

**San José State University**  
**Organizational Studies**  
**ORGS 101 People & Organizations, Fall 2015**

<b>Instructor:</b>	A.J. Faas, Ph.D.
<b>Office Location:</b>	Clark 404L
<b>Telephone:</b>	408 924 5732
<b>Email:</b>	aj.faas@sjsu.edu
<b>Office Hours:</b>	Mondays & Wednesdays, 1pm to 2:45pm (or by appointment)
<b>Class Days/Time:</b>	Mondays and Wednesdays 3:00 pm to 4:15 pm; Fridays 10:00 am to 12:00 pm.
<b>Classroom:</b>	Clark Hall 310 on Mondays & Wednesdays; WSQ004 on Fridays
<b>Prerequisites:</b>	Completion of core GE and upper division standing. Declared major in ORGS or instructor permission.
<b>GE/SJSU Studies Category:</b>	N/A
<b>Course Fees:</b>	N/A

### **Canvas**

Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

### **Course Description**

ORGS 101 People & Organizations (4 units) is designed to introduce students to the study of complex organizations in which people live their lives. Topics include organizational forms and functions; internal social and cultural dynamics; growth and change in material, social and symbolic environments; and ethical issues of organizational life.

### **Broader Perspective**

Humans organize to get things done that cannot be done alone. Organizations take a variety of forms and they perform many functions, and it is difficult to imagine social life without them. Organizations contribute to helping us live meaningful lives, just as they are capable of frustrating or even enraging us; we take them for granted at our peril.

The organizations of contemporary life are everywhere, and yet we often fail to pay explicit attention to them. This course provides a foundation for that “paying attention” through an

interdisciplinary approach to seeing, understanding, and acting in organizations. We will draw upon many of the disciplines of the social sciences and while many contributions to the study of organizations come from management studies, our emphasis in this course will be a social scientific one. Likewise, we will be drawing examples from across the economy, but we will also pay attention to nonprofits since they broaden our perspective on the study of organizations.

### **Succeeding in a Four-Unit Course**

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. In this four-unit course, you can expect to spend on average 12 hours per week during a regular semester in class and on tutorials, assignments, service-learning fieldwork, and other course-related activities. Careful time management will help you keep up with readings and assignments and facilitate your success in all of your courses.

### **Course Goals and Student Learning Objectives**

#### **Organizational Studies Program Learning Outcomes**

The Organizational Studies program includes six program learning outcomes (PLOs). After you successfully complete all your coursework in the major, you will be able to:

- PLO1. Identify the variety of organizations humans have created to achieve their goals.
- PLO2. Understand the relationships between organizational structure and process, and the social and natural environments in which they operate;
- PLO3. Use quantitative and qualitative research methods to understand organizations and their environments.
- PLO4. Identify the importance of understanding human diversity within organizations.
- PLO5. Recognize the moral dimensions of human actions, and be able act ethically and effectively within organizations.
- PLO6. Demonstrate skills in addressing real-world organizational problems.

ORGS 101 incorporates all the Program Learning Outcomes to some extent, but the course emphasizes PLO1, PLO2, PLO4 and PLO5.

#### **Service-Learning Objectives**

This course includes a service-learning requirement (see Assignments and Grading Policy below). The service-learning fieldwork for this course is intended to meet the following learning objectives:

- to gain hands-on experience applying course knowledge in an organizational setting;
- to analyze the structures of organizations and how people function with them;
- to be knowledgeable in how organizations reflect human values;
- to understand how larger environments affect organizations internally and externally on local and global levels;
- and to develop research skills for understanding organizational communication, technology, values, patterns, processes, workflows, environments, and symbols

## **Course Goals**

This course is the first of the three-course core sequence in the undergraduate program in organizational studies. Students will initially be introduced to the history of organizational studies. Then, they will learn about the various organizational forms and functions ranging from relationships between individuals to complex organizational structures. Third, students will examine internal social and cultural dynamics. They will then explore the growth and change in material, social and symbolic environments. Finally, students will study the ethical issues of organizational life.

## **Course Learning Outcomes**

Students who successfully complete this course will:

1. CLO1. understand the history of organizational studies and its relations to other studies
2. CLO2. be able to identify the variety of organizations that humans have created to achieve their goals
3. CLO3. be able to analyze the structures of organizations and how people function with them
4. CLO4. be knowledgeable in how organizations reflect human values
5. CLO5. be able to understand how larger environments affect organizations internally and externally on a local and global level
6. CLO6. develop research skills for understanding organizational communication, technology, values, patterns, processes, workflows, environments, and symbols; and
7. CLO7. be knowledgeable in the ethical principles of organizational studies

## **Required Texts**

- Natemeyer, Walter, and Paul Hersey (2011). *Classics of Organizational Behavior* (4<sup>th</sup> edition). Waveland.
- All other readings are available for download from Canvas.

