**New York City College of Technology**

**Interdisciplinary Committee**

**Application for Interdisciplinary Course Designation**

**Date \_4/1/2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Submitted by** \_\_Jean Hillstrom, Ph.D.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Department(s) \_**Social Science**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Proposal to Offer an Interdisciplinary Course**

1. Identify the course type and title:

X An existing course PSY 2404 Personnel and Organizational Psychology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 A new course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 A course under development \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Provide a course description

Students will demonstrate a familiarity with psychological testing, performance appraisal, training and development, work teams, organizational development, and methodology and statistical logic as relevant to industrial/organizational behavior. Other topics include worker motivation, leadership, and group and organizational dynamics, affirmative action, sexual harassment, downsizing, mergers and acquisitions, stress in the workplace, union/management relations, and a variety of work-related ethical and mental health concerns.

1. How many credits will the course comprise? \_\_3\_\_\_\_ How many hours? \_\_3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?

|  |
| --- |
| PSY 1101 Introduction to Psychology |

1. Explain briefly why this is an interdisciplinary course.

The course is typically taught solely from the psychological perspective at CityTech which is limiting. I/O psychology is an eclectic field that has adapted concepts, ideas, techniques and theories from other disciplines. Experimental psychology provides the historical basis, and other influential fields include industrial engineering, management, social psychology and sociology. Further, the students who typically enroll in the course are from a variety of majors, not psychology. This section takes an interdisciplinary approach to the scientific study of the workplace. In particular, it examines the study of human behavior as it relates to employee productivity and well-being from the differing perspectives of sociology, law, health and safety practitioners, labor management personnel, and even gender studies.

1. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?

The proposed theme of the course is to increase knowledge and understanding of work behavior while im­proving the well‑being of workers from varied perspectives. A secondary theme is to facilitate students’ applying knowledge from these various perspectives in order to enrich their own current or future work lives.

The methodologies of psychology, as well as those of sociology, law, health & wellness fields, gender studies, and leadership studies, are applied to proposing and thinking about practices that impact the worker and the organization.

1. Which general learning outcomes of an interdisciplinary course does this course address?
Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

X **Purposefully connect and integrate across-discipline knowledge and skills to solve problems**

|  |
| --- |
| Industrial/organizational psychologyisthe branch of psychology that deals with the study of work behavior. I/O psychologists are concerned with both the science and practice of industrial/organizational psychology. The study of work behavior is a multidisciplinary, cooperative ven­ture. Because I/O psychologists are not the only professionals who study work behavior, they combine their research with that of other social sciences. It is vital to bring in these other disciplines to facilitate a broader and rounder perspective on work behavior and processes and to solve work-related problems. The scientific goal is to increase knowledge and understanding of work behavior, while the practical goal is to use that knowledge to im­prove the well‑being of workers. This will be assessed in their culminating “consulting” project. |

X **Synthesize and transfer knowledge across disciplinary boundaries**

|  |
| --- |
| Having already taken an introductory level psychology class (PSY 1101 Introduction to Psychology), students should have a basic foundation in the discipline. The introduction of the wide range of issues and problems covered in this course that are directly linked to other disciplines, including sociology, law, health & wellness fields, gender studies and leadership studies, would expose students to the knowledge and methodologies of these other disciplines whose perspectives and knowledge are connected to the issues of Industrial/Organizational Psychology. Much of this knowledge would be critical to the development of a more comprehensive understanding of the issues and challenges that are central to Industrial/Organizational Psychology; potentially, students’ perspectives would be significantly expanded. This will be assessed in their culminating “consulting” project as well as some smaller assignments such as the Affirmative Action assignment. |

🞎 Comprehend factors inherent in complex problems

|  |
| --- |
|  |

🞎 Apply integrative thinking to problem solving in ethically and socially responsible ways

|  |
| --- |
|  |

X Recognize varied perspectives

|  |
| --- |
| Students will develop an understanding of and ability to apply the diverse perspectives within industrial/organizational psychology; they will develop a respect for diverse viewpoints and apply the skills and concepts that are the foundation of other disciplines regarding the issues and questions that are central to industrial/organizational psychology. This will be assessed in their culminating “consulting” project. |

