



3-12-98  
not approved

CURRICULUM PROPOSAL FORM #3  
University of Wisconsin-Whitewater

NEW COURSE

COURSE NUMBER: 433 - 780

EFFECTIVE TERM: Summer-1998

CROSS LISTED NO.: \_\_\_\_\_

COURSE TITLE: Organizational Theory and Administrative Behavior in Education

15 CHARACTER ABBREVIATION O R G T H E O R Y A N D E D

25 CHARACTER ABBREVIATION O R G A N I T H E O R Y A D M B E H A V I O R E D U

SPONSOR(S): Dr. Paul Yvarra

DEPARTMENT(S): Curriculum and Instruction      Ed. Adm. Program

COLLEGE(S): Education

CHECK IF THE COURSE IS TO MEET ANY  
OF THE FOLLOWING REQUIREMENTS:

CONTACT HOURS/CREDITS

<input type="checkbox"/> Writing Requirement	Total Lecture Hours <u>48</u>
<input type="checkbox"/> Diversity Requirement	Total Lab Hours _____
<input type="checkbox"/> General Studies, Area: _____	Total Contact Hours <u>48</u>
<input type="checkbox"/> Computer Requirement	Number of Credits <u>3</u>

IS THE COURSE REQUIRED IN:      IS THE COURSE REPEATABLE: YES \_\_\_\_\_, NO X

Major, IW WHITWATER & IW MADISON      No. of Times in Major \_\_\_\_\_ and No. of Credits \_\_\_\_\_

Minor, COOPERATIVE PROGRAM IN      No. of Times in Degree \_\_\_\_\_ and No. of Credits \_\_\_\_\_

Emphasis, EDUCATIONAL ADMINISTRATION  
FOR DEGREE & CERTIFICATION

ATTACH THE FOLLOWING:

- I. COURSE JUSTIFICATION
- II. RELATIONSHIP TO PROGRAM OBJECTIVES.
- III. BUDGETARY IMPACT
- IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS
- V. COURSE DESCRIPTION
- VI. REQUISITES
- VII. TENTATIVE COURSE SYLLABUS
- VIII. BIBLIOGRAPHY

## COURSE PROPOSAL

### I. Justification

The Educational Administration Cooperative between UW-Madison and UW-Whitewater has been reevaluated and some of the course offerings have been redistributed between the two campuses. As a result, UW-Whitewater will now be offering a course in Organizational Theory and Administrative Behavior in Education. The course content will reflect new content designed to meet recent state certification requirements.

### II. Relationship to Program Objectives

This course is a core course component for the certification requirements for the administration licensure program in the State of Wisconsin.

### III. Budget

This course will be taught by a current faculty member as part of the regular graduate program.

### IV. Programs Affected in Other academic Units

None

### V. Description

Theoretical constructs and empirical research relating to administering organizations in education will be presented. The course will emphasize administrative behavior with special attention to planning and organizational improvement.

### VI. Prerequisites

None

### VII. Tentative Course Syllabus

Attached

### VIII. Bibliography

Attached

UW-MADISON & UW-WHITEWATER  
COOPERATIVE EDUCATIONAL ADMINISTRATION PROGRAM

Organizational Theory and Behavior in Education  
433-780

Dr. Paul Yvarra  
432 Winther Hall  
(414)473-4891

COURSE OBJECTIVES:

Students should learn how educational organizations are structured and shaped, know what features of school organizations vary and the parameters on which they vary, be able to discuss the conditions that influence educational organizational leadership, and be able to suggest how variation in these organizational features are related to difference in educational organizational behavior and outcomes. Attention will be given to educational leadership including the nature of participatory management, long-range strategic planning, and change agent processes.

While much of the course will focus on the substantive and theoretical knowledge of educational organizational variation, attention will also be given to the ways administrators can improve the outcomes of school organizations. Of particular importance will be the ability to use the multiple frameworks or models to understand and analyze school organizations for the purposes of change and improvement through leadership.

