EDH 7636 Organizational Theory and Practices in Higher Education
Adult, Career and Higher Education Department
College of Education

Spring 2010

Course Prefix and Number:   EDH 7636

Location:  Sociology 285

Class meetings:  Tuesday evenings 5:15-8:00 PM through and including April 13th. No class on 3/9/10 (Spring break)

Course Title: Organizational Theory and Practices in Higher Education

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Course Description:

Explores theories and models of organizations and their applicability to colleges and universities and the work done in them. Pays particular attention to aspects of decision-making, leadership and organizational change and to the influence of internal and external actors. Also examines many of the administrative practices and processes common in colleges and universities today.

Course Goals and Objectives:

In this course students will:
1) Develop means for thinking about colleges and universities as organizations.
2) View and understand the college or university from several different organizational perspectives, including the bureaucratic, collegial, political, anarchic, cybernetic, human relations, and symbolic frames.
3) Become familiar with many of the administrative practices and processes common in different types of organizational structures of colleges and universities today.
4) Recognize how different conceptions of higher education organizations usually lead to different approaches for the successful administration and leadership of institutions.
5) Demonstrate knowledge of different organizational frames by completing a case study of an institution.
**Course Format**

The instructional format for this course is best described as a blended course with assignments on-line and 13 campus class sessions. The primary focus of the course will be to use theory to inform practice. The assumption is that the more you know about how higher education organizations are organized and how they function, the more effective you can be in any professional capacity in those organizations. There will be on-line assignments, as well as formal brief presentations on the progress of a case study each student will be completing. In addition, several actual or hypothetical case studies will be analyzed and discussed.

Assessment of performance in a doctoral-level course is always a difficult issue. I have found the approach that works best for me is to assign points to the various activities based on the quality of your responses and the timeliness of your assignment submissions. And the operating order of the semester is:

All assignments will be evaluated on the basis of the first and only posting. The motto should be, “Do it right the first time.”

**Course Components:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>On-line work and assigned literature review</td>
<td>15%</td>
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<td>Class participation</td>
<td>15%</td>
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<td>Class presentations of case study sections</td>
<td>10%</td>
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<td>Final case study</td>
<td>60%</td>
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**Case Study**

A major portion of your course assignment for this semester will be the development of a case study where you will analyze a higher education institution from the perspective of the “frames theory” of Bolman and Deal and the collegial styles of Birnbaum. You will be completing the case study in several parts, focusing on one of the Bolman and Deal frames for each section, with a concluding integrative section. Each section will need to be completed by a particular date to receive full credit. You will make a class presentation of one section of your case study. Each presentation will be approximately 20-30 minutes with appropriate PP slides and handouts, and will have been posted on Blackboard before the class. The class will operate as a “leadership team,” whereby each case study component will be vetted by the whole group, to learn everything possible from the data. The group should be able to identify issues that we as individuals might miss.

Each section of the case study will then be added to, culminating in a final section where you explain what you have learned about management/leadership from the experience and make concluding remarks about the organizational structure and leadership of the institution you have studied. The case study must be written in a professional style, using the APA format for citations. Each completed component is to be considered a stepping stone upon which the next section is developed. Grades will be assigned to each section as it is due. It is understood that prior sections will be re-written to include new information/insights until the final paper is completed. Examples of case studies written by your colleagues last year will be available, with their permission, to give you ideas about how others approached the assignment.

The paper must reflect a professional style, meaning no typos and no sentence structure problems.
The final document will be a major piece of work, most likely exceeding 60 pages. This assignment should help you begin to write in a style that will be expected on a doctoral dissertation.

**Required texts:** available in the USF Bookstore or you can order from your favorite on-line bookstore and probably save a few bucks.


Collins, J. (2005) *Good to Great and the Social Sectors*  
**Note:** This is a short **35 page monograph**, not his best seller, *Good to Great*.

Please order the following book from Amazon.com or your favorite on-line bookstore. There are so many used copies of this book available for under $10, it seems much better for you to do your own ordering of this book. The book will be required and should be a good one for your professional library.


**Other readings as assigned.**

**Systems Requirements and Technical Problems:**

On the Blackboard log on screen, you will see the Browser Wizard which you can use to determine if your browser is compatible with Blackboard. Contact the instructor with questions about the course content or assignments. If you have technical questions or problems with Blackboard or your hardware during the semester or are unsure if your system is sufficiently up-to-date to handle Blackboard, contact the USF academic computing help desk at mailto: help-ac@usf.edu or call 974-1222 in Tampa or 1-866-974-1222 statewide.

**Blackboard Announcements:**

When you log on to Blackboard and open EDF 7636, you will notice that **Announcements** are visible. I will periodically post announcements with reminders about important activities or due dates, information about new resources or other important information. Be sure and check for announcements at least weekly. Note that by clicking on the tabs you can read announcements posted during the past week, month, etc. in case you missed them.
A Word About Blackboard E-Mail:

Please note that Email sent to you by the instructor and fellow participants through the course Blackboard website will go to your USF email account that was automatically created for you when you registered. You can have this email automatically forwarded to your personal email account such as AOL, hotmail, etc. by following these instructions:

1. Go to [http://una.acomp.usf.edu](http://una.acomp.usf.edu)
2. Log in with your NetID and password. If you don’t have one yet, click on “Are you a new user? Sign up!”
3. Select the helios or mail account from green menu on the left hand side
4. Click on Edit helios or mail Account Options (gray button at the top of your screen)
5. Scroll down until you see the box labeled: Change Your Forwarding Address
   
   OPTIONAL
6. Select the radio button next to: Forward e-mail to the address below
7. Type alternative e-mail into the text entry box
8. Click on OK

Otherwise, remember to periodically check your USF email account frequently throughout the semester. I will normally respond to emails within 48 hours unless I am out of town for a conference, etc. To send email within Blackboard, click Communications, then Send E-mail. You can send email to All Users or Select users.

Other Important Information (Standard Information In All USF Course Syllabi):

ADA Statement: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

USF Policy on Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Web Portal Information: Why are the NetID and Helios account important to students? A helios account, which is the official USF e-mail account, is given to every USF student when enrolled. Every official USF correspondence to students will be sent to the helios account. More information about this and the USF Web Portal can be found at: [http://www.acomp.usf/portal.html](http://www.acomp.usf/portal.html).

Academic Dishonesty: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student
employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally know to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work. Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

**Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to [http://www.turnitin.com/](http://www.turnitin.com/) and [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism)