



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
Educational Leadership Program**

EDUC 362 (3 units) Organizational Behavior

Course Meeting Dates and Location: Wednesdays, 4:00-7:00 pm, Room 205 Guadalupe Hall

First meeting date: September 21; Last meeting date: November 30

Term: Fall Quarter 2016

Instructor: Kristine Melloy, Ph.D., Professor

SCU Email: kmelloy@scu.edu

Office & Contact Information:

Guadalupe Hall, Room 234

455 El Camino Real, Santa Clara, CA 95053

408-554-4119 (office) 651-263-9826 (cell)

Office Hours: Wednesdays and Thursdays – 2:00-3:30, Room 234 Guadalupe Hall

And by appointment Monday thru Friday

Mission and Goals of the Department of Education

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, the core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

The Department of Education's faculty, staff, and students share the following goals:

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

Course Description

The course includes topics such as the improvement of educational institutions and other organizations as a result of improving management practices; avoiding old mistakes and facing problems and challenges associated with a changing, culturally diverse school population with confidence are considered. Discussions include goal setting and the role of the individual and institutions. Topics include government intervention in education, legislation, regulation and policymaking. The organization as a target of legislative reform is discussed. Solving problems before they become unsolvable and strategies for improving management are considered (from SECP Graduate Bulletin, 2016, p. 98).

Course Objectives

Upon completion of the course, students will know and be able to do the following:

1. Understand organizational behavior and how people behave in schools and organizations. (CAPE 1C.2; CACE A11; CAPE 3B.4; 3C.2; CACE C.1, C.5, C.6; CAPE 5A.4, 5C.1, 2, 3; CACE E10, 11, 12, 22, 23)
2. Facilitate the development and implementation of a shared vision for the school/organization. (CAPE 1C.2; CACE A11)
3. Manage organizational systems and human resources. (CAPE 3B.4, 3C.2; CACE C.1, C.5, C.6)
4. Make decisions, model and behave in ways that demonstrate professionalism, ethics, integrity, justice and equity. (CAPE 5A.4, 5C. 1, 2, 3; CACE E10, 11, 12, 22, 23)
5. Influence external context policies. (CAPE 6A.1; CACE F5, 6)

(See the Administrative Services Credential Program Standards Handbook, June 2016 in the Course Materials Module in Camino for the full description of the CAPEs and CACEs associated with the course objectives <https://camino.instructure.com/courses/25646/pages/course-materials> .)

Required Text & Readings

Chance, P.L. (2013). Introduction to educational leadership and organizational behavior: Theory into practice. New York, NY: Routledge.

Additional required readings will be available in the EDUC 362 Organizational Behavior Learning Management System: Camino/Canvas (<https://camino.instructure.com/courses/25646/modules>) in topical Modules. See course outline and schedule for additional course readings.

Suggested Texts for Writing Improvement for Graduate Students:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

Recommended Readings

Administrative Services Credential Handbook [CTC-Admin-Handbook-2016 \(2\).pdf](#) (see Course Materials Module in Camino)

California Professional Standards for Education Leaders (CPSEL) [CPSEL-booklet-2014.pdf](#) (see Course Materials Module in Camino)

School of Education and Counseling Psychology Graduate Bulletin (2016-2017). Santa Clara University. https://www.scu.edu/media/ecp/student-services/policies/SCU_SECP_GradBulletin_2016-17_FINAL.pdf

Course Requirements/Assignments Assessments and Grading Criteria

Course Assessment:

Grades are based on a 250-point total. The distribution of points across assignments, attendance and participation is as follows:

Assessment (Attendance & Participation = 40% of grade; Assignments = 60% of grade)		Points
1	Class attendance & participation	100
2	Assignment 1: Profile in Camino	5
3	Assignment 2: Leadership Style Reflection Paper	10
4	Assignment 3: Systems Analysis Project	60
5	Assignment 4: Organization Change Plan	100
5	Assignment 5: Organizational Leadership and Behavior Case Analysis	25
Total		300

Class Attendance and Participation:

Class Sign In and Critical Incident

10 points for each synchronous/asynchronous class meeting **Due: Wednesdays, See Class Schedule**

Being present in class, participating in class, and being on time to class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend all classes as scheduled for the quarter and to be on time for class.

Please sign in when you arrive for class on the sign in sheet. Your attendance will be recorded through online notation by the instructor and you are required to complete a critical incident at the end of each class that will be available in an online format. The online attendance notation and completion of the critical incident at the end of class will ensure that you receive credit for the class periods that you attend and in which you participate. Extenuating circumstances (e.g., severe illness, death of a close family member) may result in the need for a class absence or being late. Please contact the course instructor prior to the absence via an email (kmelloy@scu.edu) or a phone call (408-554-4119) so that your absence will be noted. If there is an emergency and it is not possible to contact the instructor prior to class, you are responsible to contact the instructor within 24 hours by email or phone to let her know why you were absent from class. You will still be responsible for all missed content and in-class work but will not receive credit for class attendance/participation. Please be sure to review the course materials in the **Weekly Class Module** for the missed class in Camino for the date of the class.

