



Virtual Campus
School of Education

2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

3. COURSE NUMBER & NAME:

EDUC5387 – Leadership and the Change Process

4. TERM:

Spring, 2020

5. INSTRUCTOR:

Dr. Nancy Wagner

6. CONTACT INFORMATION:

Office phone: 907/687/3944 (cell)

WBU Email: nancy.wagner@wayland.wbu.edu

Cell phone: optional

7. OFFICE HOURS:

as needed via Email, phone, or text.

Virtual Campus

8. COURSE MEETING TIME & LOCATION: Online course with at least two collaborate sessions.

9. CATALOG DESCRIPTION:

Study of relationships among individual and group behaviors; roles of administrators; analysis of educational organizations and change principles. Students will become familiar with the range of forces that operate to encourage or inhibit change in schools as well as in the higher education settings. Examine a range of strategies to bring about change in educational organizations and with their appropriate applications. Understand strategies for producing change in educational organizations as concrete manifestations of general philosophies of education and of life. Students

will become knowledgeable about the dynamics of change in the school and abilities to function as change agents.

10. PREREQUISITE:

None

11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

Textbook	Author	Edition	Date	Publisher	ISBN	Reviewed
Implementing Change: Patterns, Principles, and Potholes	Hall, Gene and Hord, Shirley M	4 th	2015	Pearson	9780133351927	Spring 2015
AND						
Managing Change, Cases and Concepts	Jick, T.A.		2011	McGraw-Hill	9780073102740	Spring 2015

12. OPTIONAL MATERIALS

Cawsey, Tupper, Deszca, Gene, and Ingols, Cynthia. (2012) Organizational Change: An Action-Oriented Toolkit, Sage Publishing, Los Angeles, California.

Brown, Juanita. (2005) The World Café’: Shaping Our Futures Through Conversations That Matter, Berrett-Koehler Publishers, San Francisco, CA.

Fullan, Michael. (2001) Leading in a Culture of Change, Jossey-Bass, San Francisco, CA.

Deal, T.E. & Peterson, K.D. Shaping School Culture: The Heart of Leadership" ISBN 0-7879-6243-0 Jossey-Bass publications

Hord, S. "Learning Together -Leading Together' ISBN 0807744123 Southwest Dev. Labs – Austin publishers

13. COURSE OUTCOMES AND COMPETENCIES:

First Outcome

Students are expected to design, conduct, and report on a “Change Project” they create. Students do not have to implement the change, but they do have to carefully plan and conduct steps in the recommended change process recommended by researchers.

Second Outcome

Students are expected to become familiar with the Concerns Based Adoption Model (CBAM) by Hall and Hord. The CBAM strategy will be the only strategy to be used in planning your change project.

Third Outcome

Students are expected to become familiar with reform movements, historical leadership perspectives, and notable leaders in management and leadership approaches.

14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

16. DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

17. COURSE REQUIREMENTS and GRADING CRITERIA:

Presentation (100 points)

Plan to present your change project during Learning Module 11. Use PowerPoint, Prezi, Handouts, etc. for your presentation. Include audio and video of your presentation.

Provide the class and instructor with your presentation (including handouts) under Doc sharing and make sure to allow the "entire class to view" your presentation. Please include the following required slides in your presentation:

1. **Introduction** – Overview of the problem or innovation to be implemented by the client organization.

2. Data Collection Summary – Briefly describe how you gathered information for your project, including a data collection timeline and a brief description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, one-legged interviews, observations, other artifacts)

3. Conclusions- What did you find?

4. Recommendations – Include a brief summary of the recommendations you made to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendation to the data you collected and analyzed. The PowerPoint should not be more than 15 slides. Keep it simple and to the point.

Change Project Paper (100 points)

Turn in your completed change project during Learning Module 10 or 11. The length of this paper is 16 pages not including cover and references pages and must be thoroughly edited before submission and must conform to the APA Style Manual for writing accuracy. The change project is worth 100 points, including the following components:

1. Introduction

- a. **Statement of the Problem:** Overview of the problem or innovation to be implemented by the client organization. Provide a detailed description of the setting, staff, and innovation or change desired by the client (client could be the school, principal, organization, management, parents etc.).
- b. **Review of Related Literature:** The central focus is to examine and evaluate what has been said before on your topic, and establish the relevance of this information to your own research. The minimum number of references is 8.
- c. **Research Questions/Hypotheses:** Research questions are the questions you set out to answer when implementing your Change Plan's changes while hypotheses are tentative statements predicting the relationships between variables. You are to choose research questions OR hypothesis for this subsection of your Change Plan.

