Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035, WSU Registrar)

Future Effective Date: 05/15/2013  □ New course  □ Temporary course  □ Drop service course
(effective date cannot be retroactive)

□ Variable credit ____________  □ Repeat credit (cumulative maximum _______ hours)
□ Increase credit (former credit ______)  □ Lecture-lab ratio (former ratio ______________)
□ Number (former number __________)  □ Prefix (former prefix ________________)
□ Crosslisting (between WSU departments)  □ Cooperative listing (UI prefix and number __________)
(Must have both departmental signatures)  taught by: WSU □  UI □  jointly taught □

□ Conjoint listing (400/500)  □ S, F grading
□ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
□ Request to meet GER in _______ (Must have GenEd Committee Approval)  □ Fulfills GER lab (L) requirement
□ Professional course (Pharmacy & Vet Med only)  □ Graduate credit (professional programs only)
□ Other (please list request)

EdAd  513  Organizational Behavior

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credit  lecture hrs  lab hrs  studio hrs  prerequisite
per week  per week  per week

Description (20 words or less)  Study of human behavior within various social and cultural organizational settings.

Instructor: Michele Acker-Hoscevar  Phone number: (509) 732-7251  Email: ackenoc@tricity.wsu.edu
Contact: Phyllis Erdman  Phone number: (509) 335-9117  Email: permdan@wsu.edu
Campus Zip Code: 2114 / 2131

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair (if crosslisted/interdisciplinary) *  Dean (if crosslisted/interdisciplinary) *

General Education Com/date

Chair/date  Dean/date

Kelly Ward  Mulder  2-20-13

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Justification for Organizational Behavior: EdAd 513

*Organizational Behavior is a new course* proposed as an elective for our state-wide doctoral program. The rationale for this new course is to provide students in either the masters or doctoral studies across campuses an opportunity to gain greater depth of knowledge and understanding in areas they may wish to conduct research. The new graduate level course is needed for these reasons:

- Ed.D. programs in the College of Education serve two major strands of the Ed.D. Program of Teaching and Learning and Educational Leadership. The course content in this course is open to all graduate students in the College of Education who wish to know more about organizational behavior as it relates to their research area of area of interest. The course content connects to other areas students have been exposed such as the required Leadership Studies course and the Policy and Systems course. However, often students are uncertain about a theoretical or conceptual framework for their area of research. Most often, faculty observe that doctoral students choose an area of organizational behavior to position their research study.

- This course is being submitted with the course changes going forward to “clean-up” the courses offered in the state-wide program and to ensure we have a course number for advising and planning students’ programs. Not having course numbers in the past has created issues for graduate students’ programs of study when there were duplicate courses with special topic’s numbers. This course should have its own prefix and number in the graduate course catalogue as it is central to the elective part of the program.
EdAd 513
Organizational Behavior

Instructor: Michele Acker-Hocevar, Ph.D.
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Richland, WA 99354
Office phone – (509) 732-7251
Cell phone
Fax number – (509) 372-7555
ackerhoc@tricity.wsu.edu
Office hours – by appointment (phone or email to set a time)

Class Meetings: TBD

Course Description: Organizational Behavior (OB) is the study of human behavior within various social and cultural organizational settings; it brings together an interdisciplinary field of study of human behavior in select areas of special interest for graduate students for deeper inquiry. Readings conceptually link topics to current research from scholarly journals, recommended texts, and select policy reports.

Course Objectives: Three course objectives are: (a) to examine the field of OB, particularly with a focus around school learning and school improvement, sustainability, student engagement, reflection, and academic press; (b) to explore how certain organizational behaviors either add or subtract human, social, and intellectual capital; and (c) to examine in more detail research on several select topics such as, but not limited to: culture and climate, group dynamics, change, motivation, gender, and decision making.

College of Education Conceptual Framework: The College of Education contributes to the theory and practice of a broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.
How the Course Connects to the Conceptual Framework: The connections to the conceptual framework in this course include contributing to the theory and practice of education by developing educator scholarly-practitioners who reflect deeply on how their leadership behaviors add, promote, and sustain, or subtract, decrease, and take away resources from professional learning cultures. Organizational behavior identifies behaviors to promote more socially just and inclusive practices for leaders and their communities to develop more collaborative communities that work together toward a sustainable and just future.

Required Texts:

Course Reader with select readings for the course aligned to weekly topics. The readings represent a cross-disciplinary approach to the topics and the body of work in a particular area.