🞎 Gain comfort with complexity and uncertainty

|  |
| --- |
|  |

X Think critically, communicate effectively, and work collaboratively

|  |
| --- |
| Students will develop and identify a range of tools from both industrial/organizational psychology and other related disciplines that can be applied to solving real-world workplace challenges. They would work creatively with others in group problem solving, discussions and assigned projects, and should be able to express ideas orally and in written assignments. This will be assessed in the Job Analysis paired wiki assignment, the consulting project presentation, and the group leadership styles presentation. |

X Become flexible thinkers

|  |
| --- |
| Students will be able to apply the skills and methods of inquiry acquired in the course to build upon an understanding of industrial/organizational psychology that crosses disciplinary boundaries, both in the social sciences and in other specifically related disciplines. This will require and encourage creative thinking about diverse approaches to problems and their solutions. This will be assessed in the human factors assignment and the consulting project assignment. |

🞎 Other

|  |
| --- |
|  |

**General Education Learning Goals for City Tech Students**

* **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
* **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
* **Integration**: Work productively within and across disciplines.
* **Values, Ethics, and Relationships**: Understand and apply values, ethics, and diverse
perspectives in personal, professional, civic, and cultural/global domains.
1. How does this course address the general education learning goals for City Tech students?

|  |
| --- |
| Since students have taken Introduction to Psychology (PSY 1101), they have developed an introductory knowledge of psychology methodology and concepts. This knowledge serves as the foundation as students gain familiarity with the field of industrial/organizational psychology and its methodologies and concepts. Students refine their skills in reading, writing, and speaking about psychological theories, data, and practical applications. Students also gain experience in recognizing the essential elements of empirical research reports and literature reviews in APA (American Psychological Association) style. Students gain competence in oral presentation of theories, research, and applications of psychology, using presentation software or visual (poster) formats where appropriate. Because industrial/organizational psychology is founded in multiple disciplines, students have the opportunity to work productively within and across disciplines. Students also have the opportunity to identify and apply ethical guidelines in conducting empirical research on humans in workplace settings. Students further identify the implications of employment law in various industrial/organizational functions. |

1. Which department would house this course[[1]](#footnote-1)? \_Social Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Would all sections of the course be interdisciplinary? X No 🞎 Yes
	1. Would the course be cross-listed in two or more departments? No 🞎 Yes
	Explain.

|  |
| --- |
|  |

* 1. How will the course be team-taught[[2]](#footnote-2)? 🞎 Co-taught X Guest lecturers 🞎 Learning community

	If co-taught, what is the proposed workload hour distribution? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	🞎 Shared credits 🞎 Trading credits
	If guest lecturers, for what approximate percentage of the course? X Minimum 20%[[3]](#footnote-3) 🞎 other: \_\_%

	Please attach the evaluation framework used to assess the interdisciplinarity of the course.[[4]](#footnote-4)
	2. What strategies/resources would be implemented to facilitate students’ ability to make connections across the respective academic disciplines?

|  |
| --- |
|  |
|  |

1. Would the course be designated as:

X a College Option requirement[[5]](#footnote-5)? X an elective? X a Capstone course[[6]](#footnote-6)? 🞎 other? Explain.

|  |
| --- |
| The course has been submitted to the Capstone committee for re-review of its status as a capstone course. The course is an approved Pathways course in the Individual and Society category. |

