



ETAMU

EDAD 634: Examining the Dynamics of Change and Conflict Resolution in Educational Systems

Spring 2025

INSTRUCTOR INFORMATION

Instructor: Melissa Arrambide, EdD

Office Location: Education North Building, Office #113E

Office Hours: Tuesday, Thursday – 9:00 am-4:00 pm; As Needed Upon Request

Professor's Cell Phone: 214-405-5619

University Email Address: Melissa.Arrambide@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 48 Hours or less

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

- American Psychological Association. (2019). *Publishing manual of the American Psychological Association* (7th ed.). Washington, DC.
- Hinnant-Crawford, B.N. (2020). *Improvement science in education: A primer*. Gorham, ME: Myers Education Press, LLC
- Kotter, J (2012). *Leading Change*. Cambridge, MA: Harvard Business Review Press.
- Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia: a century of public school reform*. Cambridge, MA: Harvard University Press. **ISBN-13:** 978-0674892835

Supplemental Materials (Strongly Recommended):

- Wiseman, L. (2017). *Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter*. New York: Harper Business

The syllabus/schedule are subject to change.

I highly recommend that you download and save all materials in the course you deem useful. You may not have access to the course materials by the time you take the comprehensive examinations. You will want to refer to the course materials when answering the comprehensive question for this course. There may be multiple articles and supplemental materials included in our course for your use. These will be appended into each discussion thread for your comment.

Course Description

This course is an in-depth, advanced examination of the emerging body of contemporary literature in change theory and conflict management within education organizational systems. The course includes a culminating experience with students developing their own scholarly driven change model as it applies to their education organizational context.

Prerequisites Doctoral status: EDAD 695 Min Grade C; EDAD 601 Min Grade C

Upon completion of this course students will be able to successfully construct and implement an answer to the following scenario:

Describe a change situation that you will have to face as a public-school administrator. Detail the theoretical underpinning you will use to guide the process of changing a complex institution like a public-school system. What data will you use to recognize that there is a need for change? What steps would you take, at what levels, to initiate the process? How will you monitor the change? What measures will you use to determine the success of the change initiative?

COURSE REQUIREMENTS

Minimal Technical Skills Needed

This course is conducted in a 100% online format. All of the instruction and assignments will be delivered using the D2L learning media platform and thus, some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Access to a Webcam
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from D2L (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the D2L email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc. and I will not check for your email in spam.

When sending emails be sure that you have the included your name and Course Number (EDAD 634) in the subject line.

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Instructional Methods

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

Class Participation

Given the constructivist design of the class, this course will be interactive. It is the expectation that all students participate fully for all activities and assignments in order to maximize their learning experience.

Each class may consist of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations.

In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be:

- (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
- (2) self-disciplined (spending time to be fully prepared),
- (3) eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

Assignments:

Regardless of circumstance, all assignments are due on the date specified. All assignment rubrics are found in Doc Sharing. All documents will be submitted in Word for grading.

Late work is not accepted unless prior approval received by the instructor. Points may be deducted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Reading Assignments

The assigned readings serve to provide you with strong theoretical contexts for your explorations into public education administration. The readings along with the threaded discussions allow for you and your classmates to extend your learning opportunities by seeing the concepts in the books through multiple perspectives.

Video Viewing Assignments:

The videos embedded into modules provide some alternate views of the topic under examination

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for that particular week. Note that many videos are academic in nature and correlate to the change paradigms under examination. I have also included many videos that are commercial in nature. These videos offer glimpses into the prevailing educational business marketplace and how change and conflict management are contemplated. You will get a definite feel that someone is trying to sell you something. Are you buying?

Written Assignments

A number of written assignments will be submitted by students. These may be essays, journal entries, power point presentation, interview report, and/or a reflection paper. Students are to follow the APA 7 writing format. All assignment must have a title page and a reference page if scholarly work is cited or referenced.

Student Responsibilities or Tips for Success in the Course

This course is organized by modules/units based on the dynamics of change and conflict resolution. Some topics may be studied across multiple weeks. All assignments due the assigned timeframe must be submitted by the posted due date. The calendar found in this course describes the modules found in each week of the 15-week course. Be sure to adhere to deadlines. This is a reading intensive course. I recommend you read ahead if at all possible.

