Human Services and Educational Leadership
EDLE 6345
Leading Change in Education

Instructor: Maria Betancourt-Smith, Ph.D.
Office: Human Services 308
Office Phone: 936-468-2906
Email: betancoum@sfasu.edu

Course Location: Virtual
Office Hours: MW 2:00 – 5:00
Credits: 3
Cell Phone: See D2L

*Please text between 8 a.m. and 8 p.m., and I'll call you or reply by text.

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:
This course is a study of the research, design, implementation, management, and evaluation of the change process and how to lead it. The course is constructed as a survey of educational change and includes major themes of continuous improvement, individual change, organizational change, and resistance to change. Students will explore the role of the educational leader in bringing about effective, sustainable, and scalable change. EDLE 6345 will focus on systemic change, including practices, policies, organizational contexts, and informal contexts that impact change. Course activities will introduce techniques for group facilitation, participatory planning, reflective practices, and addressing diversity issues that students will use as they plan to lead effective, sustainable, and scalable change.

Course Credit Hour Justification:
This course is a 3 credit hour course and one of the core requirements for the Ed.D. in Educational Leadership. Students are expected to engage actively in discussions, complete all readings assigned for class discussion (via Zoom or D2L), and complete all writing activities and/or projects. Each week of a 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities including a variety of activities, discussions, readings, case studies, etc. In each module, the student will read articles/chapters, watch appropriate videos, take quizzes, and complete all projects. Each week, students will also devote a minimum of 6 hours on the necessary course requirements, such as but not limited to out–of-class case studies, discussions, recorded presentations, readings, research, and writing. Each doctoral student will prepare a formal edited research paper. [total instructor-directed activities=45 hours and total out-of-class activities= 90 hours; total hours=135 hours for the 3 credit hours].

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and
students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):

Students graduating with an Ed.D. in Educational Leadership will be able to:

1. use data, policy, and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings
2. demonstrate knowledge of ethical and moral responsibilities of leadership
3. apply theory and contextual knowledge to educational
4. practice analytical and communication skills in leadership roles
5. understand, design, and conduct research in educational leadership

Student Learning Outcomes (SLOs):

By the end of the course, students will be able to:

1. Understand change as a process in an educational system.
2. Collect and analyze data related to school changes
3. Use research to support and improve student learning.
4. Analyze the forces of resistance to change.
5. Explore the role of continuous systemic improvement.
6. Create a climate that promotes reflective processing.
7. Engage in inquiry as it applies to the change process.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why Change? Making Complexity Work</td>
</tr>
<tr>
<td>2</td>
<td>Scaling Up Changes</td>
</tr>
<tr>
<td>3</td>
<td>The Ethics of Change, Moral Purpose</td>
</tr>
<tr>
<td>4</td>
<td>Theories of Change, Resistance and Obstacles, Coherence Making</td>
</tr>
<tr>
<td>5</td>
<td>Types of Change, Creating Deep Change</td>
</tr>
<tr>
<td>6</td>
<td>Context of Change, Leadership and Agency of Change</td>
</tr>
<tr>
<td>7</td>
<td>A Multi-Theory Approach to Change</td>
</tr>
<tr>
<td>8</td>
<td>Paper - Evaluation of A Past Change Process</td>
</tr>
<tr>
<td>9</td>
<td>Nuance: Understanding Change, Relationships</td>
</tr>
</tbody>
</table>
IV. Evaluation and Assessment (Grading)

**All decisions about the evaluation/grading of student material rest with the professor.**

<table>
<thead>
<tr>
<th>Assignments/Assessment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>55</td>
</tr>
<tr>
<td>Reflections</td>
<td>45</td>
</tr>
<tr>
<td>Evaluation of a Past Change Process</td>
<td>30</td>
</tr>
<tr>
<td>Planning for Effective Scalable Change</td>
<td>50</td>
</tr>
<tr>
<td>Presentation of Change Process Book</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

Below are brief details regarding the assignments. See the course modules for specific information regarding assignment requirements.

- Discussion Posts and Reflections: These weekly assignments are based on course readings.
- Evaluation of a Change Project Paper: This paper will allow students to look back and evaluate a change they experienced first-hand in a classroom, department, campus, school district, university, organization, or personal practice. In part, the paper will require a description of the setting and persons involved, an explanation of the need for change, and the goals of the change. The evaluation will include an analysis of the effectiveness of the change process and how well the project goals were met. Relevant references will be cited.
- Planning for Effective Scalable Change Paper: This paper will outline a plan for a change you might lead. In part, the paper will require descriptions of the organization and setting, a statement of the need for the change, goals of the change, processes to be used for collaborative involvement of members in the organization, data collection procedures, methods for evaluating the change, and appropriate references.
- Presentation of Change Process Book: Each student will choose a book that addresses leading change and create an online presentation to be viewed by classmates. The presentation will indicate how the book is helpful to those leading change. The book and the presentation format require instructor approval.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar

The tentative course outline aligns with the designated assignments, due dates, discussion topics, and other related activities. The student should note that the instructor has the flexibility to modify assignments and the schedule/deadlines of activities/assignments. The professor will notify the student of any changes. Please find the timeline in the “Getting Started Module” in Brightspace.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings, such as articles and chapters, may be given throughout the semester.

Required:


Additional Readings:
Additional readings can be found in Brightspace.

VII. Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other 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 (including the first 12 day attendance report) 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, 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.
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 Early Alert Program at SFA.

**Student Mental Health**

SFA values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741