

# THE UNIVERSITY OF ALABAMA

## Course Inventory

Date 11/18/17 Department ESPRML College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BER 661

Add  Change  Inactivate

Type of modification:

Title \_\_\_\_\_ Description \_\_\_\_\_ Credit hours \_\_\_\_\_

Type \_\_\_\_\_ Grade \_\_\_\_\_

Number \_\_\_\_\_ Old \_\_\_\_\_  
New \_\_\_\_\_

Classification of Instructional Programs (CIP) # \_\_\_\_\_

Title Evaluation 2 Improvement Science Methodologies

Short Title (30 characters or less) Evaluation 2

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

### DESCRIPTION:

This course will introduce students to the six principles of Improvement Science and related, "engaged research" methodologies (e.g., Design-Based Implementation Research, Developmental Evaluation). It will provide an opportunity to apply these principles to a problem of practice in schools and/or health and human service agencies. Students will learn to assess systems-level problems and barriers through Causal Systems Analysis, develop complex theories of action through driver diagrams, and design and implement Plan-Do-Study-Act (PDSA) Cycles.

1. Credit Hours 3

2. Prerequisites BER 540 BER 631

3. Corequisites N/A

4. Cross Listed (Equivalent Courses) N/A  
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) N/Ax  
Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade  \_\_\_\_\_

(b) Pass/fail  \_\_\_\_\_

7. Indicate one of the following types of instruction:

(a) Seminar  \_\_\_\_\_ (b) Lecture  \_\_\_\_\_

(c) Independent Study  \_\_\_\_\_ (d) Laboratory  \_\_\_\_\_

(e) Thesis/Dissertation  \_\_\_\_\_ (f) Field Experience  \_\_\_\_\_

(g) Recitation/Discussion/Quiz  \_\_\_\_\_ (h) Lecture/Laboratory  \_\_\_\_\_

(i) Activity/Performance/Studio  \_\_\_\_\_ (j) Clinic  \_\_\_\_\_

(k) Research  \_\_\_\_\_ (l) Online  \_\_\_\_\_

(m) Blended  \_\_\_\_\_ (n) Lec w/Recitation/  
Discussion/Quiz  \_\_\_\_\_

8. Attributes

(a) Service Learning  \_\_\_\_\_

(b) Honors  \_\_\_\_\_

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 0 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

There is no known duplication between this course and others in the College or University.

Department Head: \_\_\_\_\_ Signature \_\_\_\_\_ Date 11/18/17

**COLLEGE OF EDUCATION  
NEW COURSE PROPOSAL FORM**

**COURSE NUMBER/NAME** BER 661 Evaluation 2: Improvement Science Methodologies

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- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
  2. Catalog course description, including all prerequisites.
  3. Course goals and specific educational objectives for each major instructional unit.
  4. Required text(s) and/or readings.
  5. Description of required clinical experiences and assignments, if appropriate.
  6. Description of assignments.
  7. Number and nature of examinations, including policy for make-up tests.
  8. Grading procedures for tests and assignments.
  9. Procedures for determining final grades.
  10. Attendance policy.
  11. Policy on academic misconduct.
  12. Policy on reasonable accommodation.
  13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

Improvement Science is an “engaged research” methodology that is gaining significant traction in educational policy and practice circles. This course will enhance student understanding of Improvement Sciences, its relationship to School and Organizational Improvement and Development, and its relationship to program evaluation and related action-oriented research methodologies.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

Dr. Michael A. Lawson is Assistant Professor, Department of Educational Studies. He is a member of the Carnegie Foundation’s Higher Education Network—a Consortium of Faculty at 18 universities in the United States and Australia who are committed to the advancement of Improvement Science in Education and Allied Professions. In addition to Dr. Lawson, the COE is planning on hiring a faculty member who specializes in Implementation Science, which is a complimentary analogue to Improvement Science methodology. This new faculty member would also be qualified to teach a course like this, albeit from a slightly different epistemological perspective.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Program(s): Educational research;

Major(s): PhD's in Educational Research, Educational Leadership, School Psychology, Curriculum and Instruction, and any other majors in the College of Education and across the University in which action-oriented inquiry might be conducted.

Minor(s): The analysis of variation (by way of run charts) explored in the course enables it to qualify for the Quantitative Research Certificate.