What to Do First

Download syllabus, then open and read the Introduction module. Careful reading of the weekly announcement is strongly recommended as any changes, updates, and important areas of information will be noted.

How to Proceed with Class Activities Each Module

1. Access and follow all course instructions found in the unit content area of the D2L course (left navigation bar).
2. Read the assigned readings, links, and other resources provided in the syllabus and in the D2L units. Links to documents are provided in the module units.
3. Respond to class questions or posted discussion board questions using the D2L discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of D2L. Each discussion will have its individual link on the left navigation bar.
4. Complete and submit assignments electronically using the D2L drop box tool/tab located in the toolbar at the top of the D2L course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via D2L modules. Instructions and rubrics are found in DocSharing.
5. View links, briefs, and PowerPoints as assigned.
6. Complete the course assignments according to the instructions provided in this syllabus and the D2L module content.

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Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 634. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubrics provided.

GRADING

Student Performance Evaluation: Evaluation will be based on successful completion of each of the performance expectations. Each expectation has been assigned a percentage of points towards the total on which the final course grade will be based.

Major Deliverables	30 %
Discussions	30%
Weekly Assignments	25%
Book Reflection	15%

FINAL GRADE will be based on the following scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Assessments

Threaded Discussions:

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

These are the discussion board topics you will read about and respond to at least twice weekly. These are the activities that will allow us to build our knowledge of topics collectively as a learning community. You will receive grades for only select postings, so plan accordingly. I will read and respond to select postings and try and share the flavor of the themes I see emerging. I suggest you do the same thing as you expand your professional

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understanding! Also, it will help you develop tools you will use during your comprehensive examinations. Please see the instructions under the Discussion tab in the Modules. Late discussion postings will not be accepted.

Discussion Thread Criteria:

Some characteristics we consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post (thread) early in the module/session (by the first Saturday of the Module at the latest), and your subsequent responses to the posts of other learners at timely intervals within the duration of the module/session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. Demonstrate the ability to respond to questions effectively.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief — keep each post and response to one or two short paragraphs. Remember, your fellow learners will be reading and responding to you, too.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic. Demonstrate the ability to relate the concepts presented to personal and professional experience by using examples from everyday practices.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate and citing using APA 7), supporting your statement with concepts from the readings or by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray). Try to use quotes from the articles that support your postings. Include page numbers when you do that.
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors. Use proper etiquette (proper language, typing, etc.).

Problem Based Learning Activity

For the PBL, the student is to envision a situation (real or hypothetical) in which a major change had to be made, or will need to be made, in an institution of education. Using the application of the PDSA cycle, the project will be completed in sections throughout the course of the semester, evaluated by peers and submitted for final grade assessment at the close of the semester. The end product will incorporate the following aspects:

- *Describe a change situation that you will have to face as a public-school administrator.*

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- *Detail the theoretical underpinning you will use to guide the process of changing a complex institution like a public-school system.*
- *What data will you use to recognize that there is a need for change?*
- *What steps would you take, at what levels, to initiate the process?*
- *How will you monitor the change?*
- *What measures will you use to determine the success of the change initiative?*

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

Email is the primary mode of communication that will be used in this course. I will attempt to answer emails within 24 hours. Please be sure that the email you have listed with TAMUC is the one you wish to use. D2L uses the MyLeo email that was provided to you upon admittance to the University, unless you have changed your primary email through the system. If you send an email and do not receive a response within 24 hours, call or text me at 903-574-0792 and I will get back with you within a few hours. Please note...I do not respond to email on weekends or holidays but will get back to you on the next business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Citizenship:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures. Conduct)

Late work:

Late work is NOT accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, EDAD 671 Online Course Syllabus – MacDonald - 6/5/2010 12

1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Attendance:

*This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. **The quality of your contributions and regular participation in weekly activities will be considered attendance.** It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to keep current. If we do synchronous sessions via ClassLive PRO, **these sessions will not be required.***

Scholarly Expectations:

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All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further,

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an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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