

University of Baltimore
Division of Applied Behavioral Sciences
TRAINING & ORGANIZATION DEVELOPMENT (APPL 647.185)
3 credits Fall Semester 2017
M 5:30-8:00 pm, AC 406

Professor: Dr. Sharon Glazer **Office:** LC 403 **Phone:** (410) 837-5905
E-mail: sglazer@ubalt.edu; **Office Hours:** Mon 3:30-4:30pm or by appointment

COURSE CATALOG DESCRIPTION

Theory, findings and methods relating to how an organization ensures that its employees are equipped to accomplish its mission. Students learn about techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement programs such as skills training, team building and management development. Prerequisite: This course is open only to the following majors: Applied Psychology or Certificate in Professional Counseling Studies. Other majors may take this course with departmental permission only.

COURSE GOALS

The goal of this course is to provide an in-depth examination of organization development and change. This will involve a consideration of (1) theoretical approaches to organizational development and change; (2) typical interventions used by OD consultants; (3) the role of the psychologist or change agent in the OD process; (4) ethical issues in the practice of OD; and (5) evaluating the effectiveness of OD programs.

STUDENT LEARNING OUTCOMES

This course is designed for graduate students interested in understanding various social technologies of organization intervention and evaluation.

Upon successful completion of this course, students will be able to:

- SLO 1. Discuss theoretical approaches to organizational development and change.
- SLO 2. Identify typical interventions used by OD practitioners.
- SLO 3. Appraise the role of the change agent in conducting an OD program.
- SLO 4. Evaluate ethical issues involved in conducting OD interventions.
- SLO 5. Apply methods for evaluating OD programs.
- SLO 6. Diagnose organizational problems and recommend appropriate OD interventions.

REQUIRED TEXT (to be furnished by the student):

Cummings, T. G., & Worley, C. G. (2015). *Organization Development and Change* (10th ed.). Cincinnati, OH: South-Western College Publishing. (ISBN-13: 978-1-133-19045-5)

HANDOUTS: A series of handouts will be distributed periodically.

SUGGESTED TEXTS:

- Block, P. (2000). *Flawless consulting: A guide to getting your expertise used* (2nd ed.). San Francisco: Jossey-Bass/Pfeiffer/Wiley.
- Dyer, W. G. (1995). *Team building*. Reading, Mass: Addison-Wesley.

French, W. L., & Bell., C. H., Jr. (1999). *Organization development: Behavioral science interventions for organization improvement*. Upper Saddle River, NJ: Prentice Hall.

Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, Mass: Addison-Wesley.

Schein, E. A. (1987). *Process Consultation (vol. II)*. Reading, Mass: Addison-Wesley.

SAKAI & Email: Copies of course materials, including syllabus, major assignment handouts, etc. may be found on Sakai. You are responsible for regularly checking the Sakai site for this course, as well as your ubalt.edu email account for direct emails (please be sure that my emails are not going to the junk folder).

CLASS and CLASSROOM PROTOCOL and ETIQUETTE

- 1) Students for whom English is not a primary language requiring accommodations to participate in class activities or meet course requirements should contact me immediately.
- 2) This syllabus represents a general framework of the content and direction of the course. Sequence of topics and time allocated to each topic may vary as the need arises.
- 3) Mature and respectful classroom behavior contributes to a positive learning climate in the classroom, and is expected of all students.
- 4) All assignments are due at the beginning of class (first five minutes). *Late assignments will be marked down 5% points (unless otherwise specified) if submitted within the first 21 hours, and will not be graded if later.*
- 5) Laptops may be used in class; however, I reserve the right to request that you not use it (unless required by the Office of Disability & Access Services) should it become a distraction.
- 6) Cell phones must be silenced at all times and may NOT be accessed during class time and exams unless there is a real emergency, or you notify instructor in advance that its use is required during the class period for medical needs (e.g., medication regiment) or emergency reasons (e.g., family member in surgery, life partner going into labor). If the cell phone rings or makes noises, I will ask you to turn it off. If it goes off a second time, I will ask you to leave the classroom for the remainder of class. Benefiting from class lecture is at your own discretion. It is also your responsibility to ensure classroom protocol in order to allow yourself, fellow classmates, and instructor to reap maximum benefit from the class session.
- 7) Voicemail messages left for the instructor will be checked sporadically Monday-Friday and e-mails will be checked regularly during normal business hours Monday-Friday.
- 8) Should you miss a class, handouts, or assignments, please inquire and obtain the missed materials from a classmate or course instructor (during office hours, please).
- 9) Excessive tardiness (both frequency and duration) and absence (beyond 1 class session) will warrant 2 and 5 percentage point deductions from participation grade, respectively, for each instance after the first.

