

About the Instructor

Name: Dr. Joel T. Nadler

Office/Phone: Alumni Hall 0124 / (618) 650-3347

Email: jnadler@siue.edu (please allow 24 hours for email to be returned)

Virtual Office Hours: Thursdays 1pm-4pm.

Welcome: Welcome to PSYC 576 Organizational Development. This course is conducted **entirely online**, which means you do not have to be on campus to complete any portion of it. I will work very hard to help you feel connected to your colleagues, even though you may never actually meet in person! This online course will require you to carefully organize your time and your work to avoid getting behind. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. I will do all I can to assist you with this, but the responsibility is ultimately yours! Be sure to contact me immediately with any concerns about the course or your progress through it.

Bio: Hello, I am Joel T. Nadler. I am an Associate Professor of I/O psychology and the director of the I/O Masters program in the Department of Psychology at SIUE. I teach classes at SIUE including Industrial/Organizational Psychology, Personnel Psychology, Organizational Development, and Employee Selection. I also work as an organizational consultant and I have worked with organizations on areas such as organizational climate and culture, survey development, performance appraisal, program evaluation, needs assessment, leadership development, organizational change and development, and study design and methodology.

My primary research interests are in gender bias in selection and performance appraisal, sexual harassment, organizational attractiveness, adverse impact (EEO law), and assessing inclusive diversity practices. Additionally, I have expertise in advanced measurement, design and statistical techniques. My research has been published in journals such as *Industrial Organizational Psychology: Perspectives on Science and Practice*, *Sex Roles*, *Social Issues and Policy Review*, *Journal of Applied Social Psychology*, *American Journal of Evaluation*, and the *Journal of Leadership and Organizational Studies*.

Outside of my professional interests I enjoy cycling, traveling, running, motorcycling, music, science fiction, and wine-making. I am looking forward to making this online course a valuable and professionally rewarding experience for you and welcome any question you have. Email is the best way to get a hold of me and I will be checking my emails regarding this class multiple times a day.

About the Course

Catalog description: Early history, assumptions, concepts, and various change strategies. Human process approaches to planned change within systems framework.

Credit hours: 3

Course description: This seminar is scheduled into weekly modules. Each module we will focus on several topic areas. Topics and issues have been chosen to represent components of the action research model in organizational development. We will begin the course by focusing on how the many different ways in which we might frame organizational problems and challenges. Next, we will take up each component of the action research model and examine it in some detail. In addition to discussing the readings themselves (i.e., examining the theoretical part of the equation), we also will work to apply these ideas to organizational situations (i.e., the practitioner side of the equation).

Course objectives: The primary goal of this course is to increase your mastery of contemporary theoretical and practical issues related to organizational development (OD). In this course, the specific focus will be on organizational change issues. Broadly we will cover the theoretical models for successfully bringing about change in organizations, how to utilize data in the process of change, how to manage change, effective ways to become a change agent, identifying and overcoming resistance to change, and finally the common techniques used in OD. The objectives for the course are as follows:

- Develop an understanding of the information technology needs, workflows, and practices of an organization within an organizational development context
- Utilize the organizational development process to identify a real-world problem that involves interaction between human behaviors and information technology
- Analyze the research base for the problem
- Describe a rationale for the solution
- Create a research-based rationale for the problem solution
- Design solutions for the problem that include information systems/technology and demonstrate consideration for the role of end users
- Explain how an evaluation plan will determine the effectiveness of the program

Course textbooks/readings:

Brown, D. (2011). *An experiential approach to organizational development (8th Ed)*. Prentice Hall, Upper Saddle River, NJ.

This textbook can be rented from SIUE and can be shipped to you. Please go to:

<http://www.siu.edu/muc/textbooks.shtml>. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Readings available on-line through the library website and Blackboard
(<http://www.siu.edu/lovejoylibrary/services/reserves.shtml>)

Course requirements

Course activities/assessments:

All activities are presented in modules inside the Blackboard course and should be completed in the order presented. There will be a number of audio lectures presented asynchronously throughout the course. You should view the lecture and assigned reading before posting to any discussion board or before taking the Module Quiz. If you have a smart phone or tablet, you can use the **Blackboard app** to view the online lecture. Please do not use the app to take the quizzes.