4. Indicate how frequently and during which semesters the class will be offered.

The course would be offered annually as a part of the BER core evaluation sequence. It is currently positioned on our three year rotation schedule for the Spring Semester of each academic year.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

There is no fee for the course.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

The course will be evaluated relative to three primary data points: (1) Student enrollment; (2) Student feedback; and (3) Continued relevance to the College and Allied Helping professions. Enrollment data will be kept by the primary instructor and both informal and formal evaluation by students will be analyzed to ensure the course is meeting the learning needs of enrolled students. The instructor will be responsible for keeping a pulse on the needs of the College and the broader field in order to ensure that the course attends to emergent needs, challenges, and opportunities. Readings will be consistently assessed with these entities in mind so that they are up-to-date with current developments and issues in the field.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

To support this course, one faculty member will be needed as instructor of record every year during the Spring Semester in addition to classroom space. With the addition of new faculty members in Educational Research and Measurement, there is a need for additional courses to be taught to fulfill each instructor's load. Moreover, this course provides an important and logical extension to students who are interested in Mixed Methods and Program Evaluation and therefore provides an additional course that can might lead to an additional certification down the road.

RECOMMEND FOR APPROVAL:

  
Department Head

11/27/17  
(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

N/A

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

The course will have a positive impact on the Quantitative Research Specialization as it expands course offerings and provides an opportunity for students who are interested in action-oriented questions and small samples with another research methods course. It also provides a logical extension to both Mixed Methods I (BER 665) and Evaluation I (BER 660), and also provides an important intermediary step between conventional program evaluation and an evaluation research class that focuses on causal modeling and fixed effect designs.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

N/A

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

This course will advance novel methodological knowledge—both practical and theoretical—to students who are interested in action-oriented questions and studies. It will provide an important methodological entre into dissertations and field work that are engaged, i.e., those that contribute directly to the solving of some of the most pressing social and educational problems facing communities throughout Alabama. Moreover, because Improvement Science has interdisciplinary roots and foundations, it should attract doctoral students from across the university, rendering the course as an important, introductoryhub for inter-disciplinary and inter-professional collaboration and training across campus.

**RECOMMEND FOR APPROVAL:** \_\_\_\_\_  
Chair, Curriculum Committee (date)

**APPROVED** \_\_\_\_\_  
Dean (date)

**BER 661**  
**Evaluation 2: Improvement Science Methodologies (3 Credits)**



**Program in Educational Research**  
**Department of Educational Studies in Psychology, Research Methodology, and Counseling**  
**College of Education**  
**University of Alabama**

**Spring 2019**

The University of Alabama  
Meeting Day & Time: Tuesdays 6:00 pm to 8:50 pm  
Graves 3

Classes begin xxxx

Classes end xxxxx

Faculty Member: Michael A. Lawson, Ph.D.

Office: 305-A Carmichael Hall

Phone: XXXXX(cell)

(205) 348-4807 (office)

E-mail: [malawson1@ua.edu](mailto:malawson1@ua.edu)

E-mail for course papers/assignments: [bamaber661@gmail.com](mailto:bamaber661@gmail.com)

Office Hours: Tuesday 2-5:00 and by Appointment

**Course Description and Goals:** This course will introduce students to the six principles of Improvement Science and related “engaged research” methodologies (e.g., Design-based Implementation Research, Developmental Evaluation). Throughout the course, students will be provided with an opportunity to apply these principles to a problem of practice in schools and/or health and human service agencies. Students will learn to assess systems level problems and barriers by way of Causal Systems Analysis, develop complex theories of action through Driver Diagrams, and design and implement innovations through Plan-Do-Study-Act (PDSA Cycles). The course will culminate with a final paper that will document the key artifacts and lessons learned yielded from an Improvement Project (and site) of the student’s choosing.

At the conclusion of the course, the successful student will:

1. Understand and articulate the philosophical assumptions underlying Improvement Science
2. Understand and articulate the key characteristics of Improvement Science and Improvement-oriented work.
3. Understand and articulate the importance of causal systems analysis to identifying systems-level problems in educational and/or health and human service settings
4. Understand and articulate the measurement strategies that facilitate improvement-oriented projects and analyses.
5. Understand and articulate the difference between evidence-based practices and practice based-evidence, as well as the limitations of the (dominant) research, development, and diffusion model.
6. Demonstrate competence in developing a working theory of change that is informed by field-based consultations, scholarly literature, and successful organizations/practitioners.
7. Draw a visual model that depicts the theory of change and its black box mechanisms by way of Driver Diagrams.

8. Demonstrate competence in planning a small scale improvement project and implementing initial PLAN-Do-Study-Act cycles.
9. Demonstrate competence in developing a data-driven approach to school, community, and organizational improvement.
10. Demonstrate competence in writing-up an Improvement Report and initial change package.