DROPPING and ADDING

Students are responsible for understanding the policies and procedures about add/drops. See information on add/drops at <http://www.ubalt.edu/academics/academic-calendar.cfm>. Students should be aware of the current deadlines and penalties for adding and dropping classes. **Last day to drop without a “W” is September 11, 2017 and last day to drop with “W” is November 3, 2017.**

METHODOLOGY

As Lewin once said, “there is nothing more practical than a good theory.” In order to understand the practical application of a topic, considerable attention must be paid to the “whys” or the theory driving or deriving from it. Students will also be involved with the collection of primary data, and learn how to attend to client data, including that which is not provided, in order to identify organizational challenges. Thus, critical thinking and understanding of course materials will be reinforced and/or assessed through facilitated classroom discussions, lectures, presentations, quizzes case studies/simulations, and weekly written reactions to readings. Assignments will be completed in teams or independently as instructed.

Study Time: To complete the course successfully, students must stay on track with weekly study of assigned readings and case studies. Typical university heuristic for studying is 3 hours for each unit of credit (appx. 7 to 9 hours per week, not including weeks when case studies/simulations are assigned). Despite its rigor, once you have completed the course, you will have gained invaluable skills that should be presented on your resume.

Resume Poppers: The experiences provided by these various assignments and activities should also foster skill development in areas beyond explicit knowledge of organizational development, e.g., consulting skills; project management; careful editing; study; critical-thinking; research and integration; organization; information technology; presentation; interpersonal communication; planning, implementing, and evaluating; decision-making, and teamwork skills.

EVALUATION/GRADING

Student learning will be assessed on an OD Project (written report and presentation), 2 of 4 pop quizzes, H.W. assignments (case studies & simulations), OD (final) case study, and class participation. All assignments are due at the beginning of class.

Table 1. Grading summary

25% OD Project (written report)	GRADING SCALE
7% Presentation of OD Project	Cutoff:
25% Pop Quizzes (Best 2 of 4)	A = 92.5% A- = 89.5%
20% H.W. assignments	B+ = 87% B = 82.5% B- = 79.5%
20% OD (Final) Case Study	C+ = 77% C = 72.5% C- = 69.5%
3% Class Participation	F < 69.5%
Total: 100%	

NOTE: There is a 24/7 hotline if you experience any problems uploading your assignments on Sakai. 24/7 Toll-Free Phone: 1.855.501.0856 or 24/7 Email: ubsakaisupport@ubalt.edu

OD PROJECT

You will work in pairs or groups of 3 (depending on the number of students in class) to find an organization in which you can conduct an OD analysis. Students wishing to work on their own are welcome to do so, though it is not advised and no exceptions to grading will be made as a result of student’s choice. Groups/students will turn in a 7-10 page paper which includes (a) a diagnosis of an organization familiar to you (b) evaluation of data (what data is saying), (c) interpretation of data (what it means), and (d) write up suggestions (what to do now) for one or more OD interventions to be used in that organization. Specific guidelines for this paper are attached.

Body of written report (not executive summary) must follow the American Psychological Association (APA) Publication Manual (6th ed.) format and must be **submitted first via Turnitin.com (on Sakai) by 4:30pm** with a **hard copy** (print out & stapled) **and checklist** submitted to instructor by **5:30pm on Monday, November 20, 2017. The date and time serve as the postmark.** Hard copy papers received after 5:35pm will warrant a 2-point deduction, followed by another 2 points for every ½ hour late thereafter, until 8pm. **Electronic or hard copy papers will not be accepted after 11pm on Monday, November 20, 2017 and will earn a grade of zero.** Papers that are not submitted through the Turnitin.com portal on the Sakai site for this course will receive a grade of zero.

