



EDUCATION 830-5
IMPLEMENTATION OF EDUCATIONAL PROGRAMS
 (Enroll # 9455)

Fall Semester 2008		Instructor:	Michelle Nilson
Meeting	Sept 13/14, 27/28	Office:	15-755
Dates:	Oct 18/19		Faculty of Education
	Nov. 1/2, 22/23		250-13430 102 Ave
			Surrey, BC, V3T 0A3
Times:	Saturdays 10-4	Telephone:	778-782-8122
	Sundays 10-4	Fax:	778-782-8119
Location:	SFU- Surrey Campus and at various field sites across the lower mainland	Email:	michelle_nilson@sfu.ca
Room:	SUR 3260	Office hrs:	By appointment

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

COURSE RATIONALE

The question of what is “effective” continues to perplex many scholars, theorists, and practitioners alike. The purpose of this course is to critically explore the relationship between implementation theory and practice in the context of ecological education. Therefore, the goals of this course will be three-fold: knowledge acquisition, self-reflection, and application to practice. As ecological educators, we lead through our pedagogy and praxis in and outside the classroom, and as such, we are educators for students to engage in the content but also with the context.

DESCRIPTION

This course examines the interrelated aspects of implementation of ecological education programs from conceptual and theoretical foundations. Specific considerations for implementation of programs are considered, such as funding, sustainability, evaluation, problem identification and resolution, personnel matters, and curriculum implementation.

GOALS AND LEARNING OUTCOMES

Knowledge:

- a) Develop your understanding of various historical and emerging tenants of implementation
- b) Gain an appreciation for and insight into the concepts of implementation skills and implementation styles
- c) Understand the principles of conflict management and resolution

Self-reflection:

- a) To develop an awareness of your personal approaches to implementation.
- b) To share and contrast your personal styles of management and leadership with colleagues through discussion, assessment, and case studies.
- c) To reflect on areas of strengths and weaknesses of implementation theories and in personal leadership skills.

Application to practice:

- a) To apply these theories in your practice, as educators and administrators in your own field of practice.
- b) To construct a useful implementation plan designed to assist you in realizing your program goals.
- c) To develop and improve your ability to manage organizational challenges and change.
- d) To develop methods which promote effective team formation and work management.

REQUIRED TEXTS

Readings will be available online and in class, as indicated on the syllabus.

**Additional readings will be on reserve in the library, distributed in class, in the course reader, and available online, as indicated in the syllabus.

GRADING

General Grading Guide:

A+ 97 – 100

A 93 – 96

A- 90 – 92

B+ 87 – 89

B 83 – 86

B- 80 – 82

C 70 – 79

D 60 – 69

Class participation 10%

Annotated Bibliography 10%

Proposal 10%

Implementation Plan 20%

Group Projects & Presentation 30%

Case Study Report (Final Analysis Paper) 20%