### **College of Education Student Learning Goals:**

In addition to the above, this course is structured to achieve the following student learning objectives of the College of Education at the University of Alabama.

- ✓ Students will demonstrate advanced content knowledge and professional expertise to meet the needs of those they serve.
- ✓ Students will develop and implement authentic assessments into their work with stakeholders and engage in theoretically-informed critical reflection to improve their praxis.
- ✓ Students will draw upon scholarly literature to analyze and address questions related to diversity and social justice.
- ✓ Students will demonstrate professionalism, leadership, and collaborative skills necessary to pursue life-long learning.

### **COURSE STRUCTURE AND EXPECTATIONS:**

This seminar is structured to elicit your active engagement and participation. Principles of adult learning and development will guide all classroom activities. For example, we will form a practice community (aka a “Community of Practice”) in which both individual development and social learning are prized. In addition to immediate learning with direct transfer, our time together will prioritize the new meaning of learning transfer—the *preparation for future learning*.

Consistent with principles of adult learning and development, you have considerable discretion regarding how you focus your interests and allocate your efforts. You will not be asked to memorize facts and regurgitate them as “right answers,” nor should you consider framing your questions, participation, and writing in ways that promise to please the professor. In short, you have considerable autonomy regarding what you will learn and how you will apply course materials to advance your future learning and research goals.

Please proceed with three assurances. (1) You are not competing with other persons in the seminar for a limited number of top grades. (2) You enjoy considerable freedom, and you are encouraged to probe and explore your emergent research interests and identities. (3) The questions you raise and the conflicting views we develop are powerful vehicles for learning and development, so there is no need to engage in short-term impression management and compliance routines, the likes of which all of us have learned and polished as students.

My role is not merely to disseminate information and then judge you at the end. I hope to be a learning-related resource for you. I am “on call” as you may need me, especially as you work through your assignments and complete your final paper. I respond quickly to e-mail inquiries, and I will meet with you in person as many times as necessary for you to develop a personal stance toward the course material.

## Course Format:

Each class will begin with some sort of “overview” which will typically be delivered in a lecture-style format. The “lecture” portion of the class is intended strictly as a means of helping you understand my “take” or positionality relative to the readings and course content. My lectures and notes should therefore be considered as a compliment—and not a substitute—for formal reading.

Following each overview, the remaining two hours of class will be devoted to group work, collective discussion, and individual work and analysis. To support these activities, **all students are expected to come to class with a laptop computer.**

## *Policies on Conduct, Attendance, and Accommodation*

### 1. Classroom Conduct/Climate

This class will be dialogic in nature. I expect that our discussions will lead to different views of the material, its meaning, and intended purposes. Voicing these differences is essential to learning the subject matter of this course. This also means that as differences in opinion and perspective emerge, they will be listened to and given the respect of critical interrogation.

I also assume that students will come to each class with a commitment to learning the subject matter and supporting the learning of their colleagues. This means it is both the instructor’s and the students’ responsibility to seek these ends in all class-related activities. Additionally, the conscious efforts of students to both seek their own voice and support the voice of others is expected.

As noted above, the class will serve as a *community of practice (COP)* as well as its own Networked Improvement Community (NIC). The feedback you receive from this COP will be essential in informing your understandings of the theories and methods advanced in this class as well as their application to your research questions and interests. Thoughtful, informed, and interested colleagues are invaluable to your development as a mixed methods researcher and so time in each class will be devoted to this collegial and constructive interchange. Also, I encourage you to communicate with classmates via email, critiquing readings, sharing memos, and working on activities due for class. Discussion will be most useful to you and others if you can maintain a stance of openness and respect, whether the class is considering one of the readings, someone’s viewpoint, a field experience, or a written assignment.

### 2. Policy on Late Assignments

Late assignments are not accepted without expressed prior consent from the Instructor. Please see or contact me immediately if meeting assignment due dates will be a problem for you.

### 3. Attendance Policy

Attendance at all class meetings is expected. It is understood that during the course of a semester certain unavoidable circumstances may arise. However, please let the instructor know immediately if you plan to miss a class. In the event of missed classes, it is the student’s responsibility to collect notes from a classmate. **If a student has a large number of missed classes, then it is the instructor’s prerogative to deduct letter grades from the final grade.**

#### 4. Class Interruption Policy

Class interruptions should be avoided. Cell phones should be turned to silent and students that need to receive calls during class time are expected to exit class quietly to take them. Please refrain from checking e-mail, Twitter, Facebook, etc. during class.

