

California State University San Marcos
College of Education

EDLD 720 - Leadership for Organizational Change
4 Quarter Units -- Fall 2009

Instructor: Harry Weinberg, Ed.D.
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Class Site: CSUSM University Hall 444
Class Sessions: Sept 25 and 26; October 16 and 17; November 6 and 7; December 4 and 5.

Course Description

Presents multiple theories of organizational change, explore group processes and identify models of decision-making, and analyze human motivation theories. Establishing and nurturing purpose driven organizations, while dealing with competing demands, will be discussed.

A major emphasis will be made on people as agents of change and creating high quality ethical and productive work places where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

Course Prerequisite

Admission to the joint doctoral program and consent of Program Coordinator.

Student Learning Outcomes

- Listen, reflect, and engage in critical conversations about the books we read and our experiences in organizations;
- Demonstrate through oral and written contributions a knowledge of organizational change processes, as presented in theoretical and empirical articles;
- Examine, explore group processes, identify models of decision-making, and analyze human motivation theories;
- Explore the leader's role as "change agent" aligned with the responsibility of creating high quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization;

Required Text

School Leadership & Administration-Groton, Alston, and Snowden 7th edition
(6th edition is acceptable)

Esprit de Corps Attitude Expectations

Modeling Leadership While Learning

Learning within a cohort group is a model of relational leadership. The quality and depth of each person's learning depends on the full participation of all members of the cohort. It is our expectation that you attend all cohort classes and read and study so you are prepared to contribute to class discussions. We also expect that all course requirements will be completed on time. In addition to our "brick and mortar" class meetings, this course requires independent and collaborative on-line work.

Students are expected to have access to a wireless laptop computer, **which is to be brought to each class session.**

A Safe Place to Learn

Learning is both an individual and a collaborative endeavor. The classroom environment must provide emotional, psychological and physical safety for all participants. Misunderstandings and intentional acts which negatively impede the ability of each student to participate in a full manner can occur in the learning environment.

In order to provide an environment conducive to the academic success of all students, CSUSM has a formal policy regarding harassment. The policy states that conduct considered to be harassing in nature "has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile or offensive work or educational environment." Under most circumstances, harassment refers to the type of conduct that is pervasive, repetitive, and that is sufficiently severe to alter the conditions of an employee's employment or a student's education or employment. It also may refer to a single incident that is sufficiently outrageous or harmful, in and of itself, that it substantially alters the conditions of an employee's employment or interferes with that individual's ability to perform job related responsibilities.

If a student is the recipient of this type of behavior or witnesses this type of behavior, he or she is encouraged to address it in the manner described in the CSUSM procedures located at <http://www.csusm.edu/par/>

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This will be met in this course through written assignments.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

A copy of the College of Education *Academic Integrity Policy* is located at the end of the syllabus.

CSUSM College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Attendance Expectations

Students must participate in 80% of the face-to-face and on line sessions to receive credit for this course. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. The instructor and student will discuss an acceptable substitute for the missed class session.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Program Handbook

Students should refer to the *Education Doctorate (Ed.D.) in Educational Leadership Handbook* for information on program issues. Students are encouraged to contact, in a timely manner, appropriate staff or faculty when a question or concern arises.

Course Requirements and Student Assessment*

1. Actively contribute to and participate in class sessions.
2. Case Study Analysis
3. Book Reports
4. Paper on Organizational Change
5. Final Paper

*Details for each assignment will be presented in class.
Changes in the syllabus may be made as the course progresses.

Tentative Schedule

6 p.m., Friday, September 25, 2009

1. Introduction and Course Overview
2. Final paper Requirements
3. Explain Book Reports
4. Significant Change Exercise
5. Transformational Leadership Presentation
6. Discussion and Questions

9 a.m., Saturday, September 26, 2009

1. Finish Leadership Presentation
2. Finalize Book Report Schedule
3. Introduce Case Study Analysis
4. Leadership Applied to Current Issues
 - a. No Child Left Behind (NCLB)
 - b. Educating Undocumented Students K-16
 - c. School Choice and Vouchers
 - d. Merit Pay
 - e. Charter Schools
 - f. Organized Labor in the K-16 setting
 - g. Personnel Selection
 - h. Influence of Vendors
 - i. Finances and Student Fees
 - j. Courts and the Schools-K-16
5. Video Presentation
6. Assign Case Study: To Be Emailed to Instructor by 5 p.m. October 9, 2009

6 p.m., Friday, October 16, 2009

1. Review Case Study
2. Two Book Reports
3. Continue Current Issue Discussion

9 a.m., Saturday, October 17, 2009

1. Three Book Reports –(Two in Morning Session, one in Afternoon Session)
2. In Basket Exercise
3. Explain Paper on Organizational Change—To Be Emailed to Instructor by 5pm, Oct. 30, 2009
4. Current Issues Discussion

6 p.m., Friday, November 6, 2009

1. Two Book Reports
2. Review Organizational Change Papers
3. Continue Current Issue Discussion

9 a.m., Saturday, November 7, 2009

1. Three Book Reports (2 in the Morning Session, 1 in the Afternoon Session)
2. Catch Up and Current Issue Discussion

6p.m., Friday, December 4, 2009

1. Guest Panel Discussion
2. One Book Report

9a.m., Saturday, December 5, 2009

1. Two Book Reports in Morning Session
2. Leadership Simulation
3. Current Issues
4. Presentation--Leadership Strategies for Success Today
5. Final Paper Review and Reminder
6. Wrap up Discussion and Questions

COE Graduate Program Academic Honesty Information

CSUSM has an academic honesty policy. All students are required to adhere to the policy and instructors have responsibilities to enforce the policy.

Academic honesty includes the ethical responsibility to appropriately reference and cite the work of others. In addition to the ethical considerations, the work of others is intellectual property and, as such, is protected copyright law.

Plagiarism is a special type of violation of academic honesty. It is the using others' ideas and words without clearly acknowledging the source of that information." [1]

The CSUSM General Catalog specifies plagiarism as:

1. not giving proper credit for ideas, words, or "specific substance of another's work,"
2. claiming authorship on a group project without actually doing the work,
3. claiming someone else's artistic or scholarly work as your own.

Graduate level writing often requires the quoting, summarizing and paraphrasing of text from published works. This is a complex process. To assist students in appropriately citing the work of others and avoiding situations where citations and references are not provided in the appropriate manner, a list of resources has been compiled for student use.

These resources will assure that students have the tools to avoid unintentional violations of the academic honesty policy.

Resources

APA Manual - Current Edition - Be cautious using internet sources for APA style because they may reference earlier edition rules or may have incorrect information.

Plagiarism Prevention for Students - This resource provides self tutorial and self- check quizzes to ensure understanding of basic principles. <http://library.csusm.edu/plagiarism/>

Turn It In - This tool is available to faculty and students may be provided access by their instructors. It assists in identifying passages in your writing that is similar to the original work others. This will assist you in identifying un-cited work of others and afford you the opportunity to properly cite it.

www.turnitin.com

Citation Machine - This tool provides a way to check if your citations are in APA style.

www.citationmachine.net

Consequences of Violating the Academic Honesty Policy

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, *California Code of Regulations*, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.