|  |  |
| --- | --- |
| Date | Chapter/Topic |
| 8/31 | Chapter 1: Introduction; definitions, history of the field, ethics |
| 9/10 | Finish Chapter 1Chapter 2: Research MethodsGuest Lecture - Prof. Diana Mincyte, Time & Motion studies (confirmed) |
| 9/21 | Finish Chapter 2Chapter 3: Job Analysis |
| 9/28 | Finish Chapter 3Chapter 4: Performance Appraisal |
| 10/5 | Finish Chapter 4Guest Lecture – unions (waiting for confirmation)Exam 1 (online) |
| 10/19 | Chapter 5: Assessment methods for selection and placement; tests, biographical information, interviews, work samples, assessment centers |
| 10/26 | Chapter 6: Employee Selection; job validation study, utility of scientific selection, uniform guidelines on employee selection, affirmative actionGuest Lecture - Pat Cody, Uniform Guidelines & AA (confirmed) |
| 11/2 | Chapter 7: Training; needs assessment, design, evaluation |
| 11/9 | Chapter 8: Employee Motivation; theories ofExam 2 (online) |
| 11/16 | Chapter 9: Job Attitudes & Emotions; job satisfaction: assessment, antecedents, consequences, organizational commitment |
| 11/23 | Chapter 10: Employee Behavior; productive behavior, organizational citizenship behavior, counterproductive work behavior |
| 11/30 | Chapter 11: Occupational Health Psychology; occupational health and safety, work schedules, job stressors, work-family conflictGuest Lecture - Luis Venegas, Health & Safety (confirmed) |
| 12/7 | Chapter 12: Work groups & teams; definitions, concepts, performance, diversity |
| 12/14 | Chapter 13: Leadership & Power; definitions, theories, women in leadership positionsWomen in Leadership panel – waiting for confirmationsExam 3 (online) |
| 12/21 | Final Exam (in-person) |

------------------------------------------------------------------------------------------------------------------------------

>>> Diana Mincyte <dmincyte@sbcglobal.net> 4/6/2015 3:06 PM >>>
Hi Jean,

Sure! 9/10 would work better than the other option.

Cheers,
Diana

At 02:22 PM 4/6/2015, you wrote:

Hi Diana,

I am teaching Personnel and Organizational Psychology (PSY 2404) Fall 2015 Monday nights 600pm and one of the topics I cover is the history of the field, specifically the Taylor Time & Motion Studies and the work of the Gilbreth's.  I am hoping you would consider guest lecturing on this topic from the sociological perspective.  We could either do 8/31 or 9/10.  Let me know your thoughts.

Many thanks for your consideration,
Jean

------------------------------------------------------------------------------------------------------------------------------
>>> Patricia Cody 4/6/2015 2:46 PM >>>

Hi Jean,

Thank you for the invitation.  It would be my great pleasure to guest lecture for your class on this topic.  I have the date on my calendar and will think about some good "insider" stories your class might enjoy and also other ideas to run by you.

Best,

Pat

Patricia A. Cody, Esq.

Chief Diversity Officer/Title IX Coordinator

CUNY, NYC College of Technology

300 Jay Street, Namm Hall 325

Brooklyn, NY 11201

pcody@citytech.cuny.edu

T:  718-260-4985

F:  718-260-4931

>>> Jean Hillstrom 4/6/2015 2:31 PM >>>

Hi Pat,

I am teaching Personnel and Organizational Psychology (PSY 2404) Fall 2015 Monday nights 600pm and one of the topics I cover is the Uniform Guidelines on Employee Selection and Affirmative Action.  I am hoping you would consider guest lecturing about what you do as CityTech's Chief Diversity Officer and how the principles are translated into action.  In addition, perhaps a brief presentation of Title IX would also be pertinent.  I find that although I can lecture on the topic, students find it more meaningful to hear directly from those who practice the principles.  They also like to hear the "insider" stories.  The class date is October 26th.  Let me know your thoughts.

Many thanks for your consideration,
Jean

>>> Luis Venegas 4/10/2015 1:49 PM >>>

Hello Jean,

My apologies for the late response, I will happy to participate.

Thank you, Luis

|  |
| --- |
| **Personnel/Organizational Psychology (PSY 2404)** |
| *Hybrid, partially-online course**Fall 2015* |
| **Instructor:** | Jean Kubeck Hillstrom, Ph.D. |
| **Office Number:** | Namm 611 |
| **Office Phone:** | 718-260-5080 |
| **e-mail:** | jhillstrom@citytech.cuny.edu |
| **Office Hours:** | Mondays 1-3pm and by appointment. |

# Required Materials

**Text:** Spector, P. E. (2012). Industrial and Organizational Psychology: Research & Practice (6th ed.). John Wiley & Sons.

# Course Information

**Course Description:** Students will demonstrate a familiarity with psychological testing, performance appraisal, training and development, work teams, organizational development, and methodology and statistical logic as relevant to industrial/organizational behavior. Other topics include worker motivation, leadership, and group and organizational dynamics, affirmative action, sexual harassment, downsizing, mergers and acquisitions, stress in the workplace, union/management relations, and a variety of work-related ethical and mental health concerns.

**Learning Outcomes and Assessment Methods:**

|  |  |
| --- | --- |
| *LEARNING OUTCOMES* | *ASSESSMENT METHODS* |
| Demonstrate an understanding of industrial and organizational psychology and how it fits in the general study of psychology. | Exam items, assignments, DiscussionBoard |
| Demonstrate knowledge of a general history of how Organizational Psychology became a science and how it is currently utilized in the workplace environment. | Exam items, assignments, in-class discussion |
| Describe how to become an organizational psychologist identify available job opportunities. | Exam items |
| Demonstrate an understanding of the different research methods that psychologists use in industrial and organizational psychology. | Exam items, assignments, in-class discussion, written assignment, Discussion Board |
| Identify independent and dependent variables, experimental and control groups, and other elements of research design in applied examples. | Exam items, assignments, in-class discussion, written assignment, Discussion Board |
| Design an appropriate recruitment strategy. | Exam items, assignments, Discussion Board |
| Construct a performance appraisal tool using various techniques. | Exam items, assignments, in-class discussion, written assignment |
| Describe various types of training programs and be able to identify which might are best for various job types. | Exam items, in-class discussion,Discussion Board |
| Demonstrate knowledge of the various leadership theories and justify the validity of each. | Exam items, in-class discussion, oral presentation |
| Describe work, stress and family issues. | Exam items, assignments, in-class discussion, Discussion Board |
| Define work-life balance and its impact on organizations and employees. | Exam items, assignments, in-class discussion, Discussion Board |

# Course Policies

**Professionalism:** Professionalism is for *everyone*, is expected of *everyone*, and covers much more than ethics and appearance. Professionalism also addresses accountability, being responsible, having a positive work ethic, civility, manners, striving for excellence, respect, developing skills and expertise in one’s arenas, and other attributes of professionalism. Professionalism is a skill that can be learned and honed through practice and experience. I expect professionalism in this course.

For more information, please visit the following website: <http://www.tipsforsuccess.org/professionalism.htm>.

**Attendance Policy & Lecture:** Attendance is absolutely necessary in this course. Attendance and lecture in a hybrid, partially-online course works a little differently than a course that meets inperson for all scheduled class sessions. Self-discipline, organization, and a willingness to practice computer skills are needed components for success in a hybrid course. Since we don’t always meet in a traditional format, it is up to you to log-on to Blackboard to complete the readings and assignments and participate in discussions in a timely manner.

For in-class sessions, roll is usually taken at the beginning of class; if you arrive after roll or leave before class is over, you are counted as late. Sleeping in class counts as a “late.” For online days, your participation online will serve as your attendance. Similarly, for online exam days, taking the exam will indicate your attendance for that day. Each “late” will result in minus 5 points from the total.

**Lecture:** The lecture material is intended to supplement the text and the online component. You will find copies of the PowerPoint slides in the *PowerPoint* section of Blackboard. Lectures will cover some material in the text in greater detail while also covering topics not discussed in the text. Lecture, whether online or in-class is not intended to be a reiteration of the text material. Some independent mastery is expected. **You are expected to read the assigned materials before class and bring your PowerPoint slides to class** (electronic or hard copy)**.**  Furthermore, all assigned material is important whether covered in class or not.