## **Classroom Protocol**

This is a lecture-discussion class, and you are encouraged and expected to ask questions and make constructive comments. Please arrive at class on time. If you are delayed, please arrive and take a seat quietly without disrupting the students around you. If you must leave early, please inform me prior to the start of class and seat yourself near the exit.

Mobile phones, laptops, tablets, and all electronic devices must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class. With instructor approval, laptops and smart phones may be used for certain in-class assignments.

Each class addresses a single, albeit often complex topic. Readings are assigned as per the class calendar below and you are responsible for completing them before class meets. You simply cannot participate in a meaningful way without having read the material and either mastered it or be able to identify the questions that would help you master it.

High-quality participation may consist of addressing questions or issues raised by other members of the class, synthesizing material (including with what you have learned in other classes), and suggesting new and important questions. It always involves knowing how to speak and how to listen.

Please: (1) demonstrate curiosity and openness to exploring topics; (2) base claims or conclusions that you make in data; (3) build upon what others have already said; and (4) help create an environment in which everyone feels comfortable participating.

All assignments must be completed during the designated period in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### **Assignments and Grading Policy**

1. **Class Participation (10%).** Participation is being in class and generally contributing to discussions, and joining in classroom exercises that complement readings, lectures and discussions. These cannot be made up.
2. **Service-Learning Fieldwork (10%).** As part of this course, you will be required to conduct six two-hour service-learning fieldwork assignments with a designated partner organization. You will have some choice in when you perform these activities, but you will sign up for and commit to a schedule on our third class meeting. While you are required to perform the fieldwork assignments, you will not be graded on the fieldwork itself. Instead, you will be graded on writing assignments and presentations based on the fieldwork (see below). There will be no Friday class meetings on service-learning fieldwork weeks.
3. **Fieldwork Papers & Colloquia (25%).** Each student will write six essays (750-1000 words *each*) in which you present fieldwork observations and connect them to course readings. Each paper will be based on a weekly fieldwork assignment developed by the instructor and based on course material. Every other week, we will meet on Friday mornings (10:00am to 12:00pm) for a colloquium in which students present their written assignments and we discuss them as a group.
4. **Midterm (15%).** There will be a take-home midterm examination—essay and short answer—based on lectures and readings. You will have a week to work on and submit your exams.
5. **Term Report (25%).** Students will independently prepare a term report about some facet of organizational studies that interests them and that they anticipate will be relevant to their subsequent career. The term paper for this course will consist of a 20-page (Times New Roman, 12-point, double-spaced) essay in which you: (a) present an introduction to your fieldwork site and project; (b) condense and refine your fieldwork papers into shorter, focused sections based on feedback from your peers and the instructor; (c) develops a conclusion with a series of succinct policy recommendations for your partner organization, tied directly to course readings.

Page total does not include references. You should conform to the American Anthropological Association Style Guide, available at [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf).

This paper is an individual (NOT a group) assignment.

The term paper is a two-phase assignment that includes (a) a rough draft which will allow the instructor to provide you with feedback (worth 20% of the assignment grade); and (b) the final draft of the term paper (worth 80% of the assignment grade). Final drafts are due on the last regular class meeting (before final exam week).

6. **Final Examination (15%).** There will be a take-home final examination that will be submitted during the final exam period when we debrief about the course and your educational plans.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

Grading distribution is as follows:

100	-	97	A+	79	-	77	C+
96	-	93	A	76	-	73	C
92	-	90	A-	72	-	70	C-
89	-	87	B+	69	-	67	D+
86	-	83	B	66	-	63	D
82	-	80	B-	Below 63			F