PRESENTATION OF OD PROJECT

Students will present their OD projects to the class as though they were presenting to clients. Time allotment for this presentation will depend upon the number of groups in the class. Currently, I anticipate each group having 20-25 minutes to present their OD projects.

POP QUIZZES

In lieu of exams, students will have four (4) pop quizzes. A pop quiz on Day 1, August 28, would cover materials assigned for August 28. If no pop quiz is given on August 28, but one is given September 18, the materials could cover weeks 1, 2, and 3. Pop quizzes will not include any material covered on a prior pop quiz, for example, a pop quiz on October 2, after a September 18 pop quiz, will only test materials from the weeks of September 25 and October 2.

Pop quizzes are normally faster than exams, assess a snapshot understanding of materials covered, and provide validation to your studies. Your final quiz grade will be based on the best two scores; your two lowest scores will be dropped. However, students must earn a score of at least 70% on the last pop quiz to achieve a final course grade in the A range. Failure to do so will warrant a half letter grade drop (A to A- and A- to B+). This stipulation ensures that any student earning in the A range in APPL 647 is familiar with the material covered in the readings. Further, the percentage represented in the grade earned on the 3rd highest quiz grade will be multiplied by 3 points and added as extra credit toward your final course grade (as long as student earned 60% or higher, e.g., if your 3rd highest score is 70% you will have 2.1% added toward your final course grade).

No make-up quizzes will be permitted. If you miss a quiz(zes), you will receive a score of zero. Fortunately, the two lowest grades are dropped.

HOMEWORK: OD CASE STUDIES & SIMULATIONS

Throughout the semester we will be assessing case studies and engaging in simulations. You will be asked to prepare some of these as homework. Altogether, these activities will be worth 20% of your course grade. No projects will be accepted late or solely via the internet, unless arrangements have been made prior to due date; hard copies must be submitted.

OD FINAL CASE STUDY

Throughout the semester we will be assessing case studies. Thus, in lieu of a final exam, you will be given a case study (1 week before the final exam date) and write no more than a 6-page analysis of the organization's needs, who your stakeholders are, recommendations for interventions, alternatives (to recommendations). More details will be provided with the case study. Your response will be due on **Monday, December 11 by 5:15pm. Electronic**

or hard copy papers will not be accepted after 11pm on Monday, December 11, 2017 and will earn a grade of zero.

PEER EVALUATION: In order to encourage active participation by all team members, as well as a way to practice evaluating performance of your peers, you will each submit a personal and peer evaluation of your and your teammates' performance on the OD project. We will discuss the form and determine if you wish to modify (add or omit) criteria. You will also establish goals, deliverables, and assign people with the task of project manager and project coordinator, and other tasks you see fit. When setting the deliverables you will also consider what are the assumptions and constraints you might face and how you will overcome them. You will also consider risks and consequences. The purpose is to provide you with a full practitioner/consultant learning opportunity while engaging in academic/research learning. Please submit your evaluations via Sakai no later than 48 hours after assignment submission. Your personal/peer evaluation will be incorporated into your individual OD project report score. Failure to submit an evaluation will automatically reduce your personal score by four points. Failure to provide a robust and meaningful evaluation will reduce your score by two points (on top of the four points if you failed to submit). Ten percentage points on every project is based on peer evaluation. Grades may be further increased or decreased based on qualitative information provided (e.g., a student who did more of the work may have points added to the grade, whereas students who fail to contribute may have additional points deducted or a grade of zero if it is determined that contribution was minimal to none). Failure to contribute substantially will warrant a grade of zero on assignments.

PARTICIPATION: Much of this class will be run in a seminar and activity format, therefore, it is imperative that students take an active role and participate in the course. Students are encouraged to participate in class activities in a variety of ways. Reading the assigned materials will prepare the student for discussion. Thoughtful questions are encouraged. Active learning projects require students to participate rather than be passive in the classroom and create an atmosphere of challenge and support that fosters curiosity and cognitive development. Note that when your fellow classmates actively participate, you are benefiting from their comments, remarks, and questions. Therefore, be sure to share your own thoughts and experiences. Active learning should stimulate students' critical thinking about issues. **Be inquisitive; always ask questions.** "Why" is almost always a good question to probe, especially your clients. All questions related to class material are appropriate. If you have a question, you're probably not alone. Participation grades are determined by preparation for class discussion and active engagement in class activities.