#### 5. Statement on Academic Work Duplication

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

#### 6. Statement on Academic Misconduct

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
  - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
  - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
  - Fabrication: Presenting as genuine, any invented or falsified citation or material.
  - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

#### 7. Statement on Disability Accommodations

- Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

#### 8. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

## 9. UA Diversity Statement

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

## 10. Elasticity Statement

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class.

*Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

### **Course Deliverables/Grading**

*Your grade will be based upon the following deliverables (see the end of the syllabus for general assignment descriptions and instructions):*

- Class Participation (15%). In order to receive full credit for class participation, you will need to:
  - Participate fully in ALL classes through discussions with the instructor and colleagues (You will receive a check (√), plus (+), or minus (-) for your participation in each class session).
  - Contribute to a positive classroom climate and community. This means being constructive in your language and tone and seeking to refine your own understanding of mixed methods research at the same time you contribute to the development and understanding of others.
  - Read all articles and texts assigned for each class
  - Prepare a written reflection on all class readings.
  - “Turn in” your reflections for all course readings when you are asked to by the Instructor. All reflections should be emailed to the course email address: [BAMABER661@gmail.com](mailto:BAMABER661@gmail.com)

### **Improvement Project:**

In order to complete the assignments noted below, you will need to engage in an improvement project of your choosing. Ideally, you will engage in an improvement project that is embedded in a “real world” context. You can either choose to conduct an improvement project through your own work site or you can engage in a project/partnership brokered through the instructor. The primary “service learning” sites brokered for the course included the Alabama SBIRT initiative (substance and alcohol use prevention), The Helping Families Initiative in Birmingham (Family Support/Truancy Prevention), and the Alabama TOPS program in the Holt school community. If none of these arrangements suit you, your schedule, and your interests, you can engage in a personal improvement project with consent of the Instructor.

Your work on this improvement project will be evaluated based on the following course deliverables:

- Fishbone Diagram and Causal Systems Analysis(15%). The fishbone diagram and overall process of “Causal Systems Analysis” is the first step in “seeing the system that contributes to the current set of outcomes.” In order to receive full credit for this assignment, you will need to:
  - Complete a fishbone diagram that unpacks the “real problems of practice” which pose difficulty for your project, using the instructions provided to you on Blackboard.
  - Email your fishbone to the Instructor PRIOR to class on the assigned due date (You will receive a check (√), plus (+), or minus (-) for each assignment).
  - All written purpose should be emailed to the course email address at [BAMABER661@gmail.com](mailto:BAMABER661@gmail.com)
  - **The fishbone diagram is due 2/20**
- (Driver Diagram, Theory of Improvement, and Aim Statement) (20%). The Driver Diagram is a tool for mapping a complex theory of action/change for your improvement effort. The aim statement is the measurable goal you seek to achieve through collective effort.
  - You will receive a check (√), plus (+), or minus (-) for the packet of structured abstracts that you turn. **The Driver Diagram and Aim Statement are due on March 6th.**
- Final Project Presentation (20%): In order to receive full credit for you this assignment you will need to.
  - Complete a 20 Minute Presentation that highlights the key details of your Final Improvement Project.
  - The Final Presentation will detail your causal system analysis, your Driver Diagram and Corresponding AIM statement, as well as results from your first two PDSA Cycles.
  - **Final Project Presentations will occur in class on April 24<sup>TH</sup>.**
- Final Course Paper (30%): In order to receive full credit for this assignment, you will need to:
  - Complete a 15-25 page paper that documents your Improvement Project and Journey.
  - Details of this assignment will be provided in class, but your primary task will be to provide a research-based review of that highlights a statement of the problem, introduces Improvement Science as a Methodology for identifying complex, systems-level challenges, and then provides a detailed account of your efforts to identify and test a Theory of Improvement by way of the tools and strategies advanced through the course.
  - The research prospectus is **due at 5:00pm on May 1<sup>st</sup>.**
  - The final prospectus should be emailed to me at the course email address [BAMABER661@gmail.com](mailto:BAMABER661@gmail.com)

### Grading Rubric

90-100% is an A grade

83-90% is a B grade

73-83% is a C grade

Less than a “C” is not passing

## Required Readings:

In addition to readings that are posted electronically on Blackboard, students are responsible for acquiring the following required texts:

## Books (Required):

Bryk, A.S., Gomez, L., Grunow, A., & LaMahieu, P. (2015). *Learning to Improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

## Books (Recommended):

Langley, G., Moen, R., Nolan, K.M., Notal, T., Norman, C., & Provost, L. (2009). *The improvement guide. A practical approach to enhancing organizational performance*. San Francisco, CA: Jossey Bass.