Assignments and Exercises:

Assignment 1: Profile in Camino

5 points **Due: September 28, 2016**

Please become familiar with Canvas, the learning management system that powers Camino. Please complete your profile in Camino as a way to become familiar with Camino for EDUC 362. Instructions for completing your profile are available in the Course Materials Module and in the Assignments site in Camino.

Assignment 2: Leadership Style Reflection Paper

10 points **Due: October 19, 2016**

Complete the *Leadership Style Survey* activities in class. Then, write a one page reflection on your leadership style and behaviors based on the results of the completed activities. Use the *Leadership Style Reflection Paper* rubric available in the Camino Assignment portal as a guideline for writing the paper. Reading Chapters 3 and 5 in Chance (2013) may be helpful to you as you prepare to write the reflection paper. (Course Objective 4)

Assignment 3: Organization Systems Analysis Project

60 points **Due: November 9, 2016**

To demonstrate your understanding of applying the various theories and ideas learned in the course related to organizational behavior and systems analysis, choose an organization upon which to conduct a SWOT or PEST (or both) analysis following the procedures learned in class. The organization should be one where you currently are employed or one that you are very familiar so that your analysis is accurate and realistic. Once you have completed the analysis, complete a written report of the results (see rubric for guidelines) and submit the assignment to the Camino Assignment 3 portal site. Students may prepare the assignment individually or in teams. Signature assignment. (Course Objectives 1 and 3)

Assignment 4: Organization Behavior Change Plan

100 Points **Due: November 30, 2016**

To demonstrate your understanding of applying the various theories and ideas learned in the course related to organizational behavior, develop an organization change plan based on the results of one aspect of the *Organization Systems Analysis Project* which you completed that could hypothetically result in an organizational behavior change in that organization. The change plan will follow the organization development process covered in class: 1. Diagnosis, 2. Data Collection, 3. Data Feedback, 4. Action Planning, 5. OD intervention, and 6. Evaluation and Follow Up. To complete the assignment, provide a written description (see rubric for guidelines) of the organization change plan that you submit to the Camino Assignment 4 portal site. Students may prepare the assignment individually or in teams. Signature assignment. (Course Objectives 1, 2, 3, 4 and 5)

Assignment 5: Organizational Leadership and Behavior Case Analysis

25 Points

Due: Throughout the course – see schedule and individual due dates

In order to gain practice in developing analytical skills and applying organizational behavior knowledge to solve challenging problems, each person in the class will have an opportunity to take the lead in analyzing one case from our textbook and leading a small group discussion about the case. Cases will be assigned at the beginning of the course and then the student responsible for analyzing the case and leading the discussion, will submit a summary of the case analysis based on the outline provided in the rubric for Assignment 5: Organizational Leadership and Behavior Case Analysis (see Camino Assignment 5 portal). All students in the class are responsible for reading the case assigned for each week of the course and participating in the weekly discussions, but only the discussion group leaders for the week will be responsible for preparing the analysis, leading the discussion and submitting the summary of the analysis to the assignment site for the given week. (Course Objectives 1, 2, 3, 4 and 5)

Course Outline & Class Schedule

Class Meeting	Class Topic	Readings Due	Assignments Due
September 21	Fundamentals of Organizational Behavior	- Course syllabus	
September 28	Fundamentals of Organizational Behavior (Continued)	Chance (2013), Chapters 1 and 3	Assignment 1: Profile in Camino
October 5	Motivation and Reward Systems	Chance (2013), Chapter 7	Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>Tensions in the Second Grade Team</i>
October 12	Leadership and Empowerment	Chance (2013), Chapter 5	Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>What's Happening at Eastbrook</i>
October 19 (Asynchronous/online)	Individual and Interpersonal Behavior	Chance (2013), Chapters 6, 8 and 9	Assignment 2: Leadership Style Reflection Paper Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>Changing of the Guard</i>

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October 26	Individual and Interpersonal Behavior	Chance (2013), Chapters 6, 8 and 9	Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>I Heard it Through the Grapevine</i>
November 2	Group Behavior	Chance (2013), Chapter 2	Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>Rehab or Restructure?</i>
November 9	Change and Its Effects	Chance (2013), Chapter 10	Assignment 3: Systems Analysis Project Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>Controversy Haunts Spirit Day at Meadows Middle School (Ch. 9)</i>
November 16	Change and Its Effects	Chance (2013), Chapter 10	Assignment 5: Organizational Leadership and Behavior Case Analysis: <i>No Raise in Taxes if the Old School is Razed</i>
November 23 (no class)	Happy Thanksgiving Week		
November 30	Change and Its Effects		Assignment 4: Organization Change Plan

Academic Integrity

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of-- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

Students are expected to uphold the principles of this pledge for all work in this class.

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use according to the rules for citation in the 6th Edition of the *Publication Manual of the American Psychological Association* (APA, 2010). A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2016-2017).

Additional Information

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>