Recommended Texts:


Course Requirements:
1. Weekly Discussion Board Posting and Participation (20 points)
2. Interview with a leader on some aspect of organizational behavior (20 points)
3. Research paper on one area of interest in organizational behavior (40 points)
4. Article -share related to the topic for the week to discuss with class (10 points)
5. Final course reflection (10 points)

Grade Distribution Based on Point Totals of the Combined Assignments:

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<tr>
<th>Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
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<td>86-84</td>
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<td>83-80</td>
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<td>69-67</td>
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<td>66 and Below</td>
<td>F</td>
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............Incomplete*(See policy in the student handbook for incompetes and stated policy herein.)

I. (Incomplete.) An incomplete is the term used to indicate that a grade has been deferred. It is for students who for reasons beyond their control are unable to complete their work on time. All outstanding incomplete work (including grades of I, X, and blank/no grade) must be completed and posted to the official transcript prior to the conferral of the degree. It is strongly recommended that students who are granted an Incomplete limit their total number of credits to 18 credits (including credits for the Incomplete course and any new courses) during the semester when they are finishing an Incomplete. Students who receive an I grade have up to the end of the ensuing year to complete the course, unless a shorter interval is specified by the instructor. If the incomplete is not made up during the specified time or the student repeats the course, the I is changed to an F. (See Rule 34.) Faculty are required to submit an Incomplete Grade Report (IGR) to the departmental office with every I given. The IGR must specify conditions and requirements for completing the incomplete, as well as any time limitations less than one year.

Description of Each Assigned Area:
1. **Weekly Discussion Board.** Post a response to the question on discussion board the first week and respond to *at least* one other colleague the following week.

2. **Interview a leader.** Interview a leader on an issue related to the paper you plan to write around a topic of special interest. Pose questions that "problematize" what you are writing about in lieu of the literature you are examining for your research paper and ask questions that help you see what espoused theories-in-use the leader employs to address the problem.

3. **Research Paper.** Select a topic that relates to your research goals in an area you want to know more and write a 25-page literature review on the topic.

4. **Share an article with the class.** Share an article related to the topic you are developing more in-depth knowledge. Students will sign up for different weeks.

5. **Final Course Reflection.** Write a final course paper where you reflect on the meaning of the: (a) readings to self, (b) readings to other readings, and (c) readings to the larger global issues of OB. This will be explained in greater detail.

### Course Calendar:

#### Class Sessions

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<tr>
<th>Class Session 1</th>
<th>Topics and Readings Completed for the Class Session</th>
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<tr>
<td>Overview of the course and expectations, group norms, and topics to be addressed in the readings. Select an article and a person to interview. Class IRB. <strong>Question:</strong> What is learning today and how is it different than in the past?</td>
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<td>Readings:</td>
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<table>
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<tr>
<th>Class Session 2</th>
<th>Topics and Readings Completed for the Class Session</th>
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<td>Organizational Learning as Organizational Behavior</td>
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a systems and learning orientation.

Class Session 3
Organizational Behavior and Systems Theory and Role Theory, Owens and Valesky, Chapter 4
Additional Readings from Course Reader

Class Session 4
Organizational Behavior and Motivation Theory
Natmeyer and McMahon, Section, Motivation and Performance
Additional Readings from Course Reader

Class Session 5
Organizational Behavior and Building Human Capital
Additional Readings from Course Reader on Academic Optimism and Academic Press

Class Session 6
Organizational Behavior and Culture and Climate
Owens and Valesky, Chapter 6
Additional Readings from Course Reader on Culture

Class Session 7
Organizational Behavior and Interpersonal and Group Behavior, Natmeyer and McMahon, Section, III
Additional Readings from Course Reader

Class Session 8
Organizational Behavior and Conflict
Owens and Valesky, Chapter 10
Additional Readings from Course Reader

Class Session 9
Organizational Behavior and Decision Making
Owens and Valesky, Chapter 9
Additional Readings from Course Reader

Class Session 10
Organizational Behavior and Change
Natmeyer and McMahon, Section, V
Additional Readings from Course Reader

Class Session 11
Organizational Behavior and Power
Readings from Course Reader

Class Session 12
Organizational Behavior and Collaboration
Additional Readings from Course Reader
Useful Things to Know

Communication. Email will be the primary means of communication, so students are advised to check email frequently before class. However, I am not “on” email constantly. Thus, if you want a quicker response from me, please send me a text (cell phone number provided above).

Missed Class. Students are expected to attend all class sessions. Students who have a schedule conflict need to discuss that conflict with me well in advance and an assignment will be required in order to obtain the points for the class session missed. Students who miss more than one class will not be able to make an A for the course unless there are documented and unusual circumstances.