## ORGS 101: Peoples & Organizations Fall 2015 Course Schedule

COURSE MEETING	THEME AND ASSIGNMENTS
Friday, August 21	Introduction to class goals and format, review syllabus, group assignments, add/drop process and deadlines
Monday, August 24	<b>Service Assignments</b> <b>A Primer on Fieldwork for Organizational Research</b>
Wednesday, August 26	<i>Organizations and Contemporary Life: An Interdisciplinary Approach</i> <u>Question:</u> What do we mean by organizations and why does understanding them require an interdisciplinary approach? <u>Readings</u> Tolbert & Hall: Ch. 1
Friday, August 28	<i>Birth of Modern Organizations</i> <u>Question:</u> What are the main attributes of the bureaucratic organization? <u>Readings</u> Natemeyer & Hersey: Ch. VI.1 Weber
Monday, August 31	<i>Roots of Organizational Studies: Scientific Management</i> <u>Question:</u> What are Taylor's main assumptions about the working class? What are the main features of scientific management? <u>Readings</u> Natemeyer & Hersey: Ch. I.1 Taylor
Wednesday, September 2	<i>Dimensions of Organizational Structure</i> <u>Question:</u> How are organizations structured by the dimensions of complexity, formalization, and centralization? <u>Readings</u> Tolbert & Hall: Ch. 2
Friday, September 4	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, September 7	<b>NO MEETING – LABOR DAY</b>
Wednesday, September 9	<i>Explaining Organizational Structure</i> <u>Question:</u> How do size, technology, culture, and environment influence organizational structure? <u>Readings</u> Tolbert & Hall: Ch. 3
Friday, September 11	<b>FIELDWORK COLLOQUIUM I (Group A)</b> <b>Fieldwork Paper #1 Due</b>
Monday, September 14	<i>Behavior in Organizations, Part I: Motivations A</i> <u>Questions:</u> How are humans motivated to behave in organizations? <u>Readings</u> Natemeyer & Hersey: Ch. II.1 Maslow

Wednesday, September 16	<p><i>Behavior in Organizations, Part II: Motivations B</i></p> <p><u>Questions:</u> How are humans motivated to behave in organizations? How is this behavior optimized to meet organizational goals?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: II.2 McClelland, II.4 Alderfer</p>
Friday, September 18	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, September 21	<p><i>Behavior in Organizations, Part III: Interpersonal &amp; Group Behavior</i></p> <p><u>Question:</u> How do different facets of individual behavior and group dynamics affect organizations?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: Chs. I.3 Roethlisberger &amp; I.5 McGregor</p>
Wednesday, September 23	<p><i>Behavior in Organizations, Part IV: Group Dynamics</i></p> <p><u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: III.1 Gouldner, Ch. III.2 Maier, III.3 Cartwright &amp; Zander</p>
Friday, September 25	<p align="center"><b>FIELDWORK COLLOQUIUM II (Group B)</b></p> <p><b>Fieldwork Paper #2 Due</b></p>
Monday, September 28	<p><i>Behavior in Organizations, Part IV: Group Dynamics</i></p> <p><u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: III.4 Schein, III.5 Janis, III.6 James &amp; Jongeward</p>
Wednesday, September 30	<p><i>Behavior in Organizations, Part V: Group Dynamics</i></p> <p><u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed?</p> <p><u>Readings</u></p> <p>III.8 Harvey, III.9 Tuckman &amp; Jensen</p>
Friday, October 2	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, October 5	<p><i>Power in Organizations, Part I</i></p> <p><u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised?</p> <p><u>Readings:</u></p> <p>Tolbert &amp; Hall: Ch. 4</p>
Wednesday, October 7	<p><i>Power in Organizations, Part II</i></p> <p><u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised?</p> <p><u>Readings:</u></p> <p>Natemeyer &amp; Hersey: V.2 French &amp; Raven, V.3 Etzioni, V.4 Salachik &amp; Pfeffer</p>
Friday, October 9	<p align="center"><b>FIELDWORK COLLOQUIUM III (Group A)</b></p> <p><b>Fieldwork Paper #3 Due</b></p> <p><b>MIDTERM REVIEW</b></p>

