanced study on educational change to include change theory and the gathering of objective and empirical data to inform scenario and succession planning which reflect creative planning.

**Required Field Experience Hours:** N/A

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFO’s):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLO’s):** By the end of this course, the candidate will be able to:

- 1) Describe their future as guided by their own personal mission statement
- 2) Demonstrate an understanding of leading and the implications of change by
  - a) Explaining various principles of change theory (e.g. Lewin’s...unfreezing, transition, freezing).
  - b) Comparing and contrasting purposeful change versus change for change’s sake.
  - c) Developing a vision of how to use systemic change to move an educational organization into a continual cycle of educational improvement.
  - d) Planning for change to address more diverse populations and global perspectives.

- 2) Analyze how change in the free enterprise arena, new products, new ways of doing things, and new ideas impact educational change.
- 3) Demonstrate the application of principles of futuring and develop models of their workplace as well as the organizations and systems that impact their workplace. [Note: Principles include monitoring/analyzing current situation(s), reviewing assumptions (internal and external), identifying emerging issues, forecasting and determining their implication].
- 4) Analyze “What is” versus “What may be” while examining the concept of forecasting and scenario building to include intended and unintended consequences.
- 5) Demonstrate risk taking, analyze its implications, and develop skills that promote strategies to encourage others within the organization to practice responsible risk taking.
- 6) Examine the concept of succession planning and its impact when leaders leave an organization (stabilizing influence).

**NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:**

Program:	EdD In Educational Administration	Educational Change...		
<b>Aligned with →</b>	<b>Interstate School Leaders Licensure Consortium Standards (ISLLC)</b>	<b>KERA/KDE</b> Initiatives Learner Goals based on Academic Expectations; Program of Studies, Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	<b>EPSB Themes</b> Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology, Literacy Education; School Safety Education	<b>Technology Standards for School Administrators (TSSA)</b>
<b>Assessment ↘ (point values)</b>				
<b>EDD 806 A-1</b> <b>Change Module</b> (Includes mission statements, change and change theory)	1-4, 6	SISI		2-4
<b>EDD 806 A-2</b> <b>Risk Taking</b>	1-6	SISI		2-4
<b>EDD 806 A – 3</b> <b>Succession Planning</b>	1, 5			1
<b>EDD 806 A-3</b> <b>Futuring and Qualifying Exams</b>	1-6	SISI Core Content	Technology Diversity Literacy Safety Ed.	1-6
<b>EDD 806 A-4</b> <b>What is vs. What may be</b> (100); CFO: 1, 3-4; SLO: 1-3, 5, 8	1-6	SISI Core Content	Technology Diversity Literacy Safety Ed.	1-6
<b>EDD 806 A-5</b> <b>Black Swan Theory</b> Impact on planning and futuring	1-6	SISI, Core Content, Prog of Studies Academic Expectations. Special Ed KTIP	School Safety Literacy Diversity Technology	1-6

**Assignment/Assessment Descriptions:**

Program:	EdD in Educational Administration	Educational Change...
<b>Assessment</b>	<b>Description (Candidates are to check the Assignments and Discussion Board pages in BB for more detailed information regarding all assignments/assessments)</b>	
<b>EDD 806 A-1 Change Module</b> (Includes mission statements, change and change theory)	In the <i>Composite of Assignments</i> section of this syllabus, read the introduction to this assignment. Do the directed reading. Then compare and contrast change models and construct your personal theory and/or model regarding educational change.	
<b>EDD 806 A-2 Risk Taking</b>	In the <i>Composite of Assignments</i> section of this syllabus, read the introduction to this assignment. Do the directed reading. Compare and contrast the two models given in terms of the: 1) likelihood that change will be given a chance; 2) timelines of implementation; 3) efficacy of the change; and 4) sustainability of the change.	
<b>EDD 806 A-3 Succession Planning</b>	The success of an organization should not be dependent on one individual. What would happen to your organization if you left? Are you preparing others to take your job? What are some strategies to consider when examining succession planning? This module will include activities that will focus on personal and professional succession planning.	
<b>EDD 806 A-4 Futuring</b>	One of the fundamental concepts of futuring is fully understanding the past and present. There are few other components to better understand the future than carefully examine past and present policy and practices. We will be using some of these strategies to examine the futuring concept and to also prepare you for what lies in your near future relative to your doctoral journey.	
<b>Qualifying Exams</b>	Throughout your doctoral experience the MSU faculty members have tried to link your professional responsibilities with the EdD activities. We trust that we've been mostly successful. As your EdD journey is getting ready to take a turn (i.e., full attention to the capstone next semester), we like to continue our efforts to tie things together by combining your Qualifying Exams with your futuring project. One of the strategies we will use is to ask you to link some of the ideas and concepts we've studied over the past eighteen months with the anticipated impact of your capstone. It doesn't fully 'close the circle', but it helps to get us there.	
<b>EDD 806 A-5 What is vs. What may be</b>	Is the organization in which you work perfect? Are there policies, practices, habits, 'ways of doing things,' that would seem to run contrary to 'Best Practice' to an outside observer? In this module you'll be doing an analysis of your organization to identify some of those issues and develop improvement strategies.	

