

SAHE508

Course Summary

Course : SAHE508 **Title :** Organizations, Culture, and Change

Length of Course : 8 **Faculty :**

Prerequisites : EDUC511, ADHE601, SAHE510 **Credit Hours :** 3

Description

Course Description:

This course will provide an overview on how organizations work and behave. The culture of organizations will be explored, how cultural values are developed and sustained, and how to bring about change. Students will review organizational theories in higher education and explore concepts related to management, performance, governance, and leadership. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)

Course Scope:

Objectives

1. Explain organizational theories as a valuable tool to understanding aspects of university administration, leadership, change, and decision-making
 2. Conclude colleges and universities as complex organizations.
 3. Summarize internal and external influences, cultures, and norms that develop within and across organizations.
 4. Develop effective management and leadership skills.
 5. Analyze organizational structures and functions within higher education institutions.
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Outline

Week 1: Higher Education as an Organization

- Explain organizational frames and theory
- Compare & Contrast Organizations as structures and bureaucracies

Learning Outcomes
Required Readings
Assignments

Forum #1

Recommended Optional Reading
Recommended Media

<https://www.aacu.org/publications-research/periodicals/horizontal-and-vertical-structures-dynamics-organization-higher>

Bess, J. L., & Dee, J. R. (2007). Understanding college and university organization: Theories for effective policy and practice; volume i: the state of the system. Retrieved from <https://ebookcentral.proquest.com> Chapter 1-2, 7

Hendrickson, R. M., Lane, J. E., & Harris, J. T. (2012). Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions. Retrieved from <https://ebookcentral.proquest.com> p. 18-36 Understanding Academic Organizations and Part One: Academic Institutions as Organizations: History, Typology, and Characteristics

Birnbaum, R. (1989). The latent organizational functions of the academic senate. The Journal of Higher Education, 60(4), 423. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/205330592?accountid=8289>

Week 2: Organizational Theory

- Examine groups, teams, and human relations Learning Outcomes
- Distinguish between organizational v. individual decision making Required Readings

<https://education.stateuniversity.com/pages/1859/Colleges-Universities-Organizational-Structure.html>

Bess, J. L., & Dee, J. R. (2007). Understanding college and university organization: Theories for effective policy and practice; volume i: the state of the system. Retrieved from <https://ebookcentral.proquest.com> Chapter 10

Hendrickson, R. M., Lane, J. E., & Harris, J. T. (2012). Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions. Retrieved from <https://ebookcentral.proquest.com> p. 37-45 Operating Structures of College and Universities: Administrative Units and Governance Models

Assignments

Forum #2

Organization Theory Paper

Recommended Optional Reading

Recommended Media

Week 3: Politics of Higher Education

- Critique power and politics, including the quest for prestige in higher education Learning Outcomes
- Analyze internal and external political influences in higher education. Required Readings

Assignments

Forum #3

Recommended Optional Reading

Recommended Media

Week 4: Organizational Culture

Bess, J. L., & Dee, J. R. (2007). Understanding college and university organization: Theories for effective policy and practice; volume i: the state of the system. Retrieved from <https://ebookcentral.proquest.com> **Chapter 4-6**

Manning, K. (2012). Organizational theory in higher education. Retrieved from <https://ebookcentral.proquest.com> Chapter 6

- Critique aspects of institutional culture
- Analyze macrocultures, subcultures, and microcultures in higher education
- Apply social systems theory to higher education organizations
- Problem solve issues associated with institutional inertia

Manning, K. (2012). Organizational theory in higher education. Retrieved from <https://ebookcentral.proquest.com> Chapter 8

Tierney, W. G. (2008). The impact of culture on organizational decision-making : Theory and practice in higher education. Retrieved from <https://ebookcentral.proquest.com> Chapters 1-3

Assignments

Forum #4

Organizational Culture Group Activity

Recommended Optional Reading

Recommended Media

Week 5: Diversity in Organizations

- Explain social identity theory as it applies to organizations
- Analyze the influence of gender, identity, and racial and cultural diversity on organizations and how they function

Learning Outcomes
Required Readings

Bess, J. L., & Dee, J. R. (2007). Understanding college and university organization : Theories for effective policy and practice; volume i: the state of the system. Retrieved from <https://ebookcentral.proquest.com> Chapter 11

Fralinger, B., & Olson, V. (2007) Organizational culture at the university level: A study using the OCAI instrument. Journal of College Teaching & Learning, 4(11), 85-98.

organizational change to fuel institutional diversity in higher education? Race Ethnicity and Education, 20(3), 315-331, DOI: 10.1080/13613324.2016.126023

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. Academy of Management Review, 14(1), 20. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/210936367?accountid=8289>

Bernstein, R. S., & Salipante, P. Intercultural comfort through social practices: Exploring conditions for cultural learning. Retrieved from <https://www.frontiersin.org/articles/10.3389/feduc.2017.00031/full>

Haslam, S. A. (2004). Psychology in organizations : The social identity approach (2nd edition). Retrieved from <https://ebookcentral.proquest.com> Chapter 2 & 7