REQUIREMENTS:

1. Complete all readings and attend class.
2. Participate actively in class discussions.
3. Write mid-term exam covering the readings and lectures up to that date.
4. Write a paper analyzing a school organization in which the student is a current or past member. The focus of the paper can vary, but the student must apply concepts and analytic categories derived from educational organizational theory and use an educational organizational perspective in the analysis. The paper should be 15-20 pages. (Paper abstract due Session 7.)
5. The mid-term represents 30% and the paper 70% of the grade.

REQUIRED TEXTS:

Deal, T.E. and K.D. Peterson. The Principal's Role in Shaping School Culture.  
Washington D. C.: U.S. Department of Education, Office of Educational Research  
and Improvement. 1990.

Owens, Robert G. Organizational Behavior in Education. 6th ed. Englewood Cliff, NJ.  
Prentice-Hall, Inc. 1998

Shafritz, J. M. and J. S. Ott. Classics of Organization Theory. Third Edition. Brooks,  
Cole Publishing Company. Pacific Grove, CA 1991. (Referred to as S & O)

RECOMMENDED TEXT:

Senge, Peter. The Fifth Discipline: The Art and Practice of the Learning Organization.  
Doubleday/Currency. New York. 1990.

## SCHEDULE OF TOPICS

### ORGANIZATIONAL THEORY AND BEHAVIOR IN EDUCATION 433-780

1. Introduction to the study of organizations
2. Non-traditional perspectives on organizations
3. Organizational features
4. The structural/functional framework
5. Universities as organizations
6. Bureaucracy
7. Human resource framework and participatory management
8. Political framework
9. Symbolic framework
10. Educational leadership and administration
11. Mid-term
12. Alternative models of organizations and leadership
13. Restructuring educational organizations
14. Improvement in organizations: Long-range strategic planning and model of change
15. Improvement in organizations: Change agent processes and implementing change

## Class Reading

### Session 1-2 Introduction to the Study of Organizations

1. Bolman and Dean, Modern Approaches to Understanding and Managing Organizations - Chap. 1-3

#### Scientific Management

2. Fayol, Henri. "General Principles of Management" (in Shafritz & Ott [S. & O.]
3. Gulick, Luther. "Notes on the Theory of Organization" (in S. & O.)
4. Taylor, Fredrick Winslow. "The Principles of Scientific Management" (in S. & O.)

### Session 3 Readings to be distributed.

### Session 4-6. Organizational Properties

#### A. Size and Structure

1. Scott, R. (1975). Organizational Structure. Annual Review of Sociology. (Readings)
2. Burns, Tom & Stalker, G. M. "Mechanistic and Organic Systems" (in S. & O.)
3. Blau, Peter & Scott, Richard. "The Concept of Formal Organization" (in S. & O.)
4. Mintzberg, Henry. "The Five Basic Parts of the Organization" (in S. & O.)
5. Hage & Aiken. Relationship of Centralization to Other Structural Properties. Administrative Science Quarterly, 12, 72-92. (Readings)

#### B. Bureaucracy

1. Weber, Max. "Bureaucracy." (In S. & O.)
2. March, James & Simon, Herbert. "Theories of Bureaucracy." (in S. & O.)
3. Selznick, Philip. "Foundations of the Theory of Organization." (in S. & O.)

### Session 7. The Human Resource Framework

1. Bolman and Deal, Chaps. 5 & 6.
2. Shakeshaft, Carol, & Nowell, Irene. (1984). Research on theories, concepts and models of organization behavior: The influence of gender. Issues in Education, 3, 182-293. (Readings)

### Session 8. The Political Framework

1. Bolman and Deal, Chaps. 7 & 8.
2. Pfeffer, Jeffrey. "Understanding the Role of Power in Decision Making" (in S. & O.)
3. Mechanic, David. "Sources of Power of Lower Participants in Complex Organizations" (in S. & O.)
4. Kanter, Rosabeth Moss. "Power Failure in Management Circuits" (in S. & O.)
5. Mintzberg, Henry. "The Power Game and the Players" (in S. & O.)