**The WU grade:** According to CityTech policies, students are allowed to miss 10% of a semester (excused or unexcused) before penalty. For two-day-a-week classes, you are allowed three total absences (excused or not). Excessive absences (more than 10%) may result in a grade of “WU.”

**Late Policy:** All assignments are due at the beginning of class unless otherwise noted whether submitted online or in person. Late assignments are penalized 25% if turned in after the class starts (*even if they are only 2 seconds late*), per day (including weekends and holidays). You can email your assignments to me as an attachment if you wish. The same late policy applies to emailed assignments.

**Make-up Policy:** There are very few opportunities to “make-up” missed work. Exceptions *may* include unexpected surgery, contagious illnesses (e.g., chicken pox), court appearances, etc. In these cases, you must notify me as soon as possible and provide proper documentation of your excused absence. If you know you will be missing class, you must notify me in advance.

**Nondiscrimination Policy:** Inappropriate or discriminatory behaviors or comments are counterproductive to the academic process, so I expect that students in this course will behave in a manner respectful of their classmates, regardless of actual or perceived differences.

**ADA Accommodations:** If you require course adaptations or accommodations because of a documented disability, please provide the appropriate documentation as soon as possible.

**Electronic Etiquette**: When communicating electronically (email, *Blackboard,* …) it is important to keep your audience in mind. In this case it is a professor or fellow student. I expect that all communication will be completed on a college level and in a professional manner. Use the following as a guideline:

* always address the person receiving the communication by name (Dr. Hillstrom or Hi Bob)
* ensure your name is clearly communicated in messages. Place it at the end of your communication (Hi Kim, nice work on that draft, Bob Hillstrom)
* don’t abbreviate or use “texting lingo”; write the complete word (you, not “u”, etc.) • always include an informative subject heading when sending email (Chapter 4 homework)
* proofread for spelling, grammar, and other errors.

The following website should be reviewed to ensure that all electronic communication is completed properly: <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/> **I WILL NOT**

**RESPOND TO COMMUNICATION THAT FAILS TO CONFORM TO THESE STANDARDS.**

**Email:**  I will use the CityTech email system to notify you of any schedule changes, announcements, etc. Be sure to check your email account frequently. If you email me, be sure to identify yourself by name, course, and section number or class time. I *do* respond to every email I receive that is professional and properly identified. If you have problems with your CityTech email or password, contact the Student Helpdesk at (718) 260-4900 or email: studenthelpdesk@citytech.cuny.edu

**Academic Honesty:** While you are free (and encouraged) to discuss your work with other members of the class, it is unacceptable to copy or “borrow” anyone else’s work or to “lend” your own work to others. It is also unacceptable to use unapproved resources for coursework.  ***Academic dishonesty of any kind is not tolerated and will result in failure of the course and may result in other disciplinary actions.***

*Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.*

— NYCCT statement on academic integrity

***What is academic dishonesty?***

Academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work.

***Plagiarism*** is the presenting of someone else’s ideas without proper credit or attribution. *These ideas could come from:*

1. Information obtained from books, journals or other printed sources.
2. The work of other students or of faculty.
3. Information from the Internet.
4. Software programs or other electronic material.
5. Designs produced by other students or faculty.

***Cheating*** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. *Examples of cheating include:*

1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.
3. Using notes during a closed-book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.
7. Preparing answers or writing notes in an exam manual before an examination.
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial termpaper services.
9. Giving assistance to acts of academic misconduct/dishonesty.
10. Fabricating data.
11. Unauthorized use of electronic devices such as cell phones, text messaging devices, palm pilots, computers or othertechnologies to retrieve or send information during an exam.

# BlackBoard

This course is partially-online and uses the Blackboard interface. As an enrolled student at CityTech, you have a campus account (including your CityTech email) that permits you to log into the campus network, email, Blackboard, and other resources. If you have problems with your CityTech Blackboard account or password, contact the Student Helpdesk at (718) 260-4900 or email: studenthelpdesk@citytech.cuny.edu. PowerPoint lectures, assignments, online tests and quizzes, etcetera are presented on Blackboard. A description of the Blackboard components we will be using follows:

ANNOUNCEMENTS: Announcements tell you everything you might expect to hear at the beginning of a class if we were in a classroom. Be sure to read the announcements each time you log on. I will post notices, assignments, and updates on a regular basis. Be sure to log on everyday.

