

Syllabus for
GADM 800—Organizational Theory in Administration
3 Credit Hours
Summer Institute 2013
June 18-21, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An examination of the nature and behavior of organizations and personnel. Reviews and applies various concepts and theoretical frameworks underlying the administration of organization to the educational setting.

Prerequisites: Admission to graduate education and superintendent certification program or Ed.D. program and permission of instructor.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Obtain a conceptual and empirical understanding of the structure and function of human behavior in organizations.
- B. Explore the behavioral influences that affect productivity, organizational effectiveness, and efficiency.
- C. Relate decision making, motivation, leadership, organization design, operations, resources, diversity, and other topics to the administrative process.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

Upon successful completion of this course, the student will be able to do the following:

- 1. Demonstrate by explanation and discussion an understanding and appreciation of the systems approach as applied to human and organizational behavior.
- 2. Identify the role of personality and perception in affecting behavior in organizations.
- 3. Critically examine a number of traditional and contemporary approaches to work motivation.
- 4. Discuss the potent role of groups in organizations and how they impact performance.
- 5. Articulate the current state of knowledge with respect to leadership and leader behavior.
- 6. Identify the important variables in individual and group decision making and problem solving.
- 7. Evaluate a number of different approaches to job and organizational design.

8. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.
- B. Additional Objective for Students in the Administrator Preparation Program
This course meets the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration for both school-building leadership and school-district leadership and administration.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in a portfolio format as prescribed by the College of Education. Artifacts produced in this course will address ELCC Standard 3.0. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
- Textbooks
1. Gibson, J. L., Ivancevich, J. M., & Donnelly, J. H. (2012). *Organizations* (14th ed). New York: McGraw Hill, ISBN 9780078112669
 2. Other
None
- B. Optional Materials
- Textbooks
1. Bolman, Lee G. & Deal, T. E. (1008). *Reframing Organizations: Artistry, Choice, and Leadership* (4th ed.) Josey-Bass, Inc., ISBN 9780787987985
 2. Other specific readings assigned by the instructor in the preassignment for the course.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for

plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk

receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

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C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

- (1) **Premodular:**
Critiqued Theories Project (1-2 pg.) 20%
- (2) **Class:**
Attendance/participation 10%
Final exam 25%
- (3) **Postmodular:**
Research paper/report (10-15 pg.) 25%
Portfolio submittal 10%
Field experience/course internship 10%

b. Grading scale:

A=90-100% of total points
B=80-89% of total points
C=70-79% of total points
D=60-69% of total points
F=below 60% of total points

c. The grade for this course is a composite of performance based on the following:

- (1) Class attendance/participation
- (2) Final exam
- (3) Critiqued Theories (15)
- (4) Research paper/report
- (5) Portfolio
- (6) Field experience/course internship

d. Critiqued Theories Project:

Each student will critique 15 org. theories pertaining to this course. Written critiques of theories will be turned into the instructor and may be shared with the class. Papers are to be typewritten, double-spaced, should refer (APA style) to readings, when appropriate, and should present student's position on selected theories.

e. Additional information regarding evaluation procedures:

- (1) Each student is expected to attend class and actively participate in class discussion.
- (2) Each student will prepare a pre- and postwritten assignment.
 - (a) Premodular assignment to be presented to the instructor on the first day of class.

- (b) Postmodular assignment—Each student will complete a research report dealing with some instructor-approved issue of the course. The written report, ranging in length from 10-15 double-spaced pages, must be *emailed or postmarked no later than the deadline given during class*.
 - (3) Each student will critique 15 theories over course-related issues. Written papers, no longer than two double-spaced pages, will be turned in to the instructor and may be shared verbally with the class.
 - (4) A final examination will be required.
 - f. All work must be completed as scheduled. Grades will be reduced on any assignment or examination submitted late.
 - g. Attendance and participation in class is critical. Absences, tardies, or lack of participation will result in a reduction of grade.
 - h. Incompletes—As stated in the university catalog, incompletes are granted only for good cause, such as extended illness, hospitalization, or a death in the family. Students must petition for an incomplete using the form—available in the College of Education office. Few incompletes will be granted.
 - i. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
2. Whole Person Assessment Requirements
- The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
- a. The student is responsible for the following:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.
 - b. Field Experience/Course Internship Requirements:
Each student will complete a minimum 5-hour internship in an appropriate administrative setting selected in consultation with the instructor. The internship is one in which the student receives supervised practical professional field experience in areas directly related to course objectives and permits the student to develop a mentoring relationship with a practicing educational administrator. Additional information on the internship will be discussed in class.
 - c. Preassignment:
Students should complete the following assignments and turn them in on the first day of class:
 - (1) Review 15 related theories and do a 1-2 page critique on each.
 - d. Postassignment:
Postassignments should reflect that the student was an active listener/participant in the class discussions and reflected appropriately upon all class materials, including the texts and presentations by guest speakers.

- (1) Postassignment I (25%):
 - (a) Each student completes a research report appropriate to his/her situation, dealing with some aspect of educational change.
 - (b) The research report should be 10-15 pages in length, typewritten, double-spaced, and should refer to readings in accepted APA style when appropriate.
 - (c) The research report should present and defend the student's position on the selected topic. The content of the research report must reflect that the student has addressed the competencies identified in Standard 3.0 (Item III-B of this syllabus). Specifically, the research report must indicate that the candidate has the knowledge and skills to do the following:
 - 3.1 Manage the organization.
 - 3.2 Manage operations.
 - 3.3 Manage resources.
- (2) Postassignment II (10%):
 - (a) Each student will complete a required item for inclusion in the student's portfolio. The research report may serve as the required item. The portfolio item reflection form must be completed and submitted.
 - (b) Information regarding selecting and preparing the portfolio item and the reflection form will be discussed in class.
- (3) Postassignment III (10%):
 - (a) Initiate the internship process in item V-C-3 of this syllabus, and complete a minimum of 5 hours of mentored activities dealing with the issue of educational change.
 - (b) Prepare a written summary (1-2 pages) documenting and describing the internship experience, including a personal reflective assessment. The written summary must include a discussion of the three elements of Standard 3.0 as listed in E-1-c.
- (4) The due date for the postassignment will be announced in class. Projects must be emailed to ddavidson@oru.edu or mailed overnight delivery with a tracking number, or mailed by certified mail to:

Dr. Dwight Davidson
Graduate School of Education
Oral Roberts University
7777 S. Lewis Ave.
Tulsa, OK 74171
- (5) If the project is postmarked one day late, there is a 10% grade penalty.
- (6) If the project is postmarked two days late, there is a 20% grade penalty.
- (7) If the project is postmarked three days late, the student will FAIL THE COURSE.

- (8) **Be sure you send your postassignment registered, certified, or with a tracking record. If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment along with a copy of a receipt showing the date mailed or shipped.**

VI. COURSE CALENDAR

Session	Topic
1	The Structural Frame The Study of Organizational Behavior, Including Behavior, Structure, and Processes Cultural Influences on Organizational Behavior Individual Behavior Motivation—Content Theories
2	The Human Resource Frame Motivation—Process Theories Intergroup Behavior With Emphasis on Formal and Informal Groups Group Behavior and Teamwork Power and politics
3	The Political Frame Leadership—Born, Made, or Situational Emerging Leadership Concepts and Approaches Organizational Structure Designing Effective Organizations
4	The Symbolic Frame Designing Productive and Motivating Jobs The Communication Processes Managing Organizational Change and Development Final Examination

Course Inventory for ORU's Student Learning Outcomes
GADM 800—Organizational Theory in Administration
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 4, 6, 7, 8, 10, 11, 12, and 13.