Readings: Students are expected to have all assigned readings completed prior to accessing the online lectures, discussion boards and quizzes. The content, knowledge and skills covered in the class cannot be only covered in scheduled lectures and you are expected to manage your own learning.

Quizzes: Quizzes will be given throughout the course, and are listed on the schedule below. They will normally be available for a period of 72 hours, so you should respond promptly once they are posted. Quizzes will be posted at 12:01am the day they are listed on the schedule and can cover any and all of the material due for that week's module (lecture models, articles, and readings). The purpose of the quizzes is to help you pull information from readings, lectures, and other course experiences together and present your understandings to the instructor.

You may use any available resources to respond to quiz questions.

Projects: There will be a four-part project that will allow students an opportunity to gain "hands-on" experience with Organizational Development methods and procedures. Project papers must be conducted and turned in individually.

Project assignments will be assigned throughout the semester (and posted on Blackboard), but generally the project will focus on the lecture/text topics covered during the timeframe of the paper. The project has four sections due throughout the semester, each worth 30 points) for a total of 120 points. Project sections are due on the date specified in the schedule below, unless otherwise announced. 5 points will be deducted each day the project section is late, beginning at 11:59pm on the day the project is due.

Discussion Board: The online content of this course requires students to participate in discussion board activities throughout the course. As in traditional class discussions, student discussions should be conducted in a respectful, courteous manner. Please refrain from threats, ad hominem attacks, and other disrespectful rhetorical tactics. Failure to conduct oneself in a respectful manner in the discussion forums will adversely affect your grade.

Discussion postings require application of the session's reading to the discussion prompt, and work in dialogue fashion. Your first post for each session should respond to the session prompt. Subsequent postings should address and respond to the comments of your colleagues. For each discussion question, you are expected to post **at least one Parent Post** that answers the question(s) raised in each forum. You are also expected to **post at least two messages** in each forum that responds to postings of another classmate by expanding on or questioning his or her comments. Each discussion prompt will be "live" for 96 hours after it posts. Discussion questions will post at 12:01am the day they are listed on the course schedule. Note: you will not be able to see any other student's posts until you post your original parent post to the discussion question.

Each discussion session is worth 20 points.

Quality responses to classmates are more than "Good job!" or "I agree with you!" If you agree with a classmate, *explain* the reasons for this. If you disagree with a classmate, provide reasons to support your position.

Post Relevance: Messages should relate to the subject matter. The message should provide information, opinions or questions about the concept. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature. Conclusions should be clearly stated and supported by premises, reasons, evidence, and grounds for belief. Your opinion (unless explicitly requested) is not enough to support a conclusive argument. There must be other evidence to support your position.

You may decide to write your discussion board entry in a word processor program (which gives you the ability to save you work for future use or in case of technology errors) and cut and paste it into the Blackboard discussion board content window.

You should NOT add your discussion posts as an attachment. The discussion board posts need to be submitted by typing the text directly into the Blackboard textbox. Any discussion board post that is not typed directly into the Blackboard textbox will not receive credit.

Course Communication: Use Blackboard regularly! You will find course materials and assignments, messages, and instructions posted on Blackboard <https://bb.siu.edu>. You are expected to

- Log in to the course at least 4-5 times per week
- Respond to discussion boards postings within 72 hours
- Respond to messages within 24 hours
- Complete quizzes within 48 hours

Announcements: Use your SIUE email, and check it frequently. I will place announcements through Blackboard, which uses your SIUE email address. It is your responsibility to check Blackboard and your SIUE email frequently.

Email: Communication in this course will take place via Blackboard messages. Bb Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Blackboard to send/receive/read messages. The Messages tool is located on the left side Course Menu It is recommended that students check their messages routinely to ensure up-to-date communication.

- **Questions:** Questions can be addressed through messages sent through Blackboard. If you have a question that you think others might have or you think the answer will be helpful to others, please post it to the General Course Questions forum on the discussion board. Please check the forum to see if your question has already been discussed before sending me a private message.
- **Discussion Forums:** Keep in mind that forum discussions are public, and care should be taken when determining what to post.
- **Turnaround:** I will usually log into the course 4-5 times per week and respond to messages and discussion boards within 24 hours. I will generally grade assignments within 2 days of the assignment deadline
- **Netiquette:** These "Simple Rules of Netiquette" from Indiana University <http://www.indiana.edu/~icy/netiquette.html> and the explanations that follow them are offered here as a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use.