Office of Technology Services (OTS), AC 101, provides technology support to the UB community. email: callcenter@ubalt.edu; Phone: (410) 837-6262

Writing resources: Please also refer to my "A guide to writing a literature review paper" on the Sakai site. See also: <http://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>

Review of Drafts: I will accept completed drafts of papers no later than 2 weeks before the final project report is due. I would be happy to meet with you to discuss your paper during office hours (time allotted based on number of students visiting during office hours). Grading criteria are attached. Please use it before submitting to me for review. I will provide high level feedback and not copyediting.

- This syllabus is a guideline for appropriate behavior and academic expectations. It is subject to change by the instructor, though rarely does this happen.

Table 2. Fall 2017 Course Schedule

Week	Date	Topics & Activities	Readings & HWs
1	8/28	General Introduction to OD; <i>Psychological Contract Simulation 1.2;</i> <i>Case Analysis: TGIF</i> Complete Case Analysis Form (on Sakai after first day of class)	Chapter 1; (Review “Preparing your case analysis” on Sakai)
2	9/11	Overview of OD & OD Code of Ethics <i>Submit: Team contract</i>	Chapters 2 & 3 (including Appendix); Brown, 2011, p. 55 “developing consultant skills” on Sakai Last day to drop without a “W”
3	9/18	Entering & Contracting; <i>Perception Activity; Sunflower Case Study</i>	Chapter 4; Questions to Ask Client (on Sakai)
4	9/25	Diagnosing Organizations, Groups & Jobs	Chapter 5; <i>Submit H.W. 1: Kenworth Motors (p. 234)</i>
5	10/2	Collecting, analyzing, & feeding back diagnostic info.	Chapter 6; <i>Submit H.W. 2: Diagnosis & Feedback at Adhikar (p. 257)</i>
6	10/9	Designing Interventions	Chapter 7
7	10/16	Leading, Managing (Resistance to), & Institutionalizing Change <i>Prepare Role Play “Organization Task & Process”</i>	Chapters 8 & 9 <i>Submit H.W. 3: Managing Change:...Lyon, France (p. 262)</i>
8	10/23	Interpersonal, Group, & Organization Process Approaches; <i>Role Play & Critique “Organization Task & Process”</i>	Chapters 10 & 11
9	10/30	Restructuring Organizations	Chapter 12; <i>Submit H.W. 4: Large Group Interventions...Airbus... (p. 329)</i> Last day to drop with a “W” (11/3)
10	11/6	Employee Involvement & Work Design	Chapters 13 & 14; <i>Submit H.W. 5: Employee Benefits...(p. 519)</i>
11	11/13	HRM Interventions; Discuss presentations	Chapters 15, 16, & 17
12	11/20	Organization Transformation	Chapter 18; OD Project Due (Hard Copy & Electronic Submission)
13	11/27	Applications of OD	Chapter 21 & 22; <i>Submit H.W. 6: Lincoln Hospital (p. 322)</i>
14	12/4	Presentations (Submit electronic copy to Glazer)	
15	12/11	Submit OD Case Study (Hard Copy & Electronic Submission)	

Some points to remember for submission of your OD project

Remember to:

1. **Staple** your paper prior to turning it in.
2. Back-up your file on a memory stick and/or external hard drive. Keep a **hard copy** for yourself too.
3. Upload your paper to Sakai (one per team) by 4:30pm.
4. Turn in your paper (one per team) by the **deadline**, which is the beginning of the class period on the due date (including the staple). The “postmark” is the date and time, not merely the date.

