

**PROCESSA** NON-GENERAL EDUCATION~CURRICULUMPROPOSAL  
LIBRARYRESOURCEFORMREQUIRED

SCC#03-04- 9/5

**Deadlines**

October 3, 2003 to be implemented Fall 2004 ~ February 13, 2004 to be implemented Spring 2005

PROPOSAL TITLE: Educational Change

Sponsor(s): Dr. Kathleen Sernak E-Mail: Sernak@rowan.edu Ext: 3808  
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DEPARTMENT: Educational Leadership ✓

COLLEGE: Education

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences  
UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Short-term non-gen-ed course
- Non-gen-ed deg
- Major
- Minor, special
- certificate program
- Minor curriculum changes (fewer than three) to:
- Existing non-gen-ed course
- rerequirements
- ization, concentration, track,

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: \_\_\_\_\_  
Department Curriculum Chair: Kathleen S. Sernak Date: 2-13-04  
Academic Dean: [Signature] Date: 2-13-04

[Signature]  
COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 4/30/2004 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: \_\_\_\_\_  
Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 5-12-2004

Comments: Course Review with COGS proposal 03-04-913

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 11/23/04

Approved  Not Approved

Date: 11/30/04 REGISTRAR Course Description Received & Approved - Hegis Taxonomy & Course#: 0824624

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair  Academic Dean  Department Chair  Registrar  IR  CAP
- VP Student Affairs  Others

Tom [Signature]

## NEW COURSE PROPOSAL

### Course Proposal: Educational Change

#### 1. Details

- a. **Course Title:** Educational Change
- b. **Sponsors:** Department of Educational Leadership (Dr. ~~Gini Doolittle~~ & Dr. Edie Rusch, contacts)
- c. **Credit Hours:** 3 credit hours
- d. **Course Level:** Masters
- e. **Prerequisites:** 0802.550 Analysis of Classroom Teacher Behavior
- f. **Suggested time and scale of implementation:** Summer, 2005.
- g. **Curricular Effect:** Major Requirement.
- h. **Adequacy of present staff, resources, etc.:** Adequate at the present time
- i. **Recommended Library Resources:**
- j. **Short-term Evaluations:** NA

#### 2. Rationale:

Since *A Nation at Risk* appeared in the 1980s, educational reform and change have been an integral aspect of P-12 schooling. Teachers and administrators have had to live with multiple and competing changes in order to deal with their own desires to improve student achievement, but to comply with political mandates from governmental officials desiring to see student gains from a larger perspective, state and national, than solely from that of a school district or individual school.

Compounding the issue is the increasing lack of longevity among administrators in any district, particularly in New Jersey. The average stay for a superintendent in the state is approximately three years, not long enough for a significant school change to take hold. Subsequently, teachers, who often stay longer, need to be the backbone of educational change.

John Goodlad, noted educator, researcher, and author of school improvement and school reform efforts, has collaborated with faculty of the University of Washington, Seattle, and the Center for Educational Renewal to work with educators in P-12 schools to initiate and facilitate educational change. Initially, they concentrated their efforts on administrators, superintendents and principals. In the past several years, however, the focus has changed. Because there is considerable turnover in administration, Goodlad and his colleagues now recruit *teachers* to work with them on managing and maintaining educational change initiatives because they believe teachers will be in the schools for the long term, that is, long enough to establish fundamental change, gain support from colleagues who will, in turn, help to maintain the momentum, despite changes in formal leadership.

With those thoughts in mind, we established this course so that teachers may enhance their understanding of change in order to develop knowledge and skills to initiate, implement, and sustain it so that the youth in southern New Jersey may improve their knowledge construction and learning.

#### 3. Essence of the Course:

##### a. Objectives of the course in relation to student outcomes:

- (1) To understand educational change as concept and process
- (2) To develop knowledge of the stages of systemic educational change and strategies to achieve and sustain momentum for change

- (3) To study theories of educational change and examine one's own values and practices in relation to them
- (4) To analyze the influences, trends, social and political forces that generate and impact educational change at varying levels: classroom, school, community, state and national levels
- (5) To prepare teachers to assume leadership roles and to become change agents in their respective schools through peer coaching, peer supervision, mentoring, and dealing with conflict, resistance, and inexperience.
- (6) To gain knowledge of quality professional development models leading to organizational learning, and the skills to use them

**b. Topical Outline/Content**

- (1) Stages of educational change
- (2) Theories of educational change
- (3) Studies of major school reform efforts
- (4) Teachers as change agents--in the classroom, school, and community
- (5) The politics of change in classrooms, schools, & districts
- (6) Power as experienced in collaboration in bureaucracies
- (7) Strategies for dealing with resistance, building capacity, & creating learning communities.
- (8) Establishing networks for learning.

**Recommended Texts:**

- Fullan, M. (2001). *The new meaning of educational change*. (3rd ed.). New York: Teachers College Press.
- Short, P. & Greer, J. (2002). *Leadership in empowered schools: Themes from innovative efforts*. Saddle River, NJ: Merrill.
- Zepeda, S., Mayers, R., & Benson, B. (2003). *The call to teacher leadership*. Larchmont, NY: Eye of Education, Inc.
- Wheatley, M. J. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler.
- Evans, R. (1996). *The human side of school change: Reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass Publishers.
- Stoll, L & Fink, D. (1998). *Changing our schools*. Philadelphia: Open University Press
- Lambert, L., et.al. (2003). *The constructivist leader*. 2nd ed. New York: Teachers College Press.
- Lambert, L. (1996). *Who will save our schools? Teachers as constructivist leaders*. Thousand Oaks, CA: Corwin Press.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers work and culture in the postmodern age (Professional development and practice)*. New York: Teachers College Press.
- Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.

**Evaluation of students and grading procedures.** Teachers will be graded on (1) their skills in dealing with the issues presented in case studies of change; (2) their assessment of the supports and barriers of change; (3) their participation in small groups to examine and report on an educational reform that has impacted their students, school and/or districts; and (4) a 3-page reflection of the effect this course had on their teaching for improved student learning; and other assignments and required;. Grading will be by letter grade. Since this is a graduate course, students need to achieve a B or better to be successful in the course.

- c. **Course Evaluation:** Student evaluations, College of Education curriculum review, program review.

**4. Results of Consultations:** This course is patterned after courses in the Educational Leadership Department: the master's course, Leading the Learner-centered School, and the doctoral course, Changing Organizations. Dr. Edith Rusch and Dr. Gini Doolittle were consulted for the proposal as they are the instructors for the above courses and have particular expertise in the literature of change and in the understanding of teachers leading change. Dr. Maria Sudeck, Elementary Education Department, contributed suggestions to objectives, readings and requirements that would enhance the course for P-12 teachers.

**Catalog Description: Educational Change, 3 s.h.**

To assume leadership roles and to become change agents in their respective schools, teachers will analyze the influences, trends, social and political forces that generate and impact educational change at varying levels, i.e., at the classroom, school, community, state and national levels. They will develop knowledge of the stages of systemic educational change and strategies to achieve and sustain momentum for change.

**Prerequisites:** 0802.550 Analysis of Classroom Teacher Behavior; (New Course) Researching Classroom Practice