Submitting work: Discussions and quizzes are to be completed online through Blackboard. Discussions should be entered directly into the Discussion post (not as attachments). Papers should be completed in Word or PDF and uploaded onto Blackboard through the link for each assignment. All papers should be double-spaced and have a file name that includes a brief paper name and your full name.

Grading

Missed Quizzes or Discussions: You may miss up to two quizzes and/or discussion assignments during the semester for any reason and replace the missing grade with a research article summary (2 pages double spaced). Details regarding the expectations and articles available for review will be posted on Blackboard. Summaries need to be clearly labeled regarding what assignment (Quiz 3, Discussion 4, etc.) they are meant to replace and are due by the Wednesday of the last week (week 8) of this class.

Grade Calculation: The final letter grade for each student will be determined by combining the total points from the four exams, 5 in-class assignments/quizzes, and two industrial organizational psychology application papers.

8 Quizzes (20 points each)	=	160 points
Project Sections 1,2,3, & 4 (30 Points each)	=	120 points
<u>8 Discussion Boards (20 points each)</u>	=	<u>160 points</u>
TOTAL	=	440 points

Criteria for letter grades:

396-440 total points = A	352-395 total points = B	308-351 total points = C
264-307 total points = D	Less than 264 points = F	

Please note: There is no curve for this course, and there will be no rounding of points. You are starting this course with 0 points and you will have to earn every point to get up to an "A" (or whatever your goal is). If you find yourself falling behind or getting confused, it is your responsibility to get help immediately. If you wait until the end of the course to get help, it is generally too late to bring your grade up. Students will not be able to turn in any assignment for course credit after **May 10th at 11:59pm**.

Petitions in Writing Only: Sometimes, discrepancies arise between a student's and an instructor's perceptions regarding grades. You are always welcome to discuss your grades with the instructor. However, if you want me to consider changing your grade, then you must submit a petition in writing via email **within 48 hours** of receiving your grade on the quiz or assignment. You must outline specifically why and how your work warrants more credit. Submitting written petitions does not guarantee point adjustments.

Due Dates: Assignments are **due on the date and time posted on the course calendar or Blackboard**. For quizzes and discussions will not be accepted after the posted due date (see **Missed Quizzes or Discussions** for more information). Papers may be turned in late but at a penalty of 5 points per day.

All written assignments turned in should be considered **final drafts**. Unless otherwise noted, you should proofread and edit all assignments before you submit them for evaluation.

- Grammar, spelling, punctuation should be checked and corrected. An abundance of errors on your final report will be graded down.
- Projects must represent individual work. Classmates may help, coach, advise, and support one another, but the work must be done individually (see academic dishonesty policy below).

Grading rubrics:

Grading rubrics for the project papers and discussions will be included with each assignment on Blackboard.

Feedback and grading timeline:

Discussion board grades with rubric feedback will be posted within 48 hours of the discussion due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric. In general I will be commenting on discussions after the due date providing individual and sometimes group feedback. In addition to graded discussions, there will be open discussions regarding the class and questions that I will check daily. Any communications in this class are encouraged to comply with the suggestions below.

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that you adhere to the deadlines given below as you complete assignments, discussions and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Tips for Communication:

General Rules

- Make your messages easier to read by making your paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.
- *Asterisks* surrounding a word can be used to make a stronger point.
- Use the underscore symbol before and after the title of a book, (i.e., _Green Eggs and Ham_)
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. When being humorous, use emoticons to express humor. (tilt your head to the left to see the emoticon smile) :-) = happy face for humor
- Never give your user ID or password to another person. System administrators that need to access your account for maintenance or to correct problems will have full privileges to your account.

Group Communication

- Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others.
- Remember that there's a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- If you are responding to a message from someone else, briefly summarize her or his post.
- When posting a question to the discussion group, request that responses be directed to you personally. Post a summary or answer to your question to the group.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.

- Include your signature at the bottom of Email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.
- Resist the temptation to "flame" others on the list. Remember that these discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.
- Use your own personal Email account, don't subscribe using a shared office account or a friend's account.

