About the instructor
Name: Dr. Jason Murphy
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Email: jamurph@siue.edu
Virtual Office Hours: I am happy to meet on Zoom on non-holiday business days. Please email me for a link.

Welcome
Welcome to Organizational Development! This course is fully asynchronous online. Even though everything we do is online, my goal is to structure the class in a way that helps you feel a part of a learning community. I want you to learn from lectures, readings, and assignments, as well as the rich professional experiences of your classmates.

Communicating with the instructor
We will use Blackboard as the primary communication hub for our class. Announcements, updates, grades, and other important course information will be posted to Blackboard. We will use Zoom for virtual office hours.

If you have a question not answered in the syllabus or course materials, please reach out by email. Please include a formal greeting, your course and section number, specific question(s), and who you are (first and last name). I try to respond to emails that include this information within one business day, excluding holidays.

About the course
Course description
Here is the formal catalog description of our course: “Early history, assumptions, concepts, and various change strategies. Human process approaches to planned change within systems framework.” Let’s phrase this differently: Can you think of a time when someone (maybe you) attempted to affect change in an organization and the end result was less than a resounding success? Was the change focused on an individual, a team, or the organizational culture at large? Why wasn’t the initiative successful: lack of planning, failure to analyze and research solutions, a lapse in implementation? By the time you complete this course, I hope you are acquainted with the organizational development process from a theoretical standpoint, as well as able to apply these ideas to organizational situations as a practitioner.

Course goals and objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Millers Levels of Clinical Competence</th>
<th>AMIA Foundational Domain</th>
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<tbody>
<tr>
<td>Develop an understanding of the information technology needs, workflows, and practices of an organization within an organizational development context</td>
<td>Knowledge</td>
<td>F3 – Social and Behavioral Science</td>
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<td></td>
<td></td>
<td>F5 – Human Factors and Socio-technical Systems</td>
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<tr>
<td>Assessment Item(s): Discussion Boards, Quizzes, Final Exam</td>
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<tr>
<td>Utilize the organizational development process to identify real-world problems</td>
<td>Knows How</td>
<td>F5 – Human Factors and Socio-technical Systems</td>
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<tr>
<td>Activity</td>
<td>Assessment Item(s)</td>
<td>Course Competency</td>
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<tr>
<td>Analyze the research base for an identified problem by reviewing</td>
<td>Discussion Boards, Quizzes, Final Exam, Multi-part Project (Organization Analysis)</td>
<td>F3 – Social and Behavioral Science</td>
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<td>relevant social, behavioral, psychological, and management literature</td>
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<tr>
<td>Describe a rationale for the solution (i.e., anticipated benefit to</td>
<td>Discussion Boards, Multi-part Project (Organization Analysis; Researching and</td>
<td>F7 – Social, Behavioral, and Information Science and Technology Applied to Health</td>
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<td>the organization and end users, as well as consideration of relevant</td>
<td>Identifying Alternatives for Intervention)</td>
<td>F8 – Professionalism</td>
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<td>ethical principles)</td>
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<tr>
<td>Create a research-based rationale for the problem solution by applying</td>
<td>Multi-part Project (Researching and Identifying Alternatives for Intervention; OD</td>
<td>F3 – Social and Behavioral Science</td>
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<td>reviewed OD interventions literature to the identified organizational</td>
<td>Program Proposal</td>
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<tr>
<td>problem</td>
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<td>Design solutions for the problem that include information systems/</td>
<td>Multi-part Project (OD Program Proposal)</td>
<td>F5 – Human Factors and Socio-technical Systems</td>
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<td>technology and demonstrate consideration for the role of end users</td>
<td></td>
<td>F7 – Social, Behavioral, and Information Science and Technology Applied to Health</td>
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<tr>
<td>Explain how an evaluation plan will determine the effectiveness of the</td>
<td>Scrutiny in Management and Organizational Development (Comparison of the</td>
<td>F5 – Human Factors and Socio-technical Systems</td>
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<td>proposed program</td>
<td>proposed OD intervention with historical data)</td>
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**Course textbook**


A textbook rental option is available through [Textbook Service](#). Textbooks can be picked up on campus or mailed. To request a mailed textbook, complete the SIUE Textbook Rental Order Form on [Textbook Service’s website](#).
**Other course materials**

Additional readings will be posted on Blackboard.

**Course requirements**

**Syllabus quiz**
Complete a short quiz about this syllabus by the end of the first week. The quiz highlights important course information. You have unlimited attempts until the deadline—your highest score counts toward your final grade.

**Online lectures**
Video lectures will be posted on Blackboard in topic folders. Please view lectures and complete assigned readings before posting to a related discussion board. Video lectures cover key concepts, but they are not an exhaustive review of all information students are responsible for learning (see Readings below). If asked to log in to view videos, please use your e-ID and password.

**Readings**
Please complete readings before posting to related discussion boards. Since this is an online course in a condensed format, students must manage their own learning, which includes self-instruction through reading. Key concepts are discussed in lectures; however, readings provide more detail, which may appear on quizzes and the exam.

**Web quizzes**
Quizzes are untimed and cover related material from lectures and readings. You have two attempts for each quiz—your highest score counts toward your final grade. Each attempt may include different questions. You may use any resource, including other students, to complete quizzes. Quiz deadlines are noted in the Course Schedule.

**Project**
The multi-part project is an opportunity to gain practical experience with organizational development methods and procedures. Work on the project should be completed individually. More information is provided on Blackboard during Week 2. Deadlines are noted in the Course Schedule. You have one attempt to complete and submit each part of the project.

**Discussion boards**
To encourage engagement and interaction, students will contribute to discussion boards throughout the course. Please see Discussion Board Information below for detailed instructions.

**Cumulative final exam**
The cumulative final exam is 60 multiple-choice questions. You have one attempt for the exam. You may use any resource except help from another person (i.e., textbook, readings, and notes may be used, but help from classmates is not allowed). The exam is timed and auto-submits 90 minutes after it is opened. Students choose when to take the exam during the period noted in the Course Schedule. To meet CAHIIM requirements, we will use Respondus LockDown Browser with Respondus Monitor for the exam.

Please ensure that you have a reliable computer and Internet access when you choose to begin the exam. **If an exam “reset” is required for any reason, please email me at least 24 hours before the exam closes; I cannot guarantee I will see requests emailed less than 24 hours before close, on holidays, or on weekends—please plan accordingly. If the exam is reset, your final grade will be reduced by 10 percent of the exam value** (i.e., 6 points will be subtracted from your final score). The reduction is because 1) a reset extends the time of a timed exam and 2) students are responsible for ensuring their computer and Internet access are reliable. Once the exam deadline has passed, the exam cannot be made up or reset, no exceptions.
Submitting work
All work will be submitted through Blackboard. Emailed assignments are not accepted.

Please use Firefox or Chrome on a desktop or laptop computer and visit https://bb.siue.edu to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please ask ITS before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives zero points for an assignment.

Technology requirements
Technical requirements for students can be found in this ITS Knowledge Base article.

Technology capabilities
Students in an online course should be able to:
- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Discussion board information
Overview
For each discussion board, post one “parent post” (i.e., a thoughtful, proofread response to the board’s prompts) and one “response message” (i.e., a proofread response to another classmate’s post that expands on or questions the author’s comments). Posts require thoughtful application of course concepts. Debate and even disagreement are cornerstones of a healthy academic enterprise. However, as you post, please treat others as you would like to be treated. Scores will be penalized for abusive, insulting, or profane posts. Deadlines for each discussion board are listed in the Course Schedule. A grading rubric is posted on Blackboard.

Both the parent post and response message must be submitted by a board’s deadline for a submission to be graded (i.e., if only a parent post is submitted, a student will not receive credit or feedback for the board). If, after submitting your parent post, there is not yet a classmate’s parent post to which you would like to respond, revisit the board at a later time prior to the deadline to see if more classmates have contributed.

Our class is comprised of students from various academic and professional backgrounds. Please write out uncommon abbreviations and explain technical concepts that would not be readily known to the general public.

You are welcome to compose posts in a word processor and copy and paste your final, proofread text into a discussion board textbox. Please do not add your discussion post as an attachment. All posts should be typed (or pasted) directly into a discussion board textbox. Attached posts will not receive credit or feedback.

The instructor will monitor and grade discussions, and may occasionally add questions or comments to spark additional discussion, but will not necessarily provide responses to every post.

Parent post
A good parent post provides relevant information, opinions, or questions about the concept(s) under discussion. This includes relating course content to personal experience and current events. Any conclusions a student shares should be supported by reasoning and evidence, not solely opinion. Students will not be able to see classmates’ parent posts on a board until posting themselves.

Response message
A good response message is more than “Nice post!” or “I disagree.” Explain the reasons behind agreement or disagreement; provide supporting evidence. It is also appropriate to incorporate relevant questions about the
classmate’s post, perhaps identifying ways a classmate could make his or her argument stronger, or pointing out a perspective the classmate may not have originally considered.