INSTRUCTOR: Here you will find information about me (phone, email, office location and office hours).

SYLLABUS & CALENDAR: Here you will find the syllabus and the tentative calendar showing due dates, exam windows, etc.

DISCUSSION BOARD: This is where you will be participating in the Discussion Board topic. Be sure to post a response, reply to someone else’s, include factual information, and document your source. Check the Calendar for due dates.

EXAMS: You will find your exams in this section. Exams will become visible during exam windows only. Check the Calendar for Exam dates.

POWERPOINT SLIDES: Here I have posted copies of Power Point lectures for both in-class and online sessions. Be sure to print out and bring your PowerPoint slides to class (or bring your laptop and an electronic copy).

WEBSITES: Here you will find links to websites you will need for the course.

TOOLS: You can find the link to your grades as well as other useful tools here.

HELP: Visit this section when you have problems with using Blackboard.

If you require further training in Blackboard, use the following resources:

* Beginners Guide to Blackboard Course Info
* G600 student lab (phone number for the lab is 718-254-8565) • Attend Blackboard workshops in G600

# Grading Scale

The College grading scale will be used: 93-100% (A), 90-92.9% (A-), 87-89.9% (B+), 83-86.9% (B), 80-82.9% (B-), 77-79.9% (C+), 70-76.9% (C), 60-69.9% (D), 59.9% and below (F).

# Teaching and Learning Methods

In order to accommodate a variety of learning styles, the typical class will consist of a variety of teaching methods including lecture, discussion, activities, films, and so forth. Online discussions will also be based on lectures, activities, films, etc. The primary methods for learning are:

* Thorough reading and critical evaluation of assigned readings
* Active discussion of readings and class/online participation
* Written reflection on selected topics (in-class and online)
* Engagement in online activities for learning reinforcement
* Demonstration of content mastery through quizzes and examinations

# Assessment Methods

**Point Distribution:**

Points per:

Total number of points:

|  |  |  |
| --- | --- | --- |
| 2 of 3 Online Exams | 100 | 200 |
| In-class Final Exam | 200 | 200 |
| Assignments |  tba | 150 |
| Midterm meeting | mandatory | mandatory |
|  |  | 550 total points |

**Online Exams:** Three objective, timed, online exams will be given. The exams are *very challenging*, in-depth, and will cover *all* assigned material from the text, lecture, PowerPoint, videos, and assignments. Each exam is comprised of approximately 50 questions and you will have 120 minutes to complete each. You must take exams during the exam “window.” Exams can be found in the *Exams* section in the menu in Blackboard and will become available during the exam window. Exam windows are approximately 3 days long and you must start the exam before the exam window ends. You may take the exam up to 3 times as long as you are in the exam window. There is an additional, 4th attempt available so you can print your exam. Feel free to use this attempt as a “free” attempt. Your highest attempt will count as your grade. If you want to see your grade, go to Tools > My Grades. Do not procrastinate! *You may use material from lecture, your text, your study guide, and other class activities and assignments.*  **Classmates and other individuals, the internet, and so forth may NOT be used.**  In addition, refer to the section on Academic Honesty above. Your lowest exam grade will be dropped.

In the unlikely event that you experience a technical failure (e.g., internet at CityTech goes down) and the exam window deadline is approaching or has passed, email me immediately! Be sure to take exams *well before the deadline*.

**Exam Coverage:**

|  |  |
| --- | --- |
| Exam | Chapters |
| 1 | 1, 2, 3, 4 |
| 2 | 5, 6, 7, 8 |
| 3 | 9, 10, 11, 12, 13 |

**In-class Final Exam:** The in-class final exam is cumulative and is intended to integrate the main principles presented in this course. There will be approximately 75 objective items, and you will have 75 minutes to complete the exam. However, unlike the online exams, you may not use notes, the text, etc.

