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Syllabus: EDAD 5360 Organizational Theory
Term: Summer II 2017
Room: 100% ONLINE
Dates & Times: (07/17) (100% On-line)
Office hours: By appointment

COE MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

COURSE DESCRIPTION
This course focuses on theoretical aspects of organizational structures and processes with special reference to educational institutions. Doctoral students will do a scholarly analysis of two books related to Organizational Theory. Students who have taken EDAD 5360 may not enroll in EDAD 6360.

RATIONALE
Education does not exist as an entity independent of its surroundings. It is influenced by governments (federal and state), agencies (such as Texas Education Agency, Texas Higher Education Coordinating Board), research and information facilities (such as the National Center for Higher Education Management Systems, National Center for Education Statistics, Texas Education Service Centers, National Education Association), coordinating boards and other oversight entities (such as Texas Board of Regents, unions, school district boards, teacher associations), superintendents and college presidents, and principals and deans. Each entity has its own view of education and how it should be implemented. These views can be characterized as theories, beliefs about how something functions. Since people have different beliefs, they affect how something functions. Theory explains why one school or college operates differently than another. This course examines those beliefs as they apply to organizations. Knowing a variety of beliefs helps us understand organizations better, as well as helps us become more effective toward influencing their direction.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
There will be readings due prior to every class meeting and there will be discussions of the readings via discussion boards. This course will be delivered primarily online via Web Ex or via Black Board tools. It will include discussions, student-led dynamics, discussion forums, and group assignments to stimulate critical thinking and share real world experiences, and course assessments.
INSTRUCTIONAL OBJECTIVES
As a result of activities, course readings, and experiences, students will be invited to:

- Identify how theories are relevant to the success of educational organizations.
- Explain one theory in light of how it relates to your view of its impact on education.
- Compare the value of theories for contributions to education.
- Present personal philosophy of education.

TExES Framework for Principal Certification

Domain I—School Community Leadership
Domain II—Instructional Leadership
Domain III—Administrative Leadership

REQUIRED READINGS


COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement ................................................................. 25 points

Presentation on Educational Philosopher & Theorist.. ............................... 25 points

Final Paper on Theory of School Improvement ..................................... 50 points

Maximum Total Points .............................................................................. 100

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Rubrics: See rubrics for each assignment in the appendix.

Incompletes: Incompletes will not be given for this course.

COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence thoughtful reflection on assigned readings and advance the learning of the whole group in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

At times, I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

Furthermore, students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and two (2) or more absences across the semester may warrant a failing grade for the course. Note: 1 absence = no penalty • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences)
It is the student’s responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

**Group work**- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interest in-mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day’s class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

Course evaluations during the semester will be conducted at the end of the term. **Completion of this instrument is encouraged** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

**Policies**

**Classroom:** Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please inform me before class.

**Communication:** Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor on a weekly basis.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Technology-- Blackboard and Email:** All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

**Assignment Format:** All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers should be
double-spaced in 12 point font (Times New Roman, preferred) with 1” margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student’s name, for example:** Aguilar-Reflection1.doc

**The CASA Writing Center:** The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.
http://casa.tamucc.edu/wc_services.php

**Late/Missed Assignments:** All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

**Illness/Emergencies/Unforeseeable Absences:** If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP.

**Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

**Academic Honesty Policy.** Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an "F" in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered:
THE ISLANDER PLEDGE
Texas A&M University-Corpus Christi

It is a privilege to be a member of the community of scholars at Texas A&M University-Corpus Christi.

As an Islander, I pledge to:
- Strive for personal and intellectual growth and excellence
- Demonstrate integrity and accountability
- Lead with courage and innovation
- Exhibit pride in my university and its traditions
- Embrace our unique identities and
- Commit to life-long learning.

With these values held true, we are ISLANDERS!
Statement of Authorship
The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled ______________________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

______________________________  ________________________________
Student’s Signature  Date
COURSE ASSIGNMENT DESCRIPTIONS

Presentation on Educational Philosopher & Theorist  25 pts
Students will research a MAJOR scholar in *instructional development, professional development, or curriculum development* (historical or contemporary). The scholar must be approved by Dr. Edwards. The presentation should include the author’s biography and a review of major contributions to the field. The student should be well versed in the author’s life and scholarship, becoming an expert on the scholar. Students can use any creative medium to present the material in a way that is creative and takes into account various adult learning styles. Students will present via WEB EX On: DTBD

Final Paper on Theory of School Improvement  50 pts
Students will develop their own theory of school improvement, informed by the readings, class discussions, and their personal/professional experiences. Students will obtain feedback on their theory from their colleagues and will be expected to incorporate that feedback. Students will complete a 6-8 page paper, doubles spaced, due the last day of class, on the topic of whether school improvement is possible, and if so, how; or if not, why not, and what conditions would have to be obtained for it to be possible. Full explanations, explications, rationales for the position(s) taken, including references to the literature and theorists, will complement the paper. The paper will conform to APA style.

Participation and Engagement**  25 pts
Each class period students should bring all readings. In addition, students are required to bring notes of talking points on the daily readings. These talking points should include: 2-3 questions based on the readings to provoke conversation, (these questions may be related to a particular article/chapter, but also try to create questions that cut across articles touching on overall themes). Also, make sure to either record or highlight the most significant sentence/idea(s) from the readings that you connected to or disturbed your thinking for reference during discussions. These talking points/questions are to help stimulate your reflection about the readings and will not be turned in. However, students will lead all conversation and may be called on to share a question, thought, comment, etc. Credit for readings will be given only when readings are completed before class and the student participates meaningfully in class discussions. Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences. Students will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to listen openly to different views and respectfully engage when disturbed or disagree. The instructor will note each student’s participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. Keep in mind if you are absent, you cannot participate and your participation grade will be affected.

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.
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<thead>
<tr>
<th>Week:</th>
<th>Topic</th>
<th>Readings &amp; Assignments (listed on Due date)</th>
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<tbody>
<tr>
<td>07/Week 1</td>
<td>Introduction activity</td>
<td>Join conversation 2-5:00 via link in Content Folder/Black Board</td>
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<td></td>
<td>Review of Course Syllabus</td>
<td>Search for Scholar to research and email for approval and pick a day to present.</td>
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<td>Blackboard; WebEX</td>
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<tr>
<td>07/Week 1</td>
<td>Introduction to Social Science &amp; Paradigms</td>
<td>Burrell &amp; Morgan (1979) Post response to readings on discussion board.</td>
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<td>Improvement</td>
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<td>07/Week 3</td>
<td>Organizations as Machines</td>
<td>Morgan (1997) PRESENTATION DUE on Theorist via WEBEX</td>
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<td><em>Pink Floyd: Another Brick on the Wall</em></td>
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<tr>
<td>07/Week 3</td>
<td>Organizations as Cultures</td>
<td>Morgan (1997) Post response to readings on discussion board.</td>
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<td>Women in Organizations</td>
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<td>07/Week 4</td>
<td>Organizations as forms of Domination</td>
<td>Morgan (1997) Post response to readings on discussion board.</td>
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<td>08/Week 5</td>
<td>Organizations as Centers of Disruption/Learning</td>
<td>Brooks (1999) Brooks (1994) Society for Neuroscience Draft of paper (theory of school improvement) due for peer review; email paper to another student of choice for feedback</td>
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<td>Organizations &amp; Teams Cognitive Research</td>
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<tr>
<td>08/Week 5</td>
<td>FINAL</td>
<td>Paper Due (upload)</td>
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