Specific Points

1. **Proofread** – spell-check does not catch errors, such as “tot he,” when you intended to write “to the.” I encourage students to have someone else read over your work prior to handing it in. Failure to proofread creates, in the mind of the professor, a general negative impression of the paper.
2. Provide **definitions** for uncommon words and phrases. A citation from someone else is most appropriate here (as long as you give credit, where credit is due). Do not think the professor knows it all or that she is the only one who will read your paper.
3. Be careful when using the words “**study versus experiment**”.
4. Be careful with using the words “**true and proven**.” A theory or hypothesis can never be “true” or “proven,” rather they can be “supported” or “disconfirmed.” Null hypotheses, however, can be rejected.
5. Be careful with the use of the words “**cause or effect**,” you will read about correlations more often than about causal relations, as they are harder to support.
6. **Numbers** below 10 are **spelled out** (e.g., “nine”). However, sentences should always begin with numbers spelled out (e.g., “Nine hundred fifty-six students responded to the survey.”).
7. Do not use direct verbatim **quotes** except when absolutely necessary, which should be rare. Typically, one should **paraphrase** what was written and give credit to the original author(s).
8. Only the **last name of authors** should be used. Even when stating that “So and so wrote ...” be sure to write only the last name followed immediately by the year (in parentheses).
9. Note, “e.g.” means “for example” and “i.e.” means “that is.” Use them appropriately.

10. Excellent Writing Resource:

<http://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>

3 Web Resources on Writing an Executive Summary

- <http://www.wikihow.com/Write-an-Executive-Summary>
- http://www.businesswritingblog.com/business_writing/2013/05/write-better-executive-summaries.html
- <http://libguides.usc.edu/writingguide/executivesummary>

OD Project: Organizational Analysis and Intervention Plan

The general purpose of this paper is to give you the experience of diagnosing the problems of an organization and recommending an appropriate intervention strategy.

General Requirements:

- 1) Choose an organization you are familiar with (ideally a place where you have worked) and analyze that organization. Describe both the strengths and weaknesses of the organization, as well as any problems that might be solved by OD technology. In order to do this, you will need to **COLLECT SOME TYPE OF DATA** on the organization. This can be in the form of interviews, questionnaires, or observations. At least two forms of data collection should be used.
- 2) After the organization has been thoroughly described, recommend an intervention strategy that incorporates one or more of the OD interventions covered in class. Your intervention strategy should be appropriate, given the organization's problems. It should also show that you have a good understanding of the various interventions you are recommending (i.e., back up your plans with citations from empirical articles).
- 3) The body of the paper should be at least 10 double-spaced typewritten pages and follow APA (6th ed.) format.

It must include:

- I. Cover/Title page
- II. Executive Summary (This is a one-page summary of the main points of your paper written in language a high school graduate could understand. This is just to get you prepared for the "real world" where you will be writing for managers who are not familiar with behavioral science jargon. Executive summaries belong at the beginning of your document; immediately after the eye-catching title page).
- III. Table of Contents (starts with Roman numeral iii, centered at bottom of page)
- IV. Body of Report (starts with Arabic numeral 1 at upper right corner following a running head)
 - A. History/Background of Organization
 - B. Scope of Project
 - C. Methodology/Diagnostic Procedure (interviews, questionnaires, observations, archives)
 - D. Results/Diagnosis (Evaluation of data)
 1. Provide tables and figures that describe data/results
 2. Describe strengths and weaknesses of the organization based on data
 - E. Recommendations (interpretation of data and suggestions)
 1. Discuss areas for maintaining, enhancing, improving, or changing
 2. Describe problems that might be solved by OD technology and Recommend intervention strategies that incorporate OD interventions
 3. Intervention strategies should be appropriate, given the organization's problems
 4. Recommendations should also show that you have a good understanding of the various interventions (i.e., back up your plans with citations from empirical articles)

5. Be sure to address potential short-term goals
 6. Be sure to address potential long-term goals
 7. Miscellaneous (additional) suggestions (e.g., what other recommendations might you provide based on “soft” data)
- F. Limitations and Future Direction
- V. References
- VI. Appendices (you’ll probably have many)

Format Notes for Paper

- Every page should be numbered (except cover pg.)
- Header on every page (beginning with body)
- Text should be left justified
- Paragraphs are indented ½ inch (1 default tab)
- 12 point font; Times New Roman or Arial (not **bold** or *italicized*)
- 1-inch margins all around
- Double space (for client single or 1.5 space, if report requested)
- Consult APA manual (6th ed.)
- Grammar and spell check
- Informative Cover Page (Title for report, Name of Client’s Company, your names, date)

Format Notes for Executive Summary

- 1st page after cover page
- No page number necessary
- Text can be justified on both sides
- Single spacing is acceptable, double space between paragraphs (unless indenting paragraphs)
- 12 to 14 point font is acceptable (no less than 12)
- Times New Roman or Arial is acceptable (do not italicize or bold)
- No less than .5 inch margins (border around text is acceptable)
- Grammar and spell check (this is the first and possibly the only text an executive will read)