**EDD 806 A-6****Black Swan Theory**

Impact on planning and futuring

Preparing for black swans can require some of your best intuition, planning, and futuring. Ignoring them invites disaster. In this module you will exam the Black Swan theory and develop strategies for dealing with them.

**Method of Instruction:** This course is designed to be collaborative and reflective, with students taking responsibility for participation in and, to some extent, leading class discussions on topics that they have been assigned and/or have researched. The class is mostly online with face-to-face components. Student participation in both settings is required. Assigned materials, including supplemental resources, must be read prior to class sessions so that students are prepared to actively participate in class sessions. Your instructors will be interacting with you on a weekly basis. These interactions are meant to provide support, challenge, and enhance your learning. Every doctoral candidates is expected to interact with at least one of the instructors EVERY WEEK.

**Course Evaluation:**

Until proven that other grades should be assigned, every student in this course will receive an “A”.

**Make-up Work and Attendance Policy:**

This class is conducted partially online and partially face-to-face. Because of the flexibility of the online assignments, **there is no opportunity to make up online work that the student fails to submit.**

**Required Textbooks:**

Hoyle, J. R. (2007) *Leadership and futuring: Making visions happen*. Thousand Oaks, CA: Sage.

**Other Resources:**

Bell, W. (2000). *Foundations of Futures Studies: Human Science or a New Era*. New Jersey: Transaction Publishers.

Bolman, L., & Deal, T. (2001). *Leading with Soul: An Uncommon Journey of Spirit*. San Francisco: Jossey-Bass

Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap...and Others Don't*. New York: Harper Collins.

Davis, S. (1989). *Future Perfect*. Massachusetts: Addison – Wesley.

Diamond, R. (2002). *Field Guide to Academic Leadership: A publication of the National Academy or Academic Leadership*. San Francisco: John Wiley and Sons, Inc.

Dolence, M., & Norris, D. (1995). *Transforming Higher Education*. Ann Arbor, MI: Society for College and University Planning.

DuFour, R., Eaker, R., & Baker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.

Evans, R. (1996). *The Human Side of Change: Reform, Resistance, and the Real-Life Problems of Innovation*. San Francisco: Jossey-Bass.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Fullan, M. (2001). *The New Meaning of Educational Change* (third edition). New York: Teachers College Press.

Fullan, M. (2008). *The Six Secrets of Change*. San Francisco: Jossey-Bass.