Session 9-10 The Symbolic Framework

1. Bolman and Deal, Chaps. 9 & 10
2. Deal and Peterson, (1990) The Principal's Role in Shaping School Culture (U.S. Department of Education.)
3. Weick, K. E. (1978). Educational organizations as loosely coupled systems. Administrative Science Quarterly, 23, 542-52. (Readings)
4. Schein, Edgar. "Defining Organizational Culture"
5. Clark, Burton. "The Making of an Organizational Saga" (in S. & O.)
6. Louis, Meryl Reis. "Organizations as Culture-Bearing Milieux" (in S. & O.)
7. Smircich, Linda. "Organizations as Shared Meanings." (In S. & O.)
8. Sergiovanni, Thomas J. "Cultural and Competing Perspectives in Administrative Theory and Practice." (In S. & O.)

Session 11 Midterm

Session 12-13

1. Herriott, R. E. Two images of schools as organizations: A refinement and elaboration. Educational Administrative Quarterly, 20 (4), 41-47 (Readings)
2. Katz, Daniel & Kahn, Robert. "Organizations and the System Concept" (in S. & O.)
3. Thompson, James. "Organizations in Action" (in S. & O.)
4. Kast, Fremont & Rosenzweig, James. "General Systems Theory: applications for Organization and Management" (in S. & O.)
5. Galbraith, Jay. "Information Processing Model" (in S. & O.)
6. Baldrige, J. V., Curtis, D. V., Ecker, G. P. & Riley, G. L. (1977). Alternative models of governance in higher education. (In Baldrige, J. V. & Riley, G. L., Governing Academic Organizations.)
7. Peterson, K. D. (1984). Mechanisms of administrative control over managers in educational organizations. Administrative Science Quarterly, 29, 573-597. (Readings)

Session 14

1. Bolman & Deal, Chaps 14-16
2. Cohen, M. D. & March, J. G. "Leadership is an Organized Anarchy." (In S. & O.)

## BIBLIOGRAPHY

- Argris, Chris. Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change. San Francisco. Jossey-Bass. 1993.
- \*Bolman, L.G. and T. E. Deal. Modern Approaches to Understanding and Management of Organizations. San Francisco. Jossey-Bass. 1987. (Referred to as BD.)
- Bolman, L.G. and T.E. Deal. Reframing Organizations: Artistry, Choice, and Leadership. San Francisco. Jossey-Bass Publishers. 1991.
- Cherryholmes, Cleo H. Power and Criticism: Poststructural Investigations in Education. New York. Teacher College Press. 1988.
- Fayol, Henri. General and Industrial Management. Translated by Constance Storrs. London. Sir Isaac Pitman & Sons. 1949.
- Foster, William. Paradigms and Promises: New Approaches to Educational Administration. Buffalo. Prometheus Books. 1986.
- Gusick, Philip A. The Educational System: Its Nature and Logic. New York. McGraw-Hill. 1992.
- \*Kotter, John P. A Force for Change: How Leadership Differs From Management. New York. The Free Press. 1990.
- \*Lincoln, Yonna S., Editor. Organizational Theory and Inquiry: The Paradigm Revolution. Beverly Hills, CA. Sage. 1985.
- Lunenburg, Fred C. and Allan C. Ornstein. Educational Administration: Concepts and Practices. Belmont, CA. Wadsworth Publishing Co. 1991.
- Mainzer, Klaus. Thinking in Complexity. 2nd edition. Berlin, Germany. Springer. 1996.
- Owens, Robert G. Organizational Behavior in Education. 6th edition. Englewood Cliffs, NJ. Prentice-Hall, Inc. 1998.
- Perrow, Charles. Complex Organizations: A Critical Essay. 3rd edition. New York. Random House. 1986.
- \*Sergiovanni, Thomas J. Value Added Leadership. New York. Harcourt, Brace, & Jovanovich. 1990.
- Shafritz, Jaym and Steven J. Ott. Classics of Organization Theory. 3rd edition. Belmont, CA. Wadsworth Publishing Co. 1992.

- \* Taylor, Frederick. The Principles of Scientific Management. New York. Harper & Row. 1911.
- \* Weick, Karl. The Social Psychology of Organizations. New York. Random House. 1979.
- \* Wheatley, M. Leadership and the New Science. San Francisco. Berrett-Koehler Publishers. 1993.