Course policies

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 (https://www.siue.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” (https://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

The Psychology Department’s Policy on Incomplete Grades and Withdrawal
All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see https://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

Grading
The final letter grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)
2. 8 Web Quizzes (20 points each, 160 points total)
3. Project Parts 1, 2, 3, and 4 (40/30/40/10 points, 120 points total)
4. 5 Discussion Boards (20 points each, 100 points total)
5. Cumulative Final Exam (60 points)

There are 450 possible points. Final letter grade is determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved.

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<th>Grading scale</th>
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<td>Percentage</td>
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<td>A</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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Revised: 3/12/23
A minimum of 403.00 points is required to earn an A, 358.00 to earn a B, 313.00 to earn a C, and 268.00 to earn a D.

Please promptly bring any potential grading errors to the instructor’s attention. Grades will generally not be modified if more than one week has passed since a grade was posted or after the last non-finals-week day of the semester.

Feedback and grading timeline
Discussion board and project part grades will be posted within one week of their deadline. Quiz grades will be available upon their completion. You can find grades for assignments by clicking the My Grades link on the left menu in Blackboard. To review feedback (e.g., for project parts), click the assignment name, and, on the next scree, click your score.

Late or missed assignments
All assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. Please submit all assignments through Blackboard. Emailed assignments are not accepted. **No late work is accepted, no exceptions.** Assignments that are late receive zero points. Please do not request to make up missed assignments.

No modification to course material availability
Course material, including assignments, will be accessible by students according to the dates listed in the Course Schedule, unless the instructor announces a modification for the entire class. Students who remain enrolled in this course agree they must complete related work within the dates presented in the Course Schedule. **Availability dates will not be modified for individual students,** even for emergencies (e.g., early or extended access is not available for individual students). Please do not request modifications to course material availability.

Accommodations statement
Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

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 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:
- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time
# Course Schedule

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<thead>
<tr>
<th>Week (begins on Mondays, 12:01am CT)</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates (by 11:59pm CT)</th>
</tr>
</thead>
</table>
| **Week 1, Unit 1** | • Course syllabus  
• Chapter 1  
• Web Quiz 1  
• Discussion Board – Unit 1 (parent post & response message) | Sun. 3/19 |
| **Week 2, Unit 2** | • Multi-part project instructions  
• Chapters 2 and 3  
• Discussion Board – Unit 2 (parent post & response message) | Sun. 3/26 |
| **Week 3, Unit 3** | • Chapters 4 and 5  
• Project Part 1 | Sun. 4/2 |
| **Week 4, Unit 4** | • Chapter 6  
• Discussion Board – Unit 4 (parent post & response message) | Sun. 4/9 |
| **Week 5, Unit 5** | • Chapters 7, 8, and 9  
• Project Part 2 | Sun. 4/16 |
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<tr>
<th>Week (begins on Mondays, 12:01am CT)</th>
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<th>Assignments</th>
<th>Due Dates (by 11:59pm CT)</th>
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<tr>
<td><strong>Week 6, Unit 6</strong>&lt;br&gt;Team Development, Intergroup Development&lt;br&gt;(Mon. 4/17 – Sun. 4/23)</td>
<td>• Chapters 10 and 11&lt;br&gt;• Nielsen, K., &amp; Abildgaard, J. S. (2013). Organizational interventions: A research-based framework for the evaluation of both process and effects. <em>Work &amp; Stress</em>, 27(3), 278-297.</td>
<td>• Web Quiz 6&lt;br&gt;• Discussion Board – Unit 6 (parent post &amp; response message)</td>
<td>Sun. 4/23</td>
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<tr>
<td><strong>Week 8, Unit 8</strong>&lt;br&gt;High-Performing Systems, Organization Transformation&lt;br&gt;(Mon. 5/1 – Fri. 5/5)</td>
<td>• Chapters 14 and 15&lt;br&gt;• Moynihan, D. P., Pandey, S., K., &amp; Wright, B. E. (2012). Setting the table: How transformational leadership fosters performance information use. <em>Journal of Public Administration Research and Theory</em>, 22(1), 143-164.</td>
<td>• Web Quiz 8&lt;br&gt;• Discussion Board – Unit 8&lt;br&gt;• Cumulative Final Exam (Using <a href="https://www.respondus.com/lockdownbrowser">Respondus LockDown Browser</a> with <a href="https://www.respondus.com/monitor">Respondus Monitor</a>)</td>
<td>Fri. 5/5</td>
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**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, communicate with other students, and adjust as needed if assignments or due dates change. All times in the Central Time Zone.

Revised: 3/12/23