



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

Department of  
Education Educational  
Leadership Program

**EDUC 374 (3 units) Organizational Culture and Change**

Course Meeting Dates and Location: Tuesday 5:00-8:00 pm,  
Guadalupe Hall 201  
Winter, 2019

Instructor: Dr. Quintin L. Robinson

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Guadalupe Hall, Room 235

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Office Hours: Monday, Tuesday, Wednesday – 10:00-2:00 And by appointment

### **Mission and Goals of the Department of Education**

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, the core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

The Department of Education's faculty, staff, and students share the following goals:

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

### **Course Description**

This course explores current issues with regard to organizational culture and change and how change has a direct effect on how the community leader moves the organization forward. Topics to be explored include how organizational culture influences such things as making staffing decisions, using data driven professional development, understanding the barriers to organizational reform, managing and changing culture, understanding governance structures for public and private schools and other organizations, and creating principles of equity, diversity, inclusivity, accountability as well as researching future educational visions.

## Course Objectives

Upon completion of the course, students will know and be able to do the following:

1. Facilitate the development and implementation of a shared vision for growth and health of the organization that results in accomplishment of its goals. (CAPE 1C.2; CACEs A7, 8, 9, 10, 11)
2. Shape a collaborative culture. (CAPEs 2B.1, 2, 3; CACEs B16, 28, 31, 32)
3. Make decisions and behave in ways that demonstrate professionalism, ethics and integrity.

See the Administrative Services Credential Program Standards Handbook, June 2016 in the Course Materials Module in Camino for the full description of the CAPEs and CACEs associated with the course objectives. <https://camino.instructure.com/courses/25646/pages/course-materials>.

## Learning Goals/Candidate Competencies

The mission of the Preliminary and Professional Clear Administrative Services Credential Programs is to educate students who are committed to social justice. Our goal is to ensure that future administrators act effectively (competence), have the determination to reason morally (conscience), and the capacity to build community by having, and showing compassion to everyone in the school community.

### **Students who earn their credential/s at Santa Clara University are ready to:**

*(Based on the California Professional Standards for Education Leaders (CPSELs) and the Department of Education Learning Outcomes)*

- 1. Develop a shared vision, mission, and goal for their community.**
  - A. Define and refine their personal vision of education,
  - B. Develop and communicate a vision with all constituencies
  - C. Develop and document school mission, goals and planning processes
- 2. Ensure a safe school environment for students, faculty, and staff.**
  - A. Understand and develop policies for a safe school environment,
  - B. Examine student management policies and procedures for equity,
  - C. Examine and value the goals of diverse cultural groups, families, and communities in school management practices,
  - D. Work effectively with multiple systems, parents, and other professionals to create safe, effective learning environment
- 3. Collaborate with stakeholders, families, teachers, and the larger community to support students' and school/district success.**
  - A. Build consensus among diverse stakeholders in a school community
  - B. Articulate and apply principles of systems management and organizational development
  - C. Build community partnerships in diverse communities
  - D. Collaborate and participate in interdisciplinary teams with parents and professionals across systems,
- 4. Maintain ethical and legal standards of professionalism and model reflective practice and continuous growth.**

- A. Identify significant school issues from law, policy, politics, and ethics
- B. Appropriate, confidential analysis and response to school legal issues
- C. Understand fundamental legal and constitutional framework of American education at federal and state level
- D. Use tools of social science and educational research for reflection and improvement of educational practice

**5. Improve and guide in the implementation of instructional practices that are supported by multiple forms of assessment data.**

- A. Design, implement, and evaluate a program of standards based instruction,
- B. Design, implement, and evaluate differentiated instruction
- C. Use technology for accountability systems
- D. Create and analyze a school plan with appropriate actions
- E. Effective design and use of demographic, perception, student learning, and school processes data for continuous improvement in schools
- F. Practice is guided by research and reflection
- G. Evidence of effectiveness with students with special needs, who are English learners, and who have alternative needs

**6. Advocate a school culture that ensures equity for every student and all members of the school community.**

- A. Include family in school-community partnerships
- B. Leverage community resources
- C. Professional leadership including shared decision-making, problem solving, and conflict management
- D. Create and maintain a welcoming school environment
- E. Recruitment, monitoring, and retention of faculty and staff
- F. Legal and contractual agreements that foster professional work environments
- G. Advocate equity from engaged reflection based in research

## **California Standards**

As we move forward with this course we will use the California Administrator Performance Expectation (CAPE), the California Administrator Content Expectations (CATE) along with the California Professional Standards for Educational Leaders (CPSEL) to inform the lecture and our discussions. In addition, you will also notice our course objectives are linked with to the standard. All assignment will require that you use the standards reach the final outcome of the assignment.

The standards serve as a sounding board, a guide and a clear example of how we should carry out our duties as future school leader. I attached a link to the 2017 Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators. Please open the link and read the document in its entirety.

Link: CAPE/CPSEL Aligned Standards

<http://www.ctcexams.nesinc.com/Content/Docs/2017-cape-and-cace.pdf>

# California Professional Standards for Education Leaders(CPSEL) 2014

## **STD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**

**Education leaders facilitate the development implementation of a shared vision of learning and growth of all students.**

### **1A: Student--Centered Vision**

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

### **1B: Developing Shared Vision**

Leader engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

### **1C: Vision Planning and Implementation**

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals

## **STD 2: INSTRUCTIONAL LEADERSHIP**

**Education leaders shape a collaborative culture of teaching and learning informed by professional standard and focused on student and professional growth.**

### **2A: Professional Learning Culture**

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

### **2B:Curriculum and Instruction**

Leaders guide and support the implementation of standard-based curriculum, instruction, and assessments that address student learning.

### **2C: Assessment and Accountability**

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

## **STD 3: MANAGEMENT & LEARNING ENVIRONMENT**

**Education leader manage the organization to cultivate a safe and productive learning and working environment.**

### **3A: Operations and Facilities**

Leaders provide and oversee a functional, safe, and clean learning environment.

### **3B: Plans and Procedures**

Leaders establish structures and employ policies and process that support students to graduate ready for college and career.

### **3C:Climate**

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical need of each learner.

### **3D: Fiscal and Human Resources**

Leaders align fiscal and human resources and manage policies and contractual agreement that build a productive learning environment.

#### **STD 4: FAMILY & COMMUNITY ENGAGEMENT**

**Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

##### **4A: Parent and Family Engagement**

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

##### **4B: Community Partnerships**

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

##### **4C: Community Resources and Services**

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

#### **STD 5: ETHICS & INTEGRITY**

**Education leaders make decisions, model, safe, and behave in ways that demonstrate professionalism ethics, integrity, justice, and equity and hold staff to the same standard.**

##### **5A: Reflective Practice**

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

##### **5B: Ethical Decision-Making**

Leaders guide and support personal code of ethics that requires continuous reflection and learning.

##### **5C: Ethical Action**

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to constantly make fair and equitable decisions on behalf of all students.

#### **STD 6: EXTERNAL CONTEXT & POLICY**

**Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.**

##### **6A: Understanding and Communicating Policy**

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment

##### **6B: Professional Influence**

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career

##### **6C: Policy Engagement**

Leaders engage with policy maker and stakeholders to collaborate on education policies focused on improving education for all students

## Recommended Text and Readings

Lencioni, P. (2012). *The advantage: Why organizational health trumps everything else in business*. San Francisco, CA: Jossey-Bass.

See course outline and schedule for additional course readings.

- Additional required readings will be available in the EDUC 374 Organizational Culture and Change Learning Management System: Camino/Canvas (<https://camino.instructure.com/courses/25646/modules>) in Topic Modules.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.).

Washington, DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The elements of style* (4<sup>th</sup> ed.). New York, NY: Longman.

Administrative Services Credential Handbook [CTC-Admin-Handbook-2016 \(2\).pdf](#) (see Course Materials Module in Camino)

California Professional Standards for Education Leaders (CPSEL) [CPSEL-booklet-2014.pdf](#) (see Course Materials Module in Camino)

School of Education and Counseling Psychology Graduate Bulletin (2016-2017).