**Articles:** See Course Schedule. All articles will be posted on Blackboard.

## Mission of the College of Education

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

## College of Education Dispositions

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration

## College of Education Vision and Conceptual Framework:

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, reflective professionals who advance the theme of the **Unites, Acts, and Leads (UA Leads)**. By engaging in theoretically informed and intellectually advanced effective practice our graduates will:

**UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

**ACT** to develop the full potential of all learners to be excellent professionals in their field; and

**LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



and  
COE:

## CACREP Objectives:

The CACREP Objectives met in this course are:

- Understands quantitative and qualitative designs and approaches to mixed methods design and data analysis.
- Demonstrates the ability to formulate improvement oriented questions appropriate for professional research and publication.
- Demonstrates the ability to create research designs appropriate to qualitative research questions.
- Demonstrates professional writing skills necessary for journal and newsletter publication.

## **SEVERE WEATHER PROTOCOL**

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building on campus, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7.

WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check <http://www.wvua7.com/stormwatch.html> for DETAILS.

## Course Outline

<i>Week Date</i>	<i>Topics</i>	<i>Assignment/Activities for this class</i>
1 1/16	Course Introduction: Design Thinking, Contextual Variation, and Loosely Coupled Organizations	<ul style="list-style-type: none"> <li>• IDEO_DesignThinking</li> <li>• Ingersoll_Loosely Coupled Organizations</li> <li>• Barkham_Practice-based Evidence</li> </ul>
2 1/23	Epistemological Foundations of Improvement, The legacy of Positivism on Professional Practice; New Modes of Research for Helping Professions	<ul style="list-style-type: none"> <li>• Schon_How professionals think in action.</li> <li>• Glaser_Schools of the Minor Professions</li> <li>• Lawson_Beyond Positivism</li> </ul>
3 1/30	From Evaluation to Improvement Theories of Action and Conventional Logic Models	<ul style="list-style-type: none"> <li>• Logic Model Builder</li> <li>• Bryk et al, Chapters 1-3</li> </ul>
4 2/6	Seeing the System—Part I Fishbone Diagrams	<ul style="list-style-type: none"> <li>• Bryk et al., Chapter 3</li> </ul>
5 2/13	Seeing the System—Part II Empathy Interviews Interrelationship Diagrams	<ul style="list-style-type: none"> <li>• Bryk et al., Chapter 3.</li> <li>• Improvement Guide Chapter 4</li> </ul>
6 2/20	AIM Statements and Driver Diagrams—Part I Understanding Primary and Secondary Drivers Developing a Coherent “Theoretical Cascade.”	<ul style="list-style-type: none"> <li>• Bryk et al., Chapter 4</li> <li>• <b>FISHBONE DIAGRAM DUE</b></li> </ul>
7 2/27	AIM Statements and Driver Diagrams—Part II  Revision and Refinement of Primary and Secondary Drivers, Development of Preliminary Change Ideas.	<ul style="list-style-type: none"> <li>• Improvement Guide Chapter 5</li> </ul>
8 3/06	PLAN-DO-STUDY ACT CYCLES	<ul style="list-style-type: none"> <li>• Bryk et al., 2015 <b>DRIVER DIAGRAMS DUE</b></li> </ul>
9 3/13	<b>SPRING BREAK, NO CLASS</b>	
10 3/20	PDSAs Continued: Measurement and Data Analysis Leading/Lagging Indicators Balancing Measures Measurement Trees	<ul style="list-style-type: none"> <li>• Using Data for Improvement (Chapter 2)</li> </ul>
11 3/27	Run Charts and Data Analysis	<ul style="list-style-type: none"> <li>• Using Data for Improvement (Chapter 3)</li> </ul>

12 4/3	Student Field Work and Field Testing, Class Will Not Meet	<ul style="list-style-type: none"> <li>• Creswell &amp; Clark – Chapters 8&amp;9</li> </ul>
13 4/10	Getting the Conditions Right for Improvement -Organizational Capacity -Adaptive Integration	<ul style="list-style-type: none"> <li>• Student Field Work Class</li> </ul>
14 4/17	Student Field Work and Testing, No Class (Meet with Dr. Lawson via phone/Skype to discuss presentations)	<ul style="list-style-type: none"> <li>• Creswell &amp; Clark – Chapter 9</li> </ul>
15 4/24	,Class Presentations	Second PDSA Cycle Results Must Be Emailed for Comment prior to Class
16 5/1	<b>Final papers due by 5:00 PM via email (bamaber661@gmail.com)</b>	