California State University
SAN MARCOS

UCSD

Course Number	EDLD 720
Course Title	Organizational Change
CRN	43337
Days	See Schedule Below
Time	See Schedule Below
Course Location	Online and University Hall 441
Semester / Year	Fall 2015
Instructor	Anthony Rosilez, Ph.D., J.D.
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Office	UH 424
Hours	Mondays & Tuesdays, 3-4 PM & By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

The leadership role of "savvy change leader" requires a deep knowledge base of human nature and organizational dynamics, as well as the courage to ask hard questions and the stamina and tenacity to pursue enlightened solutions to complex issues.

This course presents multiple theories of organizational change, explores group processes and identifies models of decision making, and analyzes human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with completing demands, will be discussed. A major emphasis on people as agents of change and creating high quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

Course Prerequisites

Admission to the university and the Joint Doctoral Program

Course Objectives

- Develop the "change savvy" leadership knowledge and skills needed to guide organizational change.
- Learn about the nature of change in educational organizations.
- Explore the human factors at play during change in educational organizations.
- Learn how to reduce the resistance to and increase the motivation for change.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

- Brafman, O. and Beckstrom, R.A. (2006) *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations.* New York, NY: Penguin Books.

- Individual organizational change books already assigned.

- Additional on line resources which will be provided.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Program Student Learning Outcomes (PSLO)

By the end of the JDP program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

Course Student Learning Outcomes (CSLO)

 The information in parentheses after each CSLO indicates the PSLO that the CSLO supports.

Students will be able to:

CSLO 1: Skillfully use the vocabulary and apply the concepts of organizational change verbally and in writing. (PSLO 1,2,3,4)

CSLO 2: Apply organizational change concepts to specific issues in the student's workplace;
(PSLO 1,2,3,4)

CSLO 3: Articulate the leader's role as "change agent" in order to advance the vision, mission and values of educational organizations.

To be successful in this course, students should plan on six hours of study and preparation time each week, in addition to the time in class.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 2,500 words. This requirement will be met through course assignments.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?
In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

The following factors will be considered in determining a final grade:

- Actively contribute to and participate in class sessions and on line activities. (40%)
- Complete all written assignments. (35%)
- Complete the end of course paper: Action Plan for Change. (25%)

Grading Standards

The grading standards for the JDP program are located in the JDP Handbook on pages 7-8.

Policy on Late/Missed Work

All assignments must be submitted on or before due dates and times.
Students will be expected to complete all course requirements according to established deadlines and expectancies of graduate level students. Any assignment turned in late will receive a reduced grade.

SCHEDULE/COURSE OUTLINE

EDLD 720: Organizational Change
Fall 2015

Date All Saturday classes meet 9 AM-4 PM	Topic	Assignment Consult Cougar Course for details of assignment.
Session 1 On Line Week of September 28	Organizational and Leader Integrity: Aligning Values With Actions	Locate and review your Organizational Guiding Statements - vision, mission, values. Watch Sinek's *Golden Circle* TED Talk (18 mins.) and complete note taking/reflection guide. Bring a hard copy of the completed guide to Session 2. For Session 5: Begin reading *The Spider and the Starfish*. Complete the note taking/reflection guide as you go. It is available in the Session 1 section of CC. Upload in CC by November 5.
Session 2 October 10	A Compendium of Organizational Change Tools - Human Behavior and Motivation	Bring two sets of the vision, mission, values statements for your organization. One is for me and you will use the other during class. Bring a hard copy of your note taking/reflection guide for Sinek's TED talk.
Session 3 October 10	A Compendium of Organizational Change Tools - Group Processes and Purpose Driven Organizations	No preparation for this class.
Session 4 On line Week of October 12	The Knowing Doing Gap	Read the three "gap" articles posted in CC. Write a 2 page reflection on the content of the articles. The prompt, posting, and response information is in CC. Write a one paragraph description of the issue you will be addressing in your action plan. The prompt and posting information is in the CC.

Date All Saturday classes meet 9 AM-4 PM	Topic	Assignment Consult Cougar Course for details of assignment.
Session 5 October 24	A Compendium of Organizational Change Tools - Decision Making Models	Watch *Everyday Creativity*. Complete note taking/reflection guide. Bring a hard copy to class.
Session 6 October 24	Organizational change and distributed leadership models.	Complete reading of *The Starfish and the Spider* and complete note taking/reflection guide. Upload in CC by November 5.
Session 7 November 2-6 One-on-one's by appointment	Reflection-In-Action Skills	Complete *Values In Action* activity. http://www.viacharacter.org/www/About-Institute#nav Complete prior to your 1:1.
Session 8 November 21	Leading Multiple Generations	Read HBR article posted in CC. Explore all hyperlinks. Complete note taking/reflection guide. Bring a hard copy to class. Seven presentations of individual books.

Date All Saturday classes meet 9 AM-4 PM	Topic	Assignment Consult Cougar Course for details of assignment.
Session 9 November 21	Influencing the Minds and Hearts of Allies	Read HBR article posted in CC. Explore all hyperlinks. Complete note taking/reflection guide. Bring a hard copy to class. Eight presentations of individual books.
Session 10 December 1 6-9 PM	Advice from alumni over dinner.	Bring a good appetite and a curious mind.

Changes in the syllabus may be made as the course progresses.

NOTES: