

Department of Educational Leadership and Policy Studies

College of Education
PARTNERS for the
FUTURE



EDAD 6340 K-16 Organizational Theory Research

Fall 2013

Instructor Information:

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Course Information:

Course Title:	K-16 Organizational Theory Research
Course Number:	EDAD 6340.001
Semester:	Fall 2013
Course Location and Time:	TH 111, 5:30pm

Catalog Description: In depth study of theories of organizing, the ways in which they are evidenced in educational organizations and the ways in which they influence leaders and learning.

Learning Outcomes:

1. To identify, define, and understand theories for analyzing organizations
2. To apply organizational theories to class discussions and course assignments
3. To explore the influence of personal values and professional experiences on perceptions of educational organizations
4. To understand how educational leaders can respond to organizational change

Required Textbook: swrf

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass.

Bolman, L.G., & Deal, T.E. (2008). *Reframing organizations: Artistry, choice, and leadership*. (5th Ed.). San Francisco, CA: Jossey-Bass.

Hanson, E.M. (2003). *Educational administration and organizational behavior* (5th ed.). Boston, MA: Allyn and Bacon.

*Other readings as assigned.

Recommended Textbook:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Course Policies and Requirements

Attendance:

Class attendance is critical to learning, and students are expected to attend every class and actively participate in class discussion. Class will begin promptly at 5:30pm, and you are expected to be ready to begin class at that time. If circumstances prevent you from attending class or arriving on time, please send me an email or leave a voicemail message as a professional courtesy. If you miss a class, it is your responsibility to follow up with your classmates for class notes. In accordance with University guidelines, attendance will be taken every class session. Class participation is part of your grade, and absences, arriving late to class, or leaving early from class *will* affect your participation grade.

Drop Policy:

Adds and Drops: Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar. A student may not add a course after the end of late registration.

- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Incomplete Policy

Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. ***I will not be responsible for information you miss that is sent by UTA email.***

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar

scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Americans with Disabilities Act (ADA):

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Professional Dispositions:

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Academic Integrity:

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students

may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Education Subject Guide

Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, <http://libguides.uta.edu/edad>. For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the front or back of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Guidelines for Submitting Assignments

Written work is due in my email inbox by midnight on the due date, and all file names must include your last name. All assignments, with the exception of the Personal Theory Paper, should include a cover sheet with your name, a title, and the date of submission. Assignments should be submitted on 8.5”x11” white paper, 11 or 12 point font of Times New Roman *only*. Papers should have correct APA (6th Ed.) cover pages, citations, reference lists, headings, and subheadings. Although we will conduct a peer review, you are strongly encouraged to ask a colleague to review your paper for grammatical or spelling errors. *All late assignments will be lowered half a letter grade for every day they are late (e.g., from B+ to B for one day late).*

Course Assignments

1. Participation – 10 points (Ongoing)

Class participation is instrumental to your learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the researcher’s work, and engage in small and large group activities and discussions. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive learning environment, students are expected to approach the course content, instructor, and one another with civility and respect.

I understand students learn differently and may demonstrate participation in a variety of ways. I encourage you to challenge yourself to participate in new ways to foster new methods of learning. The entire class benefits when students read and analyze the course materials and then arrive prepared to actively participate in class.

2. Personal Theory Paper – 10 points (September 5th, via email by midnight)

Personal values influence perceptions of organizational behavior. For this assignment, reflect on your personal worldview, personality, and experiences with educational organizations and describe the frame most in line with your personal and professional background. Your rationale must include a compare and contrast of your preliminary understanding of the other frames. This assignment should be between five to seven pages, excluding references.

3. Group Presentation – 30 points (TBD)

Each group (seven groups of two and one group of three) will select a chapter from Hanson's or Birnbaum's book. You will be graded on: (a) your preparedness, (b) subject comprehension, (c) content knowledge, (d) the implementation of an exercise or activity that allows students to reflect and apply new knowledge, (e) the provision of a handout that summarizes the content of the presentation and includes complete APA citations for references used, and (f) partner evaluation. **Each presentation will last between 45 minutes to an 1 hour and 15 minutes.** All group members are expected to share equally in the work and the presentation.

Presentation and PowerPoint - Groups are encouraged to develop creative, engaging, and interactive presentations that do not solely rely on PowerPoint. When PowerPoint is necessary, slides should not be overly filled or void of text. Presenters should use PowerPoint slides with appropriate text fonts (14pt-22pt) to introduce talking points and avoid reading the text verbatim. In addition, groups should avoid slides that are simply black text with white backgrounds. Other forms of media (e.g., YouTube, newspaper articles, interviews, or iTunes) are highly encouraged to present and discuss the selected chapter.

Group Assignments - *Groups must utilize information beyond that presented in the course's required readings, including, other refereed sources.* Group presentation dates include:

- September 12th (Week 4) – Schools and Institutions as Bureaucratic Organizations
 - Hanson - Chapter 2
 - Birnbaum – Chapter 5
- September 26th (Week 6) – Motivation and Management
 - Hanson - Chapter 8
 - Birnbaum - Chapter 4
- October 10th (Week 8) – Political Systems
 - Hanson - Chapter 3
 - Birnbaum - Chapter 6
- October 24th (Week 12) – Uncertainty in Educational Organizations
 - Hanson – Chapter 6
 - Birnbaum – Chapter 7

Evaluations - *Every student will submit a peer evaluation of the presentations* by sending me an e-mail with subject line Group#ClassEval_YourLastName.doc or .docx (e.g., Group1ClassEval_Ozuna.doc). You will assess the presentation by the five criteria listed above and send your suggested grade for the group and a justification for that grade (use a numerical grade and a letter grade) **within 72 hours of the presentation (by Sunday midnight)**. Late emails will affect your participation grade. ***If you are presenting, then you will send me the Partner Evaluations form on Blackboard.***

Remember to provide constructive feedback to foster learning and development of your peers. Once I have received the group peer evaluations, I will compile the feedback, include my comments, and forward the evaluations to the presenters. I will weigh your comments with my own in assigning grades. Grades will also be assigned once all of the presentations are complete.

4. Case Study – 50 points

Topic Proposal – 5 points (September 26th, via email by midnight)

The proposal is a very brief (**approximately 2 pages, excluding references**) description of your paper topic. Furthermore, it must include: a brief background of the organizational problem you want to study, the rationale for examining this issue, as well as your relationship to this organization, if any. After your proposal is approved, you may proceed with your case study.

Article Critiques – 10 points (October 17th, via email by midnight)

Students will submit at least three article critiques to demonstrate outside research. The sources must include refereed journal articles and/or published dissertations. For the purpose of the final case study, students may include course readings, policy briefs, as well as government documents and reports. Avoid non-scholarly resources, editorials, and commentary. For more information on how to write an article critique, please review the guidelines posted under Course Materials on Blackboard.

Final Paper – 35 points (December 9th, via email by midnight)

Each student will submit a case study on an organization. The case study should present a background of the organization, the organizational problem under investigation, and an analysis using a theoretical framework or at least two frames from Bolman & Deal. The case study must conclude with any recommendations for organizational or leadership changes as well as a personal reflection on what you learned from this project. You are encouraged to interview individuals associated with this organization to further develop your paper. Include the contact information for the interviewees in an appendix. The final paper must be between 15-20 pages in length, excluding the cover page and references.

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
Anything lower earns an	F