- Hall, G. & Hord, S. (1987). *Change in Schools: Facilitating the Process*. Albany, NY: State University of New York.
- Hong, L. (1996). *Surviving School Reform: A Year in the Life of One School*. New York: Teachers College Press.
- Illich, I. (1971). Deschooling Society. New York: Harper & Row.
- James Comer Haynes, N.M., Joyner, E.T., & Ben-Avie, M. (1996). *Rallying the Whole Village: The Comer Process for Reforming Education*. New York: Teachers College Press.
- Kotter, J. (1996). *Leading Change* (first edition). Cambridge, MA: Harvard Business School Press.
- Kotter, J., & Cohen, D. (2002). *The Heart of Change: Real-Life Stories of How People Change Their Organizations* (First Edition). Cambridge, MA: Harvard Business School Press.
- Kuhn, T. (1996). *The Structure of Scientific Revolutions* (third edition). Chicago: University of Chicago Press.
- Lick, D. (1999). Transforming *Higher Education: A new Vision, Learning Paradigm, and Change Management*. International Journal of Innovative Higher Education, 12, 75-78.
- Machiavelli, N. (1984). *The Prince* (D. Donno, Trans.), New York: Bantam Classics. (Original work published c. 1505).
- Marquardt, M., & Berger, N. (2000). *Global Leaders For the 21<sup>st</sup> Century*. New York: State University of New York Press.
- Marzano, R.; Waters, T., & McNulty, B. (2005). *School Leadership That Works*. Washington, D.C.: ASCD.
- Michalko, M. (2001). *Cracking Creativity: The Secrets of Creative Genius*. California: Ten Speed Press.
- Nehring, J. (1998). *The School Within Us: The Creation of an Innovative Public School*. Albany, NY: SUNY Press.
- Noddings, N. et.al., authors of *Justice and Caring: The Search for Common Ground in Education*
- Katz, M.; Noddings, N., & Strike, K. (1999). *Justice and Caring: The Search for Common Ground in Education*. Professional Ethics in Education Series. ISBN: 0-8077-3818-2
- O'Toole, J. (1996). *Leading Change: The Argument for Values-Based Leadership* (Reprint ed). New York: Ballantine Books.
- Postman, N. (1979). *Teaching as a Conserving Activity*. New York: Delacorte Press.
- Pulliam, J., & Bowman, J (1975). *Educational Futurism in Pursuance of Survival*. Norman: University of Oklahoma.
- Ringland, G. (1998). *Scenario Planning: Managing for the Future*. New York: John Wiley & Sons.
- Rothwell, W. (2005). *Effective Succession Planning: Ensuring Continuity and Building Talent from Within*. New York: American Management Association.
- Sarason, S. (1996). *The Culture of the School and the Problem of Change*. New York: Teachers College Press.
- Schein, E. (1995). *Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning*. URL <http://www.sol-ne.org/res/wp/10006.html> (2002, March 20).
- Sergiovanni, T. (1996). *Leadership for the Schoolhouse*. San Francisco: Jossey-Bass.
- Sergiovanni, T. (1997). *Value-Added Leadership: How to Get Extraordinary Performance in Schools*. Florence, KY: Thomson Learning.
- Stagich, T. (2001). *Collaborative Leadership and Global Transformation: Developing Collaborative Leaders and High Synergy Organizations*. U.S.: First Books Library.
- Toler, A. (1970). *Future Shock*. New York: Random House.

Tyack, D., & Cuban, L. (1995). *Tinkering Toward Utopia*. Cambridge, MA: Harvard University Press.

**Library Resources:**

In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at <http://www.moreheadstate.edu/units/library>. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on “Patron” and enter the requested data. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490. As an extended campus student, you will find that the extended campus centers and community college libraries all have computer labs. Therefore, you will be able to access Camden-Carroll Library’s online catalog that will allow you to search the library collection and databases that will assist you in finding journal articles, books, and other materials from other library resources. If extended campus users need help locating, accessing, and using information resources, they should contact the Extended Campus Librarian at [j.vance@moreheadstate.edu](mailto:j.vance@moreheadstate.edu) for assistance. For convenience, please bookmark the MSU Library Services home page address above.

**Composite of Assignments:**

You and your instructors will be interacting on a weekly basis. These interactions are meant to provide support, challenge, and enhance your learning. Every doctoral candidate is expected to interact with at least one of the instructors EVERY WEEK. The format of these interactions will vary from email exchanges, online chats, virtual classroom discussions, and onsite visits. Also, please note below that for the Futuring and Qualifying Exam module that the required feedback begins early in the semester. Work on this module will continue throughout the semester with the final product due during Finals Week.

Assignment	Overview	Initial Feedback provided to instructor begins no later than	Initial Draft Due	Peer Reviews to be Completed	Final Drafts Due
<b>Change</b> (Includes mission statements, change and change theory)	Details for each of these modules are found within Blackboard, Assignments, and Course Documents. Each module includes an overview of the module, expected student learner outcomes (SLO’s), resources to inform your work, and a description of the product that is to be developed for each project. Your project should reflect your BEST WORK. Most (perhaps not all) of your	January 20	January 25	January 28	January 31
<b>Risk Taking</b>		February 3	February 8	February 12	February 15
<b>Succession Planning</b>		February 17	February 22	February 25	February 28

<b>What is vs. What may be</b>	projects will undergo a peer-review process. What you do with that peer review is up to you. You can use it to improve your project or you can decide that your Initial Draft is also your Final Draft. Nevertheless, your careful consideration of the suggestions found within the peer review is strongly encouraged.	March 2	March 7	March 10	March 13
<b>Black Swan Theory</b> Impact on planning and futuring		March 16	March 28	March 31	April 3
<b>Futuring</b>		February 3	April 13	April 20	May 7
<b>Qualifying Exams</b>		February 3	April 13	April 20	May 7

**Academic Honesty:**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

**Americans with Disabilities Act (ADA):**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

**Campus Safety Statement:**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>