Santa Clara University. [https://www.scu.edu/media/ecp/student-services/policies/SCU\\_SECP\\_GradBulletin\\_2016-17\\_FINAL.pdf](https://www.scu.edu/media/ecp/student-services/policies/SCU_SECP_GradBulletin_2016-17_FINAL.pdf)

## Course Requirements and Grading Criteria

### Course Standards and Grading Policy

1. All written assignments must reflect graduate-level standards.
2. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

<b>A</b>	94-100%	<b>C+</b>	77-79%
<b>A-</b>	90-93%	<b>C</b>	74-76%
<b>B+</b>	87-89%	<b>C-</b>	70-73%
<b>B</b>	84-86%	<b>D+</b>	67-69%
<b>B-</b>	80-83%	<b>D</b>	63-66%

- With regard to assignments that are completed in groups, all members of the group will receive the same grade, unless otherwise stated.
- Final grades will reflect students' contributions (e.g., attendance, class participation, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
- All assignments are expected to be submitted by the due date. Assignments will be submitted by hard copy in class. Unless special arrangements have been made beforehand, late assignments will not be accepted.

- Final grades will be based on a 100-point total. The distribution of points across assignments, attendance and participation is as follows:
- Completion of all readings, including everything handed out and/or posted on Camino. This includes knowledge of all technical vocabulary necessary for the field.
- Completion of all in class assignments or exercises. If an in class assignment or exercise is missed because of an absence, it must be made up. Active participation in all class activities, including note taking and study of all concepts. Whether attendance is online or in person, the activities for the session must be completed.
- Completion of all Camino assignments, short reflection papers, and signature assignments 1-3 as indicated in course outline. Assignments 1-3 are detailed below in the Assessment section and will also be clarified in class. Brief Camino assignments may follow class to support and extend class learning.
- Class activities require the use of a laptop computer or tablet and access to the internet with a SCU ID and required software installed.

### **Course Assessment**

• Attendance	10%
• Class Participation	20%
• Case Studies (three case studies)	30%
• Final Assignment	40%
	100%

## WRITING RUBRIC

	<b>4-EXEMPLARY</b>	<b>3-PROFICIENT</b>	<b>2-MARGINAL</b>	<b>1-UNACCEPTABLE</b>
<b>INTEGRATION OF KNOWLEDGE</b>	The paper demonstrates that the writer fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights and there is a synthesis of ideas.	The paper demonstrates that the writer, for the most part, understands and has applied concepts learned in the course. Some of the conclusions are not supported in the paper.	The paper demonstrates that the writer, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the writer has fully understood and applied concepts learned in the course.
<b>TOPIC FOCUS</b>	The topic is focused narrowly enough for the scope of this assignment. The thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of the assignment.	The topic is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	In depth discussion and elaboration in all sections of the paper.	In depth discussion and elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>COHESIVENESS</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Writer demonstrates an understanding of the relationship among materials obtained from all sources	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Writer demonstrates an understanding of the relationship among materials obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow. The write does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Heading are necessary to link concepts. Writing does not demonstrate understanding of materials, or lectures.
<b>SPELLING AND GRAMMAR</b>	No spelling and or grammar mistakes	Minimal spelling and or grammar mistakes	Noticeable spelling and grammar mistakes	Unacceptable number of spelling and or grammar mistakes

**Course Outline and Schedule**  
(Schedule is Subject to Change)

<b>DATE</b>	<b>DISCUSSION TOPIC</b>
Session One 1/8/2019	<b>Review Syllabus/ Establish Norms Course Expectations/Welcome Understanding the Organization Why Does leadership Matter?</b>
Session Two 1/15/2019	<b>Understanding the Organization Why Does Leadership Matter? Matter? ....Continued</b>
Session Three 1/22/2019	<b>Organizational Culture</b> <i>Take Away Assignment</i>
Session Four 1/29/2019	<b>Organizational Culture...Continued</b>
Session Five 2/5/2019	<b>Managing, Leading and Understanding Organizational Change</b> <i>Take Away Assignment</i>
Session Six 2/12/2019	<b>Motivation, Commitment Team Dynamics</b>
Session Seven 2/19/2019	<b>Conflict and Negotiation</b> <i>Take Away Assignment</i>
Session Eight 2/26/2019	<b>Decision Making and Problem Solving</b>
Session Nine 3/5/2019	<b>Creative and Innovative Leadership Building Capacity Through Relationship</b>
Session Ten 3/12/2019	<b>Bringing it all together</b> <i>Final Assignment Due Sharing Personal Thoughts</i>
Session Eleven 3/19/2019	<b>Finals Week</b>