**Assignments:** You will complete various assignments throughout the semester (max points = 150).

Specific instructions will be given with each assignment. Some of the assignments may use the Discussion Board. If other materials and references (e.g., your text) are used, they MUST be cited in text at a minimum (e.g., Doe, 2006). Due dates will be assigned in class. See policy on late assignments above.

*Consulting report* (paper): You have been hired as a consultant. Your project will be to serve as a consultant (in an area of your choice) for X (make up a company) company. This company has recently come under fire for Y (you describe). After reviewing their procedures (policies, or whatever), you find that their procedures (policies, or whatever) need updated (changed, or whatever). Utilizing the different perspectives throughout the course (e.g., guest lectures, readings, and corresponding assignments), describe 5 recommendations and support each with current research and basic knowledge. The paper will be due at the beginning of the last day of class. During the last day of class, you will briefly present your consulting project. The paper must be written in APA format (loosely as this is an applied assignment) and 5 to 8 text pages in length. Late papers will not be accepted under any circumstances. More information about the requirements will be given in class.

In addition, I feel strongly that learning to write and speak effectively about I/O psychology is key in learning to think effectively about I/O psychology. Learning to write and speak effectively also has pragmatic benefits in terms of making you a better communicator and therefore a stronger candidate for employment or graduate school admission.

**Discussion Board:** For assignments involving the Discussion Board on Blackboard, you must logon and **meaningfully participate** in the *Discussion Board topic* before the deadline. So what exactly does “meaningfully participate in the *Discussion Board* *topic*” mean? First, you must post a contribution *AND* reply to someone else’s posting. It means you contribute something meaningful related to the topic at hand; it can be a comment, an observation, or a personal experience that serves as an example of a concept. **But, your posting MUST contain factual information from the text and a simple reference.** You may include additional sources as appropriate (e.g., text, website). *“Good job Sammy”* is **not** a meaningful posting. We’ll generate more examples in class.

*Some ground rules for the Discussion Board:*

* Be respectful
* Avoid sarcasm
* Avoid harsh critiques
* Refer to one another’s points when you are responding to them

**Midterm Meeting:** You must make an appointment to meet with me between October 9th and October 21st in my office (N624) to discuss your progress in the course and to determine your midterm grade. This meeting is mandatory. You cannot pass this class without this meeting.

**Some words of advice/caution about Blackboard enhanced courses and this course in particular:**

1. Its easy to get behind!! When you are in class there are lots of cues and reminders of due dates, assignments, etc., including me reminding you of due dates, even just seeing me or your classmates in the hallway can serve as reminders of due dates. However, in an online environment, many of these cues are not present. Log on daily. Try to hook up with at least one other student (preferably several) in this class and remind each other of due dates & so forth.
2. Procrastination will most likely result in deadline failures. For example it seems whenever I *want* the internet or Blackboard to be working and working well – it’s not! Try to submit assignments and so forth in advance; this way if you run into a problem (e.g., the internet or Blackboard is down), you will have another opportunity to submit your work and not be penalized for being late. Computers also *seem to* operate more slowly when you are in a hurry and if you are working during peak time.
3. Learn the psychology *vocabulary*; this will help you master the material. Terms in psychology often *seem like* the terms we use in everyday life, but they are not. Psychological terms and concepts are defined and used very precisely and as such, they should be considered as a professional vocabulary.

Thank you for taking this course. By the end of the semester, I hope you will have learned many things. Better yet, I hope you will have formed many new questions to be answered. I wish you the best of luck in your career and in your life. Please keep I mind that I do not give a student a grade. I merely record the grade that each student earns.

GENERAL EXPECTATIONS OF HIGHER EDUCATION

**Students are expected to be responsible for their own academic achievement.** It is the student who is *ultimately* responsible for his or her own academic achievement. The instructor’s role is to assist students, to act as a guide, and to facilitate student academic achievement and achievement of course material. Instructors can motivate students only up to a point, after that point achievement depends on student self-motivation. However, in higher education student effort is also required. Instructor effort alone does not assure academic achievement.