Late Assignments. Late papers will be graded lower than work turned in on time. This means that the grade will be reduced from an A to a A- when the work is one day late etc., and thereafter reduced to the next letter grade, i.e., from an A- to a B+ for each day the assignment is late. No late papers will be accepted if the work is more than two weeks late. The grade will be an F for that assignment. The only exceptions are serious and extenuating circumstances that would constitute an emergency.

Arriving Late to Class. Every student in this class keeps a busy schedule. In fairness to those students who do arrive on time, and in respect for our class time, students will be considered “late” after fifteen minutes. In this class, that means students arriving after xxxx are considered late. Students will receive one “free” late pass. After that, two “late classes” will reduce your grade by one point.

Ground Rules. Respect for Diversity—At WSU, we attempt to sustain active, diverse learning environments that honor both free speech and complete respect for students, faculty, and guests. Respect and consideration for all is the basis for the programs and class conduct. Diversity contributes richness to our lives and work, and participants bring different experiences and perspectives to courses. Discussions often raise conflicts about values and beliefs that are fundamental to the work and scholarship of education. Everyone has the right to speak and the obligation to listen. Abusive or threatening behavior is not tolerated at WSU.
Talking in class. There are some students who do not feel comfortable speaking in class, I am sensitive to that. However, it is still an expectation that all students will participate in all facets of the class—this includes class discussion. It is not acceptable for a student to remain quiet throughout the term, especially without talking to me about it. Your thoughts and contributions are important and valuable components of our class. If you think you will have trouble with this policy, please talk to me.

Cell Phones. We are all busy professionals. Please have cell phones silenced or off during class sessions. If an emergency occurs and a cell phone needs to be used, please take the phone call outside of the classroom.

Laptops. Most class sessions you will need one, so please bring one with you.

Campus Policies

Disability Services Reasonable Accommodations Statement. Reasonable accommodations are available for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend that you begin the process as soon as possible. For more information, contact a Disability Specialist on your home campus.

- Pullman http://accesscenter.wsu.edu
- Spokane /students/current/StudentAffairs/disability/index.html-
- Tri-Cities: http://www.tricity.wsu.edu/disability/index.html
- Vancouver: http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services

Campus Safety. The Campus Safety Plans are available for all campuses and contain a comprehensive listing of university policies procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community and links to the other campuses. Students are asked to visit this web site as well as the University emergency management web site at http://oem.wsu.edu/Emergencies to become familiar with the campus safety and emergency information provided. Students should also become familiar with the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. The other campus safety plans can be found at:

- Pullman: http://safetyplan.wsu.edu
- Spokane: http://spokane.safetyplan.wsu.edu
- Tri-Cities: http://www.tricity.wsu.edu/safetyplan
- Vancouver: http://www.vancouver.wsu.edu/safety-plan

**Emergency Notification System.** WSU has made an emergency notification system available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). Become familiar with the University emergency management web site at **Pullman Spokane, Tri-Cities, and Vancouver:** http://oem.wsu.edu/

You may have been prompted to complete emergency contact information when registering for classes on Zzusis. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, your campus web page and/or WSU ALERT HOTLINE at 509-335-2345. **If you need to report and emergency, DIAL 911.**

Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU web page and/or http://www.flashalert.net/.

**Academic Integrity Violations for all Campuses.** When a student enrolls in WSU, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty (WAC 504-26-010 specifically defines “cheating”). Violations to academic integrity include plagiarism. Plagiarism is presenting the information, ideas, or phrasing of another person as the student’s own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project for academic credit, and/or using any work done by someone else. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student’s work is suspected of violating the University’s policies on academic integrity (WAC 504-26-404), the instructor will assemble the evidence and, upon reasonable notice to the student of the date, time, and nature of the allegations, meet with the student suspected of violating academic integrity policies. Appropriate disciplinary action will ensue. This will result in an “F” for the course and referral to the Office of Student Conduct where more stringent discipline may ensue that could result in termination to the program.
For additional information about WSU's Academic Integrity policy/procedures please contact (360) 546-9573 or refer to the student conduct information on the university website at http://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct.

**Important Dates and Deadlines.** Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. Questions regarding the academic calendar can be directed to the Office of Student Affairs.

**ANGEL.** ANGEL will be used to make announcements and provide access to the discussion board. Students should check the site during the week and prior to class.

**Using WSU Library System**

[www.wsulibs.wsu.edu](http://www.wsulibs.wsu.edu)
- Click on Griffin tab on left
- Click on journal, magazine, newspaper
- Click on journal title
- Type the title in the box and follow directions

**Journals to Take Note**

Additional Readings and References


Waters, T., Marzano, R.J., & McNulty, B. (2003). *Balanced leadership: What 30 years of
research tells us about the effect of leadership on student achievement. Aurora, CO: Mid-Continent Research for Education and Learning.