Individual Communication

- If you want to get in touch with only one person in the class, send a message to that individual's email address, not to the entire discussion list.
- When replying to a message posted to a discussion group, check the address to be certain it's going to the intended location (person or group). It can be very embarrassing if they reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.

Technology requirements:

Blackboard: You will participate in the course using SIUE's course management system called Blackboard that can be found at <https://bb.siue.edu>. You will need your SIUE e-id to access Blackboard. If you do not have an eid, you can find out how to sign up for one at http://www.siue.edu/its/eid_support.shtml. If you have questions about using Blackboard tools, you can get answers within the course by clicking on "Help," at the top of the page and entering the name of the tool in the search criteria field. You can also check the ITS Student Resources at <http://www.siue.edu/its/bb/>. More information about using Blackboard is provided in the Course Policies and Procedures section of this syllabus.

I am just the instructor for this course. I cannot guarantee that I have the answers to help you fix problems with the technology. If you have problems with Blackboard, please contact ITS at SIUE. 618-650-5500 or help@siue.edu

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free): <http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Technology capabilities:

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy I mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer.

Students are expected to:

- know how to create documents in Microsoft Word and upload files to the computer in cases where papers need to be turned in via Blackboard Assignment in the online course
- open and reply to email messages both electronic email and messages (within the course).
- have a university email address and check it regularly.
- know how to move between multiple internet windows, so you can open the learning module, move to the discussion board and the journal; then, go back to the learning module with no problem.
- reach out to tech support staff when issues arise and troubleshoot to resolve problems.

Course Schedule:

Week	Content and Tasks
Week 1	<p><i>Introduction, OD History, Anticipating Change and Challenges to change and Changing culture</i></p> <ul style="list-style-type: none"> • Course Schedule & Introduction • Read Chapters 1,2 & 3 • Modules 1.1-1.3 • Review Module 1 Vocabulary Terms • Module 1 Quiz (Live Mar 14, Due Mar 20 at 11:59 pm) • Discussion (Live Mar 14, Due Mar 20 at 11:59 pm). Oreg, S., Vakola, M., & Armenakis, A. (2011). Change recipients' reactions to organizational change A 60-year review of quantitative studies. <i>The Journal of Applied Behavioral Science</i>, 47(4), 461-524.
Week 2	<p><i>Challenges to change and Changing culture</i></p> <ul style="list-style-type: none"> • Review Chapters 2 & 3 • Modules 2.1-2.4 • Module 2 Quiz (Live Mar 21, Due Mar 27 at 11:59 pm) • Review Module 2 Vocabulary Terms • Project 1 (Live Mar 14, Due Mar 27 at 11:59 pm) • Discussion (Live Mar21, Due Mar 27 at 11:59 pm). Ruvolo, C. & Bullis, C. (2003). Essentials of culture change: Lessons learned the hard way. <i>Consulting Psychology Journal: Practice and Research</i>, 55, 155-168.
Week 3	<p><i>The OD Process and Diagnostics</i></p> <ul style="list-style-type: none"> • Read Chapters 4 & 5 • Modules 3.1-3.4 • Review Module 3 Vocabulary Terms • Module 3 Quiz (Live Mar 28, Due Apr 3 at 11:59 pm) • Discussion (Live Mar 28, Due Apr 3 at 11:59 pm). Nielsen, K., Taris, T., Cox, T. (2010). The future of organizational interventions: Addressing the challenges of today's organizations. <i>Work and Stress</i>, 24, 219-233.
Week 4	<p><i>Overcoming Resistance</i></p> <ul style="list-style-type: none"> • Read Chapter 6 • Modules 4.1-4.3 • Module 4 Quiz (Live Apr 4, Due Apr 10 at 11:59 pm) • Review Module 4 Vocabulary Terms • Project 2 (Live Mar 28, Due Apr 10 at 11:59 pm) • Discussion (Live Apr 4, Due Apr 10 at 11:59 pm). Bordia, P., Jones, E., Gallois, C., Callan, V., & Difonzo, N. (2006). Management are aliens! Rumors and stress during organizational change, <i>Group and Organization Management</i>, 31, 601-621.
Week 5	<p><i>Intervention Strategies, Process Intervention, & Employee Empowerment</i></p> <ul style="list-style-type: none"> • Read Chapter 7, 8, & 9 • Modules 5.1-5.4 • Review Module 5 Vocabulary Terms • Module 5 Quiz (Live Apr 11, Due Apr 17 at 11:59 pm) • Discussion (Live Apr 11, Due Apr 17 at 11:59 pm). Fiss, P. C. (2011). Building better causal theories: A fuzzy set approach to typologies in organization research. <i>Academy of Management Journal</i>, 54(2), 393-420.

