Human Services and Educational Leadership
EDLE 6345
Leading Change in Education

Instructor:  Dr. Brian Uriegas  
Office:  Human Services 308  
Office Phone:  936.468.1751  
Credits: 3

Course Location: Virtual  
Office Hours: T-7pm, by Appointment  
Cell Phone: 210.324.2681  
Email: uriegasb@sfasu.edu

When communicating by e-mail in most cases, you can expect a response within 1 hour. You can also communicate by phone/text and in most cases, you can expect a response within 1 hour. If you choose to communicate by text, please identify yourself. Email and texts will be checked and answered between 9 a.m. and 12 a.m.

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].
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

Assignments are embedded into the content of the course within each module. Specific due dates and points for each assignment can be found in these sections below. As a leader, you will need to organize your time and plan your activities. In this course you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

IV. Evaluation and Assessment (Grading)

In order to be effective educational leaders, the faculty of SFASU’s College of Education has identified six values that lead to successful patterns of behavior and attitudes. Written work and presentations will not receive full credit without the following ideas present: 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.

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

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Where is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20</td>
<td>Student Introduction Post Responses Due</td>
<td>Discussion</td>
</tr>
<tr>
<td>1/23</td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td>1/26</td>
<td>My Approach to Leading Change Post Responses Due</td>
<td>Discussion</td>
</tr>
<tr>
<td>1/30</td>
<td>Why Change? Making Complexity Work</td>
<td>Discussion</td>
</tr>
<tr>
<td>1/30</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>2/2</td>
<td>One Change Process I Experienced Post</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/6</td>
<td>Responses Due</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/6</td>
<td>Scaling Up</td>
<td>Dropbox</td>
</tr>
<tr>
<td>2/9</td>
<td>Asking for Friend Response Due</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/13</td>
<td>Analysis of Ethical Dimensions of Change</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/13</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>2/16</td>
<td>Institutionalization of Change</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/20</td>
<td>Change Processes</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/20</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>2/23</td>
<td>Second Order Change Response Due</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/27</td>
<td>Deep Change Approaches</td>
<td>Discussion</td>
</tr>
<tr>
<td>2/27</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>3/1</td>
<td>Cultural Assessment</td>
<td>Discussion</td>
</tr>
<tr>
<td>3/5</td>
<td>Reflections</td>
<td>Discussion</td>
</tr>
<tr>
<td>3/5</td>
<td>Personal Agency</td>
<td>Dropbox</td>
</tr>
<tr>
<td>3/8</td>
<td>Ethical Dimensions of Interests Served</td>
<td>Discussion</td>
</tr>
<tr>
<td>3/12</td>
<td>Multi-Theory Approach</td>
<td>Discussion</td>
</tr>
<tr>
<td>3/12</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>3/26</td>
<td>Change Process Evaluation Paper</td>
<td>Dropbox</td>
</tr>
<tr>
<td>3/29</td>
<td>Arguing</td>
<td>Discussion</td>
</tr>
<tr>
<td>4/2</td>
<td>Nuance, Relationships</td>
<td>Discussion</td>
</tr>
<tr>
<td>4/2</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>4/5</td>
<td>Coherence Making Lead Learners of Change</td>
<td>Discussion</td>
</tr>
<tr>
<td>4/9</td>
<td>Your Approach to Leading Change</td>
<td>Discussion</td>
</tr>
<tr>
<td>4/9</td>
<td></td>
<td>Dropbox</td>
</tr>
<tr>
<td>4/23</td>
<td>Planning For an Effective and Scalable Change Paper</td>
<td>Dropbox</td>
</tr>
<tr>
<td>4/26</td>
<td>Book Critique Discussion</td>
<td>Discussion</td>
</tr>
<tr>
<td>4/30</td>
<td>Reflections</td>
<td>Discussion</td>
</tr>
<tr>
<td>5/7</td>
<td>Book Critique Paper</td>
<td>Dropbox</td>
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**Assignments/Assessment**

<table>
<thead>
<tr>
<th>Assignments/Assessment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>115</td>
</tr>
<tr>
<td>Reflections</td>
<td>180</td>
</tr>
<tr>
<td>Evaluation of a Past Change Process</td>
<td>50</td>
</tr>
<tr>
<td>Planning for Effective Scalable Change</td>
<td>50</td>
</tr>
<tr>
<td>Presentation of Change Process Book</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>445</strong></td>
</tr>
</tbody>
</table>

10 posts X 10 points, 1 post x15
9 reflections X 20 points
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>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>399-445</td>
</tr>
<tr>
<td>B</td>
<td>354-398</td>
</tr>
<tr>
<td>C</td>
<td>310-353</td>
</tr>
<tr>
<td>F</td>
<td>Below 310</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.

The course outline is found in the D2L material.

A. Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.
B. Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor.

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 end of each semester, students in the College of Education electronically evaluate course taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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 Policy

**Institutional Absences (HOP 04-110)**

*Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional
p urposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity** *(In addition, you may include your guidelines for academic integrity as appropriate).*

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of
unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

*Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure
and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**
** ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - 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
  - The Health and Wellness Hub "The Hub"
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
          - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
          - 936.468.4008
          - thehub@sfasu.edu
      - Crisis Resources:
        - Burke 24-hour crisis line 1(800) 392-8343
        - National Suicide Crisis Prevention: 9-8-8
        - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
        - Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation:

- **Code of Ethics for the Texas Educator:**
  - The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of
the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

- To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

  - Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

  - A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
    - You enrolled or planning to enroll in an educator preparation program or,
    - You are planning to take a certification exam for initial educator certification, and
    - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

  - You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

  - In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

  - Provide one of the following primary ID documents:
    - Passport
    - driver's license, state or providence ID cards
- a national ID card, or military ID card to take the TExES exams
- YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
  - Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.
  - For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI: Other Relevant Course Information: