STEPHEN F. AUSTIN STATE UNIVERSITY
Department of Secondary Education and Educational Leadership

COURSE SYLLABUS
EDLE 6313 THE DYNAMICS OF CHANGE IN EDUCATIONAL SYSTEMS
FALL 2020

Instructor: Richard Skuza, Ed.D.  Course Time & Location: Online
Phone: 214.402.8954  Office Hours: Tuesday – 10:00 – 12:00

Email: richard.skuza@sfasu.edu  Credits: 3 graduate credit hours

I. Course Description

EDLE 6313 is a study of the research and design, implementation, management and evaluation of the change process for the leaders who impact and lead change efforts. The course is constructed as a survey of educational change to include major themes of continuous improvement, individual change, organization change, and resistance to change. An emphasis on systemic change will be a major focus for educational change. Activities will introduce techniques for group facilitation, participatory planning, and reflective practices. Considerations of the effectiveness of specific changes will be explored as the educational leader’s role in the change process. Specific focus will be given to practices, policies, organization, and informal contexts that impact change. James I. Perkins College of Education Diversity Statement is found at:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes

College of Education: VISION

The College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.
College of Education: MISSION

The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

To accomplish this mission, the goals of the College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- Maintain resources and facilities that allow each program to meet its expected outcomes
- Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- Engage in outreach services
  - To address specific needs in the broader community,
  - To enhance student learning,
  - To instill commitment to service, and
  - To promote the reputation of the University, and to
- Conduct research to advance knowledge and to contribute to the common good.

College of Education: VALUES

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

Program Learning Outcomes: The candidate will be able to synthesize their papers in relation to his/her growth as a scholar-practitioner leader.

Assessment Method: The candidate will prepare reflective comments to accompany their artifact in their portfolio to demonstrate their growth as a scholar-practitioner leader.

Student Learning Outcomes:

Upon completion of this course, the student will be able to:

- Identify organizational structures related to the change process.
- Identify attributes of successful change efforts.
Investigate the factors that influence change efforts.
Consider the role of the educational leader in the change process.
Understand change as a process in an educational system.
Analyze the forces of resistance to change.
Explore the role of systemic continuous improvement.
Create a climate that promotes reflective processing.
Engage in inquiry as it applies to the change process and leadership.
Analyze the systems view of change.
Understand the diffusion of change.
Examine the history of educational change.
Identify attributes and how to support the intended adopters of change.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology
Students are expected to complete all assignments according as listed in the modules.

Assignments:

1. Discussion and analysis of course readings along with assignments from modules in online and zoom class participation **20 points.**
2. Presentation on Change Author. Research one change author provided by the instructor and share information in class. **September 30, 2020. 10 points.**
3. Completion of a Planning for Change capstone project. This is the planning for a change that you might lead. The written project will design a change initiative. The project should have a thesis statement, data collection procedures, method for evaluating the project/initiative, and process for collaborative involvement of members in the organization. The length of this paper is 20-25 pages. This paper should include a minimum of five references. References should be made from change theories. **November 16, 2020. 50 points**
   This assignment will include a written paper that includes a synthesis of a major change book. This paper should be 10 pages, APA format, and double-spaced. The paper will also be presented as an oral presentation to the entire class and be 20 minutes in length. The presentation must be a thematic and interactive activity that involves all class members and not a power point or lecture. The students will choose the book with the approval of the instructor. Each student will be expected to choose a different book. **100 points DUE: Paper Due October 19, 2020. Presentations throughout the semester by sign up.**
5. Completion of an evaluation for a change project is expected. This is your evaluation of a change you have been a part of. So it is after the fact. First-hand experience evaluating a change intervention in a classroom, school building, school district, organization, or personal practice will provide the focus of this assignment. The project will include a description of the setting, an explanation of the change, statement of the need for the change, goals of the change, notes on the implementation of the change, and reflective thoughts on the change. Each student will identify the relevant theory of change and document a minimum of seven sources. Students will write a 20 page APA formatted, double-spaced and
typed research paper. This paper will answer the question: What were the critical foundations of the dynamics of change related to this change project? DUE: November 30, 2020  50 points.

IV. Evaluation and Assessments (Grading):

Due to the unique nature of graduate courses, much of the learning emerges from student discussion. Therefore, attendance is necessary. Students are expected to participate actively in all class sessions and to demonstrate interest and proficiency in the topics assigned for class reading. Class participation will be organized as learning communities. Students will participate in discussions and analysis of course readings. More than one absence will result in a course grade reduction.

Completion of course readings is expected. Some activities related to the course readings will be done during the actual class session.

V. Tentative Course Outline/Calendar:

Overview of Class
Introduction to Change
History of Change

Diffusion of Innovations
Systems View of Change
Major Change Authors
Models of Change
Change Leaders
Change Process
Organizational Structures
Environment of Change

Resistance to Change
Intended Adopters of Change
Course Evaluations
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


Several articles and books cited in modules

One Change book chosen by the candidate

VII. Course Evaluations:

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay
your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

_____ Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

_____ Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

_____ Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information
regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


IX. Other Relevant Course Information:

Bibliography
English, F. W. (2010). *Deciding what to teach and test: Developing, aligning, and