Week	Content and Tasks
Week 6	<p><i>High Performance Teams and Intergroup Development</i></p> <ul style="list-style-type: none"> • Read Chapters 10 & 11 • Modules 6.1-6.4 • Review Module 6 Vocabulary Terms • Module 6 Quiz (Live Apr 18, Due Apr 24 at 11:59 pm) • Project 3 (Live Apr 11, Due Apr 24 at 11:59 pm) • Discussion (Live Apr 18, Due Apr 24 at 11:59 pm). Nielsen, K., & Abildgaard, J. S. (2013). Organizational interventions: A research-based framework for the evaluation of both process and effects. <i>Work & Stress, 27</i>(3), 278-297.
Week 7	<p><i>Goal Setting and Work Teams</i></p> <ul style="list-style-type: none"> • Read Chapters 12 & 13 • Modules 7.1-7.4 • Review Module 7 Vocabulary Terms • Module 7 Quiz (Live Apr 25, Due May 1 at 11:59 pm) • Discussion (Live Apr 25, Due May 1 at 11:59 pm). Mealiea, L., & Baltazar, R. (2005). A strategic guide for building effective teams. <i>Public Personnel Management, 34</i>, 141-160.
Week 8	<p><i>High-Performing Systems, Organization Transformation</i></p> <ul style="list-style-type: none"> • Read Chapters 14, 15, & 16 • Modules 8.1-8.4 • Review Module 8 Vocabulary Terms • Module 8 Quiz (Live May 2, Due May 6 at 11:59 pm) • Project 4 (Live Apr 25, Due May 6 at 11:59 pm) • Discussion (Live May 2, Due May 6 at 11:59 pm). Moynihan, D. P., Pandey, S. K., & Wright, B. E. (2012). Setting the table: How transformational leadership fosters performance information use. <i>Journal of Public Administration Research and Theory, 22</i>(1), 143-164.

Course and University policies

Academic integrity/ plagiarism:

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Psychology Department Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an Unauthorized Withdrawal (UW). Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course not later than the

end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

SIUE Psychology Department Twitter: By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

SIUE Psychology Department Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your **graded written assignments fail to meet the basic writing requirements** listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with a **grade of zero**.

Subject to change notice:

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change. I reserve the right to change the format, dates of assignments, discussion topics and/or dates, and other items discussed in this syllabus. You also have the right to suggest a change if doing so increases your ability to learn and be successful in this class.

Accessibility:

Notify the professor immediately of any needed accommodations for documented disabilities at the beginning of the course. If you are expecting accommodations at any time in this class, you must speak Disability Support Services in the Student Success Center in Rm 1270 (650-3726) before you need accommodations. Also, According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

Online courses are required to meet ADA accessibility guidelines. This means that all aspects of the online learning experience are accessible. Please let me know if you have adaptive software and hardware to assist you with taking this course or if you have any specific needs I should be aware of. You can access the **SIUE Disability Support Services** through the following link: <http://www.siue.edu/dss/>.

If you have a documented disability that requires academic accommodations, please go to Disability Support Services for coordination of your academic accommodations. DSS is located in the Student Success Center, Room 1270; you may contact the office to make an appointment by calling 618-650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siue.edu/dss for more information.

Additional Support

Academic Services and Support

Writing Center

MUC –Student Success Center 1254

618-650-2045

http://www.siu.edu/is/writing/location_hours.shtml

Computer Labs

Lab Location and Availability posted online

<http://www.siu.edu/its/labsclassrooms/sum09reg.shtml>

Lovejoy Library

618-650-4636

<http://www.siu.edu/lovejoylibrary/>

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 with any technical concerns. Lovejoy Library Room 0005, help@siu.edu