2. Method

- a. **Participants:** Describe the participants adequately. Detail the participants' major demographic characteristics, such as sex, ethnic and/or racial group, level of education, socio-economic status, etc. As a rule, describe the groups as specifically as possible, with particular emphasis on characteristics that may have bearing on the interpretation of results.
- b. **Data collection:** Describe your data collection strategy and methodology. Describe how you gather information for your project. Include your data collection timeline and a description of the research methods you used (interviews, CBAM

questionnaire, your own Likert scale questions, onelegged-interviews, observations, other artifacts). Include the questionnaire you used and who you gave it to as well as the list of interview questions you used.

- c. **Data analysis:** Describe how the collected data are analyzed and report the results of those analyses. The report should be an accurate, unbiased, complete, and insightful analytic treatment of data

3. Discussion

- a. **Conclusion:** Summarize your findings from the data you gathered and describe how they can be applied for the change or innovation.
- b. **Recommendations:** Include your recommendations to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendations to the data you collected and analyzed.

4. **References & Log of meetings and contacts with client and/or participants.** Be sure to include your meeting logs. The log can be written in the form of a reflection journal. The log should include a record of your meetings with your client or team responsible for eventually implementing an innovation or change. Be sure to keep a record of when you distributed and collected your survey (questionnaire) instruments as well as when and who you interviewed.

Web Forum Discussions (280 points)

There will be 8 required web based class discussions during the semester (25 pts. each.). All students are expected to participate. Several of the web discussions will primarily focus on your change projects and questions you may have.

Class Activities (250 points)

Your involvement in weekly activities purpose is to grow as much as possible. Students at the are expected to: 1) read assigned materials; 2) participate in class and any web-based discussions; (3) turn in assignments on due dates, and (4) keep a weekly reaction journal. Your journal entries can include comments about your research project.

Final Reflection (70 points)

The final reflection will cover material from your assigned readings as well as change models covered during lectures. The final reflection will be due during Learning Module 11. The length of the reflection paper is 3-4 pages and must be thoroughly must conform to the APA Style Manual for writing accuracy. One of your assignments during the course is to learn as much as you can about leaders and/or movements in school leadership and school reform. As you study the historical reform movements and strategies please share new sites, articles, and publications with your instructor and members of the class by posting this information on the Blackboard site.

Grading

Journal Entries - 250

Change Project Paper 100

Change project presentation 100

Class participation – 8 Web Discussions (35 each) 280

Final Reflection 70

Total Possible Points 800

A = 600 – 540; B = 539 – 480; C = 479 – 420; D = 419 - 360

17. **Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

18. TENTATIVE SCHEDULE

Learning Module	Topics/ Activities/Assignments
Learning Module 1	<p>Welcome / Introductions Overview of Course / Syllabus Readings – Module One – Forces for Change pp. 1-107 <u>Managing Change Cases and Concepts</u> and Chapters 1 and 2 in <u>Implementing Change</u> DISCUSSION BOARD AND JOURNAL ENTRY</p>
Learning Module 2	<p>Readings Module Two– Changing the Game (from Vision to Adaptation) in <u>Managing Change -- Cases and Concepts</u> Change Project Topic Approval DISCUSSION BOARD AND JOURNAL ENTRY</p>

Learning Module	Topics/ Activities/Assignments
Learning Module 3	Readings -- The People Part of Change -- Chapters 3-5 in in <u>Implementing Change</u> Research for Change Project DISCUSSION BOARD AND JOURNAL ENTRY
Learning Module 4	Readings – Module Three– Implementing Change in the Organization --<u>Managing Change Cases and Concepts</u> textbook Research for Change Projects DISCUSSION BOARD AND JOURNAL ENTRY
Learning Module 5	Readings – Leading Change Across the Organization – Chapters 6-8 in <u>Implementing Change</u> DISCUSSION BOARD AND JOURNAL ENTRY
Learning Module 6	Readings – Module Four – The Recipients of Change–in <u>Managing Change</u> Continue to develop research paper DISCUSSION BOARD AND JOURNAL ENTRY
Learning Module 7	Readings –Different Perspectives for Understanding the Big Picture of Change (Chapters 9-11) in <u>Implementing Change</u> DISCUSSION BOARD AND JOURNAL ENTRY
Learning Module 8	Readings –Module V –Leading Change: The Personal Side -- Managing Change Cases and Concepts and Chapter 12 in Implementing Change JOURNAL ENTRY
Learning Module 9	Readings –Module VI -- Managing Change Cases and Concepts DISCUSSION BOARD AND JOURNAL ENTRY
Learning Module 10	Presentations – Finalize and submit Change Project paper and presentation JOURNAL ENTRY
Learning Module 11	Final Reflection SUBMIT PRESENTATION