Hamedani, M. Y. G., & Markus, H. R. (2019). Understanding culture clashes and catalyzing change: A culture cycle approach. Frontiers in Psychology, 10, 1-7. Retrieved from <file:///C:/Users/kratliif/Downloads/fpsyg-10-00700.pdf>

Holvino, E. (2008). Developing multicultural organizations: A change model. Retrieved from

Learning Outcomes
Required Readings

Adserias, R. P., Charleston, L. J., & Jackson, J. F. L. (2017). What style of leadership is best suited to direct

<https://naaee.org/sites/default/files/mcodmodel.pdf>

Mader, M. (2012). Social identity and the shift of student affairs staff to the academic unit (Order No. 3505798). Available from ProQuest Dissertations & Theses Global. (1013656670). Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1013656670?accountid=8289>

Tatum, Brandon, "Identifying Inclusive Practices on U.S. University Campuses That Create Engagement for Diverse Populations" (2018). Digital Commons @ ACU, Electronic Theses and Dissertations. Paper 116.

Assignments

Forum #5

Recommended Optional Reading

Recommended Media

Week 6: Organizational Change in Higher Education

- Compare and contrast change theories.
- Apply effective strategies to organizational change

Learning Outcomes

Required Readings

Buller, J. L. (2014). Change leadership in higher education: A practical guide to academic transformation. Retrieved from <https://ebookcentral.proquest.com> Chapters 1-3

Craig, C. M. (2004). Higher education culture and organizational change in the 21st century. *Community College Enterprise*, 10(1), 79–89. Retrieved from <http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=ehh&AN=14521883&site=ehost-live&scope=site>

Assignments

Forum #6

Institutional Case Studies Assignment

Recommended Optional Reading

Recommended Media

Week 7: Leadership for Organizational Change Part I

- Summarize characteristics of positional versus non-positional leadership
- Explain how organizations in higher education respond to internal and external influences

Learning Outcomes

Required Readings

Buller, J. L. (2014). Change leadership in higher education: A practical guide to academic transformation. Retrieved from <https://ebookcentral.proquest.com>

Chapters 4, 7, 8

Hendrickson, R. M., Lane, J. E., & Harris, J. T. (2012). Academic leadership and governance of higher education : A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions. Retrieved from <https://ebookcentral.proquest.com> p. 46-55 Decision Making and Academic Leadership

Assignments

Forum #7

Week 8: Leadership for Organizational Change Part II

Learning Outcomes

Analyze innovation and future changes in higher education.

Demonstrate effective leadership skills.

Required Readings

Buller, J. L. (2014). Change leadership in higher education: A practical guide to academic transformation. Retrieved from <https://ebookcentral.proquest.com> Chapters 9-10

Assignments

Forum #8

Theory to Practice Presentation

Recommended Optional Reading
Recommended Media

Evaluation

Course Objective	NASCA/ACPA	ILO	Assessments	Grading:
508.1	Leadership	ILO-BI.M.3	Theory to Practice Presentation	
508.2	Leadership	ILO-SK.M.2	Organizational Theory Paper	
508.3	Organizational and Human Resources	ILO-IS.M.3	Institutional Case Studies	
508.4	Social Justice and Inclusion	ILO-BI.M.2	Week 5 Forum Diversity & Inclusion	
508.5	Organizational and Human Resources	ILO-SK.M.3	Organizational Culture Activity	

Name	Grade %
Discussions	20.00 %
W1: Introduction	3.33 %
W2: Self-Assessment Discussion	3.33 %
W3: Politics in Higher Education	3.33 %
W4: Organizational Culture	3.33 %
W5: Diversity	3.33 %
W7: Leading Change	3.33 %
Assignments	80.00 %
Institution Case Studies	20.00 %
Organizational Theory Paper	20.00 %
Theory to Practice Presentation	20.00 %
Organizational Culture Group Activity	20.00 %

Materials

Book Title: Understanding College and University Organization : Theories for Effective Policy and Practice; Volume I: the State of the System (Ebook available through the APUS Online Library)

Author: Bess, J., Dee and Johnstone

Publication Info: Stylus Publishing, LLC Lib

ISBN: 9781579221317

Book Title: Organizational Theory in Higher Education (Ebook available through the APUS Online Library)

Author: Manning, Kathleen

Publication Info: Taylor & Francis Lib

ISBN: 9780415874663

Book Title: The Impact of Culture on Organizational Decision-Making : Theory and Practice in Higher Education (Ebook available through the APUS Online Library)

Author: Tierney, William G.

Publication Info: Stylus Publishing, LLC Lib

ISBN: 9781579222871

Book Title: Change Leadership in Higher Education : A Practical Guide to Academic Transformation (Ebook available through the APUS Online Library)

Author: Buller, Jeffrey

Publication Info: Wiley Lib

ISBN: 9781118762035

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Course Textbooks:

The ebook is available for no cost in the APUS Library. All course materials are listed in the weekly lessons.

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an

assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring

provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.