Grading Criteria

- 1) Description of both the organization and problem are clear, objective, and based on data. Keep it concise, but authoritative. (20%)
- 2) Data analyses are appropriate and described well. (20%)
- 3) Intervention strategies are appropriate for the problems. I also want to see that you clearly understand any interventions recommended (use empirical articles when possible to validate recommendations). (25%)
- 4) Feasibility of your interventions and the impact they may have on other parts of the organization (i.e., costs and benefits; what happens if the client does and does not engage in the recommended intervention) are made evident (via others’ published reports). (20%)
- 5) Grammar, spelling, APA style (when appropriate), use of citations & references, overall presentation of document. (5%)
- 6) Team evaluation; Each individual is expected to contribute significantly to the team's success. The final team grade will be adjusted for each individual according to his/her overall contribution to the team and the variety of types of work accomplished. (10%)

Reports are DUE November 20, 2017 at the start of class. Peer Evaluations are DUE on November 22, 2017 by 5:30pm.

Note: Your textbook provides an overview of OD. Do not rely on it alone to “defend” your diagnosis, intervention, and recommendations. A good consultant will have many resources to back up and justify interventions. Five such resources are suggested readings on the front page of the syllabus.

Presentation Guidelines:

- Large font size (no less than 28 pitch)
- Good use of space (no more than 4-7 lines per slide; concise – information should be presented verbally with slide presentation as a guide)
- Heuristic: 1.5-2 minutes per slide
- Grammar, spelling, clarity
- Presentation should have a logical flow (be able to tell a story through your slides alone)
- Not every class member needs to present, but all must be actively engaged (e.g., setting up room, distributing handouts, writing on flip charts, getting supplies)
- Changes in presenters are done at appropriate intervals and infrequent. (People generally do not like to watch a ping-pong match of presenters).
- Students must attend each others’ presentations or your final score will be reduced by 10%.

OD Project Procedures and Evaluation

Planning phase: Each group will submit **one** teamwork plan or charter (i.e., team contract) by 9/11/2017. The work plan will include clearly defined roles, goals, and timelines. This team plan provides a framework for accountability and grading. You must consider what each person will do from beginning to end and plan for contingencies. Please also plan out preparation of OD project presentation; each member is responsible for contributing to the preparation of the presentation and the person(s) presenting will help to earn the final presentation grade for the group (I will look for content and team effort).

Evaluation phase: Upon completion and submission of the paper, you will each evaluate each team member and yourself in relation to the stated goals and protocols for each team member. You must complete your peer evaluation on Sakai by 11/22/2017. This evaluation will remain confidential. If I do not receive a team evaluation from you, I will reduce the team score you earned by 4 percentage points and if I learn you did not contribute, your grade may drop to zero.

It is likely that there will be uneven performance by individual members. Why? If all are using their skills and abilities to the fullest, and all are taking responsibility for leading the team to a high quality project, their contributions will be greater in some areas (e.g., idea generation, facilitation) than others (e.g., writing, boundary spanning). Therefore, when you evaluate your peers, be sure to remember the ways the student did contribute and to determine if he/she fulfilled his/her part of the project with quality work.

Social loafing occurs when a member of a group relies on other group members to fulfill a task (e.g., this exam) by not contributing to the group's efforts. There are other self-limiting behaviors that we might not be aware of. These self-limiting behaviors might be a result of language barriers, fear of becoming too outspoken, different work pace, external locus of control, fear of being wrong, low self-efficacy, etc.

If you perceive that a member of your group is not putting in his or her share to fulfill the requirements of this project, please do the following:

- (1) Address your concerns with that group member as early as possible via email, and copy me on the email (I will not intervene, but it is important to keep me in the loop). Try to find out what is limiting his/her behaviors.
- (2) Agree upon a way in which that person can contribute to the group and notify me of your resolution by email.
- (3) If the problem persists, please notify me immediately so that we may resolve the problem.
- (4) There are times when peers and instructors cannot change a student's behaviors. If the problem still does not resolve, your team may "fire" the student and he or she will be responsible for getting a different assignment to complete with a 15% deduction from the assignment's grade.
- (5) Finally, do not wait until the end of the semester to make problems known. If there are problems, your evaluations should demonstrate steps taken to resolve the problem. If none were taken, then you are an equal contributor to the problem.

