CURRICULUM SIS ENTRY

☐ 1. Check Course Number	☐ 6. SMAALIB
☐ 2. SCACRSE	☐ 7. SMAAREA
☐ 3. SCADETL	☐ 8. SCAPREQ
☐ 4. SCASYLB	☐ 9. Summer Prereq
☐ 5. SCARRES	☐ 10. SZACXRF / CBM003

TEXAS STATE UNIVERSITY
COURSE ADDITION FORM

1. Effective Semester: Fall 2018

2. College: Business Administration	**3.** Department/School/Program: Management

4. Prefix/Subject				Number				
M	G	T		7	3	1	4	

5. Course Title:

Proposed Long	Organizational Behavior and Theory

Abbreviated (18 characters only including spaces)

O	R	G	A	N	I	Z		B	E	H		T	H	E	O	R	Y

6. Course Description (complete sentences in 50 words or less): This course focuses on organizational behavior and structure as influenced by environmental variables and system relationships.

7. Prerequisites (Including Minimum Grade Required):	**9.** Restrictions:
8. Co-Requisites (Including Concurrent Enrollment Allowed):	

10. Course Data

CIP Code (10 digits - no spaces or periods)									
5	2	1	4	0	1	0	0	1	6

Instruction Type		Lecture Contact Hours	Lab Contact Hours	Credit Hours	Repeatable for Credit?		Maximum Credit Hours Allowed
1-Lecture	☒	3	0	3	Yes	☐	3
2-Lab	☐				No	☒	
3-Practicum/Intrnshp/ Student Teaching	☐						
4-Seminar	☐						
5-Independent Study	☐						
6-Private Lesson	☐						
8-Thesis	☐						
9-Dissertation	☐						
0-Individualized	☐						
C-Clinical	☐						

Writing Intensive?		Topics Course?	
Yes	☐	Yes	☐
No	☒	No	☒

Valid Grade Mode (choose only one) (See PPS 4.07 for definitions.)	
Standard Letter	☒
Credit/ No Credit	☐
Leveling/Assistantships/ESL	☐
Developmental	☐

Course Equivalency(s) (Prefix and Number)

11. Justification for the course action:	
Degree: PhD	Major: Applied Anthropology
Minor:	Certificate: NA

Explain why the new course is needed.

This new course provides applied anthropology PhD students with theoretical knowledge and practical experience in the organizational behavior of individuals, teams, and organizations.

12. Course Goals and Objectives:

- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to *Bloom's Taxonomy of Measurable Verbs.*

The goals and objectives for students in this course are the following.

1) Students will be able to explain behavioral and social science concepts as applicable to individuals, teams, and organizations.
2) Students will be able to describe the role of personality in organizational settings.
3) Students will be able to identify factors contributing to the effective motivation of organizational members.
4) Students will be able to identify role of contextual, innate, and perceptual factors in effective leadership.
5) Students will be able to explain group and team dynamics.
6) Students will be able to explain organizational structure and culture.

13. Description of Instructional Methodologies:

- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

This course is a hybridized course employing a "flipped classroom" that relies on significant outside-the-classroom effort from students. Students will view video recordings of lectures before classes and are required to come to class prepared to discuss them as well as the assigned reading. Methods used to achieve course objectives may include, but are not limited to: video lectures, readings, face-to-face lectures, class discussion, class activities, quizzes, examinations, case analysis, case presentations, videos, and research projects.

14. Assessment of Student Learning:

- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

Students' grades will be determined as follows:

Weekly quizzes = 22%
Application papers = 8%
Exam 1 = 20%
Exam 2 = 20%
Exam 3 = 30%

15. Course Outline:

- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

Week 1: Introduction to Organizational Behavior Week 2: Behavior, Personality, & Values Week 3: Perception Week 4: Emotions, Attitudes, & Stress Week 5: Exam 1 Week 6: Motivation Week 7: Decision Making & Creativity Week 8: Team Dynamics	Week 9: Power & Influence Week 10: Exam 2 Week 11: Conflict & Negotiations Week 12: Leadership Week 13: Organizational Structure Week 14: Organizational Culture Week 15: Final Thoughts Week 16 (Finals Week): Exam 3

16. Suggested Textbook(s) and Other Learning Resources:

- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

McShane SL, Von Glinow MA. 2014. *Organizational Behavior*. Singapore: McGraw-Hill.

17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.

Adler NJ, Gundersen A. 2007. *International Dimensions of Organizational Behavior*. Mason: Cengage Learning.

Campoux JE. 2010. *Organizational Behavior: Integrating Individuals, Groups, and Organizations*. London: Routledge.

DelCampo RG, Boudwin KM, Hines SL. 2007. *"THAT's WHAT SHE SAID!" A Guide to Using "The Office" to Demonstrate Management Parables, Organizational Behavior and Human Resource Management Topics in the Management Classroom*. Morrisville: Lulu.com.

Egal A. 2013. *Stakeholder Management and Organizational Behavior*. GRIN Verlag.

George JM, Jones GR. 2011. *Understanding and Managing Organizational Behavior with MyManagementLab*. Harlow: Pearson Education Limited.

Hersey PH, Blanchard KH, Johnson DE. 2012. *Management of Organizational Behavior: Leading Human Resources*. Upper Saddle River: Pearson Education.

Ivancevich JM, Konopaske R, Matteson MT. 2013. *Organizational Behavior and Management*. London: McGraw-Hill.

Johnson CM, Beehr TA. 2012. *Integrating Organizational Behavior Management with Industrial and Organizational Psychology*. London: Routledge.

Maas H. 2013. *Conflict! - Reality of Management and Organizational Behavior*. Norderstedt: GRIN Verlag.

Newstrom JW. 2014. *Organizational Behavior: Human Behavior at Work*. London: McGraw-Hill.
Pierce JL, Newstrom JW. 2013. The Manager's Bookshelf. Harlow: Pearson Education Limited.

Robbins SP, Judge TA. 2014. *Organizational Behavior*. Upper Saddle River: Pearson Education.

Tosi HL, Pilati M. 2012. *Managing Organizational Behavior: Individuals, Teams, Organization and Management*. Cheltenham: Edward Elgar Publishing.

18. Approvals:

Paul J. Bolt	11-21-16
Department Chair/Program Director/School Director	Date
Dennis J. Smart	11-29-16
Chair of College Curriculum Committee	Date
Dennis J. Smart	11/30/16
Dean of College	Date
	2/8/2017
Dean of The Graduate College (if applicable)	Date
Chair of University Curriculum Committee (if applicable)	Date

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FEB 06 2017
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