EDCO 286: Theory of Organizational Change
Thursday 4:00-6:45
Room: Sweeney Hall 435
Fall 2014

College of Education Mission:
The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex global community.

Counselor Education Program Mission:
The mission of the Counselor Education program is to prepare guidance and counseling candidates who will enhance equity and excellence for all students.

EDCO Professional Dispositions
Disposition #1: Respect for all forms of Diversity
Disposition #2: Equity & Excellence for all Students
Disposition #3: Life-Long Learning
Disposition #4: Ethical & Professional Practice
Disposition #5: Democratic & Reflective Practice

Instructor
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Office Hours
Office Hours by Appointment
Sweeney Hall 416

Course Description
This course is designed to give graduate students an overview of Organizational Change within school and community settings. We will look at models and skills needed to support change as it applies to: self; individual students; classroom challenges; school site systems; and districts/communities. Students will examine key concepts and skills that support change and apply these concepts and skills to various situations. Students will come to understand the importance of leadership in the change process and examine their own strengths in developing leadership skills. Students will learn to apply these concepts and skills in the design and planning of a change intervention.

Course Objectives

1. To develop an understanding and awareness of organizational change.
2. To acquire models, processes, and skills to support change for self, for students, staff and organizations.
3. To understand the importance of leadership in the change process and examine your own leadership skills.
4. To demonstrate a basic understanding that in every person and in every organization, something is working and change can be managed through the identification of what works and the analysis of how to build upon it.

Required Textbooks

Developing The Leader Within You
John C Maxwell
Thomas Nelson Publishing

Recommended Reading
Leadership Secrets of Attila The Hun
Wess Roberts, Ph. D.
Warner Business Books

The Thin Book Of Appreciative Inquiry
Sue Annis Hammond

The 21 Indispensable Qualities of A Leader
John C. Maxwell

The World Is Flat
Thomas Friedman

Social Intelligence
Daniel Goleman

Preparing Students For Their Future
Willard R. Daggett, Ed.D.
International Center for Leadership in Education

The 7 Habits of Highly Effective People
Stephen Covey

Switch: How To Change Things When Change is Hard
Chip Heath and Dan Heath

Schedule for Weekly Readings and Assignments

August 28:

Introduction & Course Expectations
- Introduction to the course and to each other
- Overview of Educational Change-Willard Daggett
- Review the course syllabus
- Discuss the Final Project

Assignment
- Chapter 1 and Complete action steps on page 17-18

September 4:

Leadership and Change
- The definition of leadership
- The Five Levels of Leadership
- Quickwrite on change experience
- Thomas Friedman’s view of Educational change

Assignment
· Read chapter 2 from Maxwell
· Complete pages 26-27
· Be prepared for group discussion on the Pareto Principle
· Bring in your job description and the mission statement from your worksite

September 11: Priorities
· The Pareto Principal and why lion trainers use stools
· The 3-R’s-Why are they important?
· Purpose and Mission Statement

Assignment
Read chapter 3 from Maxwell

September 18: Leadership and Integrity
· The Importance of Congruency
· Assignment
· Read chapter 4 from Maxwell
· Write out assignment on page 50-How have you changed?
· Read Rick Mauer-“The Why” article

September 25: Why People Resist Change
· Why is “The Why” so Important?
· Assignment
· Read chapter 5

October 2: A Change Model...THE STUDENT SUCCESS TEAM

October 9: The SST Live

October 16: PACT: People Acting in Community Together
· PACT and Change

Assignment
Read Nelson Mandela’s Rules of Leadership
October 23:  Nelson Mandela's Leadership Rules  
College Going Culture

October 30:  Cornerstone and Developmental Assets

November 6:  Prepare for Exam

November 13:  Exam

November 20:  How to Change When Change is Hard

November 27:  No Class/Thanksgiving

December 4:  SST Presentations—Final Projects Due

Course Requirements and Grading

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>School/Community Visitation</td>
<td>10</td>
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<tr>
<td>Exam</td>
<td>50</td>
</tr>
<tr>
<td>The Final SST Project</td>
<td>30</td>
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<tr>
<td>Total Points Possible</td>
<td>100</td>
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**Lectures and Class Participation**

I do ask that you function in the class as a professional. **Class attendance is very important. I ask that you be on time and come prepared. PLEASE NO TEXTING!** If you are enrolled in EDCO 292 or working as a school counselor, teacher, or in an agency, your work experience that relates to organizational change will be important to our class discussions. As “real” material related to your work is confidential, any class discussion or examples must not be identifiable as to school, agency, or the particular people involved.

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**a) Academic Integrity Statement:** "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work." Faculty are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found on [http://www2.sjsu.edu/senate/S07-2.pdf](http://www2.sjsu.edu/senate/S07-2.pdf)

**b) While statements and policies about academic integrity are important elements of any university's teaching and learning practices, for our purposes these are situated within a broader discussion about ethics. The development of one's professional practice, and the professional community more generally requires a living conversation and ongoing reflection about what constitutes good and ethical behavior and judgement. Additional resources for consideration include: APA Ethics Office: [http://www.sjsu.edu/senate/S07-2.pdf](http://www.sjsu.edu/senate/S07-2.pdf)


**c) Campus policy in compliance with the Americans with Disabilities Act:** "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability." See [http://www.sjsu.edu/senate/S97-10.pdf](http://www.sjsu.edu/senate/S97-10.pdf). It is not only my duty, but also my pleasure to assist.
d) Changes in Content-Students will participate in deciding course content, and the professor will make changes to support student learning and engagement, giving as much notice as possible. Guest speakers and alternative meeting locations (e.g. library, campus event) will be part of the course experience.

e) SJSU Academic Senate Policy requires the following to be included in syllabi: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.