

COURSE SYLLABUS

ITEC 5550 – Theory of Change

Department of Professional Studies
College of Education
University of Wyoming
Fall Semester 2014

Instructor

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Office Hours

Friday: 9:00-11:00 AM or by appointment

Prerequisites

Graduate standing or instructor consent

Course Description

This course explores the literature and research within the theories, models, and processes of change, the diffusion of innovations, and the human side of education and business reform.

Learners consider the practical applications of research findings to behavioral change, innovation diffusion, and principles and practices of planned change.

Course Goals

After completing this course you should be able to

- Describe the terminology and definitions associated with the study of change and diffusion
- Recognize the nature and types of research associated with innovation diffusion
- Discuss and accurately inform others on the processes associated with change
- Identify the practice of change agency
- Consider your own role in future change projects
- Analyze and examine innovations and the diffusion process in educational practice.

Textbooks

There are three required texts for this course (although books and materials from previous courses may also be helpful).

Rogers, E. M. (2003). *Diffusion of innovations*, (5th Ed.). New York: Free Press.

Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business Press.

Christensen, C. M. (2000). *The innovators dilemma: The revolutionary book that will change the way you do business*. New York: HarperBusiness.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Suggested Readings

Additional books regarding change theory are listed below. These are NOT required but serve as good sources for a professional library.

Burke, W. W. (2010). *Organization change: Theory and practice* (3rd ed.). Thousand Oaks, CA: Sage.

Course Delivery

This course will be delivered as asynchronous, web-based instruction. Rogers' *Diffusion of Innovations, 5th edition* is the main text but we will also use Krotter's *Leading Change* and Christensen's *The Innovator's Dilemma* in addition to other course readings.

Interactions with instructors and peers will primarily take place in the course shell. There you will find a copy of the **Syllabus**. The syllabus also includes a course timeline and due dates for major assignments. Announcements will be posted in the **Announcements** section. Be sure to check this area regularly for updates.

Email options are available in the **People** section of the course (or the **Inbox** section of the LMS). Select the person that you want to email and select the Send Message button. I try to respond to email within 48 hours of receiving it (excluding holidays and weekends). If you have not heard from me in a timely manner, I may have lost your message in my inbox. Either try to resend it or call me directly.

All course assignments are detailed in the **Assignments** section of the course shell and include submitting and grading criteria. Brief assignment descriptions are also included in this syllabus. It is your responsibility to examine assignment details and due dates carefully.

Course content is organized in the **Modules** section. The course is broken into 5 modules, each having its own set of instructional events, objectives, and activities contained within the heading button. The *module overview* describes all expectations and activities associated with that module. Be sure to read this overview because it may describe readings and activities that are not found in other pages. All work associated with an instructional module is due on the specified date or at the end of the module if no date is listed. Modules are made available as they are discussed in the course.

Within each module you are expected to:

- Check the web site on a regular basis for announcements, readings, and assignments.
- Read and complete all assignments.
- Post individual communications in a timely and scholarly manner.
- Read, research, and react to other postings (primarily in the threaded discussions) throughout each instructional unit.

As with other courses, there is a general Q&A discussion board. Questions associated with course structure, assignment clarification, and broad topics that affect all students should be posted there. There are also discussion boards associated with each module. The navigation link **Discussions** will take you to a list of all discussion boards used in the course. Links to appropriate discussions are also located in each module.

The **Grades** section provides information regarding your current status in the class. Individual grades and feedback for assignments will be posted in this section. I encourage you to check this section frequently. I try to grade accurately but am not perfect. Checking your work will help you perform well on future assignments as well as help you catch problems should they arise.

Course Assignments

This section provides a brief overview of assignments associated with the course. For additional details, refer to the assignments section of the course shell.

Participation. Active individual and group participation is essential in this course. Each student must demonstrate verbal and written communication skills in a variety of forums. Lack of participation during the course will substantially limit your ability to demonstrate those skills. **I expect you to post a minimum of three days each week** in addition to participating in other unit activities (where applicable).

More frequent logins of shorter duration are best and will enable conversations that are both challenging and rewarding. You do not need to master the content before you can post. If you are struggling with concepts, brainstorming ideas, or musing on personal experiences that relate to course content, share your thoughts with the rest of us. Because this course deals with innovations, current events often exemplify principles and theories that we review. Please share your insights and findings in these areas. They serve as additional examples to enrich conversation.

As part of your participation grade, you will complete a few informal case study discussion threads. These threads will be reactions to assigned case studies and will prepare you for your formal case study assignment.

Ning introduction. During this assignment you will create a profile on your Ning site (if you don't have one already, introduce yourself, and examine others' profiles in the course.