Monday, October 12	<p><i>Situational Leadership and Power</i></p> <p><u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: V.6 Hersey &amp; Natemeyer</p>
Wednesday, October 14	<p style="text-align: center;"><b>MIDTERM EXAM DUE</b></p> <p><b>Interview the professor:</b> Come to class with questions for the professor about applied research with organizations</p>
Friday, October 16	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, October 19	<p><i>Leadership, Part I</i></p> <p><u>Question:</u> How do people lead and follow in organizations?</p> <p><b>Guest Speaker:</b> Michael Fallon, Center for Community Learning and Leadership</p> <p><u>Readings</u></p> <p>Tolbert &amp; Hall: Ch. 5</p> <p>Browse the Center for Community Learning and Leadership website here: <a href="http://goo.gl/GJ5ImR">http://goo.gl/GJ5ImR</a></p>
Wednesday, October 21	<p><i>Leadership, Part II</i></p> <p><u>Question:</u> How do people lead and follow in organizations?</p> <p><b>Guest Speaker:</b> Dayana Salazar, CommUniverCity</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: IV.5 Kouzes &amp; Posner, IV.8 Hersey, IV.9 Bennis &amp; Thomas</p> <p>Browse the CommUniverCity Website here: <a href="http://goo.gl/Tcg791">http://goo.gl/Tcg791</a></p>
Friday, October 23	<p style="text-align: center;"><b>FIELDWORK COLLOQUIUM IV (Group B)</b></p> <p><b>Fieldwork Paper #4 Due</b></p>
Monday, October 26	<p><i>Decision Making, Part I</i></p> <p><u>Question:</u> If organizations act, how and where do they make decisions?</p> <p><u>Readings</u></p> <p>Tolbert &amp; Hall: Ch. 6</p>
Wednesday, October 28	<p><i>Decision Making, Part II</i></p> <p><u>Question:</u> If organizations act, how and where do they make decisions?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: Ch. VII.1 Katz, VII.2 Drucker</p>
Friday, October 30	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, November 2	<p><i>Organizational Development</i></p> <p><u>Question:</u> If organizations act, how and where do they make decisions?</p> <p><u>Readings</u></p> <p>Natemeyer &amp; Hersey: VII.3 French, VII.5 Senge</p>
Wednesday, November 4	<p><i>Communication and Networks, Part I</i></p> <p><u>Question:</u> How do organizations structure communication?</p> <p><u>Readings</u></p> <p>Tolbert &amp; Hall: Ch. 7</p>

Friday, November 6	<b>FIELDWORK COLLOQUIUM V (Group A)</b> <b>Fieldwork Paper #5 Due</b>
Monday, November 9	<i>Communication and Networks, Part II</i> <u>Question:</u> How do organizations structure communication? <u>Readings</u> Natemeyer & Hersey: VI.2 Argyris, VI.3 Burns & Stalker, VI.4 Likert
Wednesday, November 11	<b>NO MEETING – CAMPUS CLOSED FOR VETERAN’S DAY</b>
Friday, November 14	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, November 16	<i>Dimensions of Environments</i> <u>Question:</u> How are organizational environments seen and defined, and why does it matter? <u>Readings</u> Tolbert & Hall: Ch. 8
Wednesday, November 17	<i>Paradigms for Managing Environments</i> <u>Question:</u> What are some influential approaches to analyzing and managing organizational environments? <u>Readings</u> Tolbert & Hall: Ch. 9
Friday, November 20	<b>FIELDWORK COLLOQUIUM (Group B)</b> <b>Fieldwork Paper #6 Due</b> <b>TERM PAPER ROUGH DRAFTS DUE</b>
Monday, November 23	<i>Organizational Futures</i> <u>Question:</u> What are the challenges for assessing organizational performance and enacting change? <u>Readings</u> Tolbert & Hall: Ch. 10
Wednesday, November 25	<i>Work Futures, Part I</i> <u>Question:</u> How do we understand work as it relates to organizational performance? <u>Readings</u> III.10 Stayer
Friday, November 27	<b>NO MEETING – THANKSGIVING HOLIDAY</b>
Monday, November 30	<i>Work Futures, Part II</i> <u>Question:</u> How do we understand work as it relates to organizational performance? <u>Readings</u> Natemeyer & Hersey: VI.8 Hammer & Champy, VII.6 Hamel & Prahalad
Wednesday, December 2	<i>Inter-organizational Contexts</i> <u>Question:</u> How do we understand the factors that influence how effectively organizations work together? <u>Readings</u> Faas et al. 2015 - Patterns of Preference and Practice: Bridging Actors in Wildfire Response Networks in the American Northwest

Friday, December 4	<p><i>Organizations and Communities</i></p> <p><u>Question:</u> How do we understand the impacts of organizations on communities?</p> <p><u>Readings</u></p> <p>Faas 2015 - Disaster Resettlement Organizations &amp; the Culture of Cooperative Labor in the Ecuadorian Andes</p>
Monday, December 7	<p><i>Career Development</i></p> <p><b>Guest Speaker:</b> Denise Hamilton (SJSU Career Center)</p> <p><u>Assignment</u></p> <p>Watch the Resume 101 video here: <a href="http://goo.gl/UFP6xw">http://goo.gl/UFP6xw</a></p> <p>Prepare a draft resume</p>
Wednesday, December 9	<p style="text-align: center;"><b>EXAM REVIEW</b></p> <p style="text-align: center;"><b>Service-Learning Debriefing with Community Partners</b></p> <p style="text-align: center;"><b>FINAL TERM PAPER DUE</b></p>
<b>FINAL EXAM</b>	<p style="text-align: center;"><b>Friday, December 11 from 12:15am to 2:30pm in regular class meeting room</b></p> <p style="text-align: center;"><b>Course Debriefing</b></p>

## Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

## Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Resources**

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>