19. ADDITIONAL INFORMATION

REFERENCES:

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- Baldrige, V.J. and Deal, T.E., Editors (1975). *Managing change in educational organizations: Sociological perspectives, strategies, and case studies* Berkeley, Calif. McCutchan Publishing Corp. ISBN: 0-8211-0128-5
- Bennis, W.G. (1973). *The leaning ivory tower* San Francisco, Calif. Jossey-Bass Publishers ISBN: 0-87589-157-8
- Bennis, W.G. (1990). *Why leaders can't lead: The unconscious conspiracy continues*. San Francisco, Calif. Jossey-Bass Publishers ISBN: 1-55542-152-0
- Bennis, W.G., Benne, K.D., and Chin, R. (1985). 4th edition or higher. *The planning of change*. NY Hot, Rinehart and Winston ISBN: 0-03-063682-5
- Berlinger, D.C. (1995). *The manufactured crisis: Myths, fraud and attack on America's public schools*. Menlo Park, Calif. Addison-Wesley Publishing Co. SBN: 0-201-40957-7
- Carlson, R.V. (1996). *Reframing & reform: Perspectives on organization, leadership, and social change* White Plains, N.Y. Longman Publications ISBN: 0-8-13-1106-3
- Goodlad, J.I. (1984). *A place called school: Prospects for the future* San Francisco, Calif. McGraw-Hill Book Company SBN: 0-07-023626-7

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Hall, G.E. and Hord, S.M. (1987). Change in schools: Facilitating the process Albany, NY State University of New York Press
ISBN: 0-88706-347-0

House, R.E. (1974). The politics of educational innovation Berkeley, Calif. McCutchan Publishing Corp.
ISBN: 0-8211-0754-2

Jackson, P.W., Boostrom,R.E., and Hansen, D.T.(1993). The moral life of schools San Francisco, Calif. Jossey-Bass Publishers
ISBN: 1-55542-577-1

Kouzes, J.M. and Posner, B.Z. (1993). Credibility: How leaders gain and loose it, why people demand it. San Francisco, Calif. Jossey-Bass Publishers ISBN: 1-55542-550-x

Kouzes, J.M. and Posner, B.Z. (1995). The leadership challenge: How to keep getting extraordinary things done in organizations. San Francisco, Calif. Jossey-Bass Publishers ISBN: 0-7879-0110-5

Lewis, A. (1989). Restructuring America's schools Arlington, Virginia AASA (American Association of School Administrators) Publications ISBN: 87652-145-6

Lippitt, G.L., Langseth,P. and Mossop,J. (1986). Implementing organizational change San Francisco, Calif. Jossey-Bass Publishers
ISBN:0-87589-622-7

Lumby, J., (2000). Making A Difference Improving Schools and Colleges ,
University of Leicester Paul Chapman Publishing affiliate of Sage
Publications ISBN: 1853963925

Milstein, M.M., (1980) Editor. Schools, conflict, and change. NY, NY: Teachers
College Press ISBN: 0-8077-2571-4

Owens, B.G. (1987). 3rd edition Organizational behavior in education Englewood
Cliffs, N.J. Prentice-Hall, Inc. ISBN: 0-13-641093-6

Sarason, S.B. (1982). The culture of the school and the problem of change, 2nd edition

Sarason, S.B. (1990). The predictable failure of educational reform: Can
we change course before it's too late? San Francisco: CA Jossey-
Bass Publishers

Schlechty, P.C. (1990). Schools for the 21st century San Francisco, Calif. Jossey-Bass
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Schmuck, R.A., Runkel, P.J., Saturen, S.L., Martell, R.T., and Derr,
C.B., (1972). Handbook of organization development in schools
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Bacon, Inc. ISBN: 0-205-07700-5