Case studies. In addition to several mini cases that you will analyze as part of your participation grade, there is one formal case study write-up that you will complete. You will be presented with a scenario and use course readings to analyze and propose remedies to selected problems.

Project permissions and context. During this course you will examine a real organization in need of change. During this assignment you will identify the organization, seek written permission to examine them, and describe the setting and challenge they face.

Stakeholder analysis. Once you identify a location in need of change you will describe the relevant stakeholders involved with the change.

Proposed changes and force field analysis. After identifying a problem in need of change at the site of your choosing, you will identify several possible changes, identify the best solution, and analyze those forces driving and resisting the proposed change.

Adopter categories analysis. You will indicate what adopter category fits key stakeholders in your site and then hypothesize ways to increase buy-in among later and non-adopters.

Project roadmap. This assignment asks students to develop detailed procedures to implement the proposed change in their organizations (taking into account the roles of change agents and opinion leaders and developing a Gantt Chart or timeline that visually depicts procedures.

Final project. The amalgamation of the previous four assignments with an additional section related to potential consequences of change, associated biases, and ways to mitigate bias during implementation.

Course Calendar

Module 1: Introduction

Sep 3-7

- Review course site, syllabus, calendar, assignment descriptions
- Read Rogers' chapter 1
- Complete Ning Introduction assignment by Sunday

Sep 8-14

- Read Rogers chapter 3
- Read Christensen introduction
- Complete Tajikistan TB case study (posted to small groups)

Module 2: Innovation and Attributes and Development

Sep 15-21

- Read Rogers chapter 6

Sep 22-28

- Read Christensen chapters 1-2
- Post final project permissions and context by Sunday

Sep 29-Oct 5

Read Rogers chapter 4

Read Christensen chapter 4

Complete tablet computing case study (posted in small groups)

Module 3: Decision Processes

Oct 6-12

- Read Rogers chapter 5
- Complete the Stakeholder Analysis by Sunday

Oct 13-19

- Read Rogers chapter 10
- Read Lewin's change theory

Oct 20-26

- Read Rogers chapter 7
- Submit proposed change and force field analysis by Sunday

Module 4: Communication Channels

Oct 27-Nov 2

- Read Rogers chapter 8
- Read Kotter chapters 1-2
- Post adopter categories analysis by Sunday

Nov 3-9

- Read Kotter chapters 3-9
- Introduce Case Study and discuss in small groups

Nov 10-16

- Read Rogers chapter 9
- Submit case study by Sunday

Nov 17-23

- Read Christensen chapters 7 and 8

Module 5: Consequences

Nov 24-30

- Begin Read Rogers chapter 11
- Thanksgiving Break (Nov. 26-30)

Dec 1-7

- Continue reading Rogers chapter 11
- Post project roadmap by Sunday

Dec 8-12

- Read Kotter 11 and 12
- Work on your final project

Dec 15-19 Finals Week

- Final Project due on Dec 15

Grading Policy

Assignments	Points
Participation	30
Writing Introductions	10
Case Study	30
Project Permissions and Context	10
Stakeholder Analysis	10
Proposed changes and Force Field Analysis	20
Adopter Categories Analysis	10
Project Roadmap	30
Final Project (including proposed consequences)	50
Total	200

Grade Breakdown

A = 90-100

B = 80-89

C = 70-79

D = 65-69

F = 00-64

APA Formatting. APA is the writing format adopted by the College of Education and we expect you to know current APA guidelines and use the manual to properly organize papers, presentations, and eportfolios. Writing quality is very important in this course because it reflects your professional development.

Late Work. Assignment due dates are posted in the course calendar. I will not allow make-up work for lack of course participation. I am happy to provide opportunities to make up work for course assignments if you've been in touch with me and alerted me to problems. However, make-up work may not be awarded full credit. If you anticipate a legitimate absence or encounter an unavoidable situation, contact your instructor **before** the assignment is due to discuss alternative arrangements. The final decision is up to your instructor.

Academic Honesty

As with all university courses, any written work a student submits is expected to be the student's work done originally for this course and for this semester. Be careful about sharing your work with other students. Any work "borrowed" from other sources and represented as the student's own or recycled from previous semesters will result in a failing course grade. Any student who knowingly assists another in committing an act of academic dishonesty will receive a failing grade in the course. Refer to the [University Student Code of Conduct](#) for additional information.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (University of Wyoming, 2008, p. 3). Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

Disability Statement

“The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of...individual handicap” (UW General Bulletin, 2008, p. 3). If you have a physical, learning, or psychological disability and require accommodations, please let your instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) at 307-766-6189 or TTY: 766-3073, in SEO room 330 Knight Hall.

The instructor may make changes to the syllabus and course schedule as the course proceeds. These changes will be announced in class.