## **6. Additional Information**

### **Academic Integrity**

As in all institutions of higher learning, academic ethics is an important part of the university ethos. At Santa Clara University, if a student is guilty of a dishonest act in an examination, course paper, or other required work for a course, or assists others in such act, they are subject to disciplinary action. In this course, you will be asked to certify that each submission is your own work, and has been completed within the norms of academic integrity. In this course, any student who engages in plagiarism, cheating, or any dishonest act in a test or examination, assignment, problem set, or course paper, or any other required work for this course, or who assists others in such an act, will receive a grade of “F” for the course and will be referred for University disciplinary action, which action could include dismissal. Further information is available at the university website:

<http://www.scu.edu/studentlife/resources/academicintegrity/>

### **Academic Integrity**

The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University’s academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

### **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

### **Confidentiality & Professionalism**

Our learning community is a respectful and safe space to grapple with complex intellectual and social issues in education. Collaboration and communication are essential to your growth and success in this course. While we will handle conversations and data with discretion, please be aware that there is no assumption of confidentiality. Comments shared on Camino as well as in class should reflect the professionalism and

integrity expected of a graduate level practitioner scholar. Please speak with me if you have any questions or concerns regarding this matter.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

### **Requirements for written work**

1. Use APA as the standard style manual for academic papers. Use Google if you are not familiar with APA standard style requirements: [APA Writing Format - How to Write Academic Papers in APA](#). Excerpts: One-inch margins on each side of the paper and Times New Roman, 12 point font. Footnotes for electronic sources must be very specific, including functioning links embedded in the student's submitted work. Consider buying the very helpful *Concise Rules of APA Style* – it is a resource that will prove useful for all of your courses in this program. The reference details are above under recommended reading.
2. Adherence to formal grammar and spelling is required. (Advice: Be sure to use spell check.) Note: SCU provides free writing assistance.
3. For prose documents, use “Word” for all submissions, not “keynote” or other software.
4. Written work may be screened for plagiarism by commercial software provided automatically by Camino. Please adhere to the standards of integrity when submitting your work. For more detail, see the section of this syllabus titled, “Academic Integrity.”
5. Written homework that is sequenced to be done after one given class session is due one hour before the immediately next class session is scheduled to begin. The only exception to these deadlines is the end of the course presentation which has its own deadline.

Any extension of a normal deadline must be approved in writing by the instructor at least 24 hours before the deadline, or the grade on the late submission will be reduced by one half of a grade for each day overdue.

### **Resources for Students with Disabilities or Special Needs**

Santa Clara University values all learners, and it is important to me that all students feel welcomed, supported, challenged, and included in our learning community. If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon

as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

### **Support for Written Assignments**

Any students who are experiencing difficulty meeting this course's expectations for written work can receive support at SCU's Writing Center, called "The HUB." The Writing Center is located in Room 22 of the Benson Center. Drop-in tutoring is available Sundays– Thursdays from 3:00 p.m. to 11:00 p.m. Some of the writing tutors at The HUB have experience and/or specialized training in working with non-native English speakers. Please see the Writing Center website at <http://www.scu.edu/provost/writingcenter/> for more information.

### **Support for Reading, Research and Beyond**

Please avail yourself of the incredible resources offered to you in the Santa Clara University Library. The Learning Commons Building and Help Desk are staffed from early in the morning until late in the evening, making it possible for working professionals to access services. Additionally, there is 24/7 online help from live librarians via the webpage (under Contact Us, click Ask A Librarian, and then Chat with a Librarian.) <http://www.scu.edu/library/>

