**Expect academic work to be challenging and not necessarily entertaining.** Higher education is meant to be intellectually and personally challenging and stimulating. You should expect your coursework to be demanding. Instructors have an obligation to attempt to stimulate your interest, but students should also develop a mind set that seeks stimulation. Higher education is not meant to be easy, nor is it meant to be entertaining. Fun can definitely be a side effect of an engaging and stimulating course. If one of your main objectives is to entertained in the classroom, then you may be disappointed.

**Students are expected to view college as an opportunity for both career and personal development.** A college degree is definitely an established path to better paying and more stimulating career. Higher education also provides an opportunity for personal growth and development. To be an informed citizen, students need to understand themselves and the world around them. College provides an opportunity to develop that understanding. It is both the students’ and instructor’s responsibility to make course work relevant professionally and personally.

**Expect that every instructor will be unique.** Faculty in higher education have developed professional expertise in their particular fields. Faculty exercise a high degree of professional autonomy. This autonomy results in different teaching styles, different course policies, and different areas of expertise. Do not expect that all faculty will have the same course policies or teaching styles. If all courses were taught in the same manner higher education would be quite boring.

**Expect that not all academic performance will be rated as excellent or good.** Effective assessment of academic achievement discriminates between students who do excellent (A), good (B), satisfactory (C), poor (D), and failing (F) work.

**Expect less instructor support as you move into sophomore, junior, and senior level classes.** It is expected that you will increase your study skills, writing skills, library research skills, subject knowledge, and maturity as you move into your upper division courses. Therefore, expect less assistance from your instructors in basic academic skills. It is ultimately your responsibility to develop these skills.

**Expect that your instructors will ask you questions about material covered in previous courses.** The material covered in any particular course will have relevance in other courses. Some courses will build on other courses.

PRACTICAL ADVICE FOR SURVIVING HIGHER EDUCATION

1. Use the textbook study guide and website (if available).
2. If you don’t understand something, ask a question. You can do this via email, on Blackboard, orin or outside of class.
3. Your existing study habits may not bring success in higher education. Be ready to makeadjustments.
4. Learn to manage your time well so you can meet course deadlines and still have time for yourpersonal life.
5. In many classes you are responsible for all the assigned readings, even if the material is notcovered in class.
6. Remember that different instructors will have different rules of conduct in their classrooms. Makesure you know what they are.

IN COLLEGE...

1. classes are usually larger, testing may be less frequent, and there are no study hall classes.
2. there is less monitoring and oversight of student progress, less control of student behavior andgreater personal freedom.
3. there are more curricular choices, students may do more writing, and college professors andstudents have more academic freedom.
4. coursework may be less textbook focused and faculty are likely to create and transmit originalknowledge and research.

6. there is more work both in-class and out-of-class.

BEHAVIORS THAT ARE ENCOURAGED

1. Asking questions and showing curiosity.
2. Reading assignments prior to class.
3. Giving appropriate feedback to professors about how the class is going for you.
4. Making links to other learning experiences and sharing them in class.
5. Taking care of personal business (phone calls, bathroom, eating) before or after class.
6. Following directions.

BEHAVIORS THAT ARE UNACCEPTABLE

1. Arriving late to class, leaving early, or otherwise disrupting class.
2. Using electronic devices during class.
3. Allowing your cell phone to ring during class.
4. Sleeping in class.
5. Reading magazines, newspapers, or other materials during class.
6. Engaging in private conversations during class.
7. Showing disrespect for the opinions of your classmates.
8. Packing up your things to leave class before class is over.
9. Crumpling papers & eating during class.
1. An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts. [↑](#footnote-ref-1)
2. Attach evidence of consultation with all affected departments. [↑](#footnote-ref-2)
3. While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline. [↑](#footnote-ref-3)
4. In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching. [↑](#footnote-ref-4)
5. To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.
<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> [↑](#footnote-ref-5)
6. A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee. [↑](#footnote-ref-6)