Please note that it is dishonest to put a team member's name on the assignment if that student did not contribute at all to the product; I consider it an academic integrity violation to do so. Therefore, if a team member is not contributing at all, the team should address the issue per above procedures and the student's name will not appear on the final product.

Academic Success Resources

Langsdale Library, Psychology library liaison: Lucy Holman, lholman@ubalt.edu

Reference & Instruction Librarians: langref@ubalt.edu, (410) 837-4274 or (888)

LANGREF

Langsdale Library online chat service: <http://langsdale.ubalt.edu/research-help>

Reference and Instruction Librarians help students develop core information literacy skills, improving their ability to locate, evaluate, and use information as independent, life-long learners. In addition, librarians meet regularly with students in one-on-one and small group settings to provide guidance as students work through various aspects of the research and writing process, such as topic formulation, search strategies, and the evaluation of sources. You can contact the Reference & Instruction Librarian "on call" at the Reference Desk at Langsdale Library by phone, email, instant messaging, and in person. In addition, you can get reference assistance even when the library is closed through Langsdale's partnership with Maryland AskUsNow!'s chat service. Follow the links from the Langsdale Research Help page:

<http://langsdale.ubalt.edu/research-help>.

The Achievement and Learning Center, LC, www.ubalt.edu/alc, (410) 837-5383

The ALC is a free resource for all UB students and offers support in three ways:

- *A tutor or study facilitator* may be available for this course, either on-campus or online. Assistance in a variety of computer skills may also be available. Visit www.ubalt.edu/tutoring to learn more.
- *Writing consultants* can work with you one-on-one to improve your papers and provide suggestions for revisions. Writing consultants provide feedback on anything you're writing for UB courses at any point in the writing process, from getting started to final editing. You can also submit to the Online Writing Link through the MyUB portal to receive audio MP3 feedback; look for the OWL icon.
- To gain a competitive edge in the classroom or the workplace, make an appointment for Peer Academic Coaching. In one-on-one coaching sessions, you can work on goal-setting, time management, efficient learning strategies, working in teams, oral presentations, and exam taking. The coach can help you develop a personalized "master plan" for accomplishing your goals.

To make an appointment, visit mywco.com/ubalt.

Office of Disability & Access Services, AC 139, cea@ubalt.edu, (410) 837-4775

UB's Office of Disability and Access Services (ODAS) ensures that all UB students can achieve their academic potential unhindered by any disabilities. If you have a documented disability that requires accommodations, 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. Students with disabilities requesting accommodations must register with the ODAS to establish a record of their disability. The ODAS provides reasonable and appropriate accommodations for students with documented disabilities. Even students with short-term disabilities, such as a broken arm, can take advantage of certain services if appropriate medical documentation is provided. For documentations guidelines, visit the ODAS website at www.ubalt.edu/cea.

University Policies

Academic integrity

Academic integrity is essential. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). When practiced, academic integrity ensures that all students are fairly graded. Violating 'Academic

Integrity' undermines the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity.

Students should know the [Academic Integrity Policy for the University of Baltimore](#). Your own commitment to learning, as evidenced by your enrollment at the University of Baltimore and the University's integrity policy, require 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 website for [Student Code of Conduct](#) is available at http://www.ubalt.edu/campus-life/student-handbook.cfm#Code_of_Conduct.

Instances of academic dishonesty will not be tolerated.

- Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. It includes but is not limited to:
 - Copying in part or in whole, from another's test or other evaluation instrument;
 - Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
 - Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy;
 - Altering or interfering with grading or grading instructions;
 - Sitting for an examination by a surrogate, or as a surrogate;
 - Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.
- Plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes but is not limited to:
 - The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's scholarly works as one's own.

Cheating or plagiarism will result in a failing grade and sanctions by the University.

Student Rights and Responsibilities

The University's policy on [Student Rights and Responsibilities](#) can be found in the UB Student Handbook.

The University of Baltimore is a community comprised of students, faculty, administrators, and staff who share a commitment to learning. Exceptional academic honesty is essential to the university's mission of learning, scholarship and integrity. We believe:

- Honesty is the foundation of personal integrity.
- Honesty promotes substantive learning.
- Honesty validates the recognition of scholarly achievement.
- Honesty demonstrates respect for the work of others and enables effective cooperation.

All members of our community share responsibility for actively fostering academic honesty, actively discouraging academic dishonesty, and engaging in ongoing discussion of activities that may violate the spirit of honesty.

University Policy on Turnitin

As a part of an institution-wide effort to ensure the originality of student work, the University of Baltimore licenses Turnitin, a commercial text matching service that analyzes students' submissions against its own archive of student papers, articles, and web sites to report on student originality and identify possible plagiarism. Incorrect use of other work(s) will likely result in plagiarism charges, which can lead to a failing grade on an assignment, a failing grade in the course, or even suspension from UB. All UB faculty members reserve the right to use this or other measures to evaluate your work for originality and proper attribution. Not understanding the definition of plagiarism or improper attribution are not excuses for failure to abide by originality requirements in this or any other course.

Plagiarism Tutorial: [UB's plagiarism tutorial](#)

Privacy Act

Public Law 93-380 (Family Educational Rights and Privacy Act of 1974, also known as the "The Buckley Amendment") provides certain rights to students (and, in some cases, parents) concerning access to educational records. For more specific information on your privacy rights, visit the [FERPA for Students website](#).

Title IX Sexual Harassment and Sexual Misconduct Policy

The University of Baltimore's Sexual Harassment and Sexual Misconduct policies are compliant with Federal laws prohibiting discrimination. Title IX requires that faculty, student employees and staff members report any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents. [Policies and procedures related to Title IX and UB's nondiscrimination policies](#)

University Police, Charles Royal Bldg. 200, ubpolicedepartment@ubalt.edu, 410.837.5520; **EMERGENCY PHONE: 410.837.4444** Relay users dial 7-1-1

From time to time, the weather, power outages, and other factors play a role in the daily life of the UB campus. Emergency announcements will be communicated via: the [UB home page](#); campus emails (to UB email addresses); the emergency notification phone line (410.837.4201); local media outlets; and the emergency **Campus Text Alert System**. Students, faculty and staff are strongly encouraged to register for this emergency notification system. Once registered, you will be alerted to any emergency on campus regardless of where you are - on, off or on route to campus. Sign up for the Campus Text Alert System through the tools in the MyUB portal.

Inclement Weather Advisory

In the event that UB is delayed due to inclement weather or other unforeseen circumstances or if inclement weather is predicted, please check your email throughout the day to know if class will be cancelled or held online. If class is ever cancelled, for whatever reason, you will still be responsible for the day's assignments and turning in any assignments due via Sakai by 4:15pm on the assignment due date. You must also check if a pop quiz is posted online. You may have 48 hours to start the quiz (depending on news reports) and you will be informed how long you will have to complete it.

PEER GROUP EVALUATION (Complete your evaluation on Sakai).

You will be instructed and required to answer: **Was every member of your team given an equal opportunity to contribute?** If yes, please indicate how you ensured this to be the case. If no, please explain.

Please indicate the extent to which you/your peers have met expectations. Met expectations (2) is good.

4 = Engaged above and beyond expectation (Superior—Few individuals reach this level);

3 = Contributed significantly (Above Average);

2 = Performed as Expected (Average);

1 = Added little and did not contribute adequately (below average/weak; definitely deserves a lower grade than others on the team);

0 = Did not contribute at all

The criteria (which we may change as a group) are:

-
- Reliable for meetings (*Were they on time for meetings, did they show up for meetings*)?
 - Participated in group discussions or meetings
 - Reliable with meeting deadlines for work in progress and final project
 - Helped keep the group focused on the task
 - Contributed useful ideas to the group
 - Respects each group member's opinions
 - Contributes his/her share to discussions
 - This person took an active role in helping to complete the project
 - Knowledgeable about assignments and her/his role and fulfills that role
 - Quantity of work done
 - Quality of work done
-

Don't base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. Although THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS, poor ratings should not come as a surprise. Please provide regular